

Accessibility in practice.

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Inclusive Learning and Accessibility

- What is inclusive learning?
 - An approach that recognises the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths at assessment (*'Inclusive Teaching and Learning in HE as a route to excellence report'*, 2017)
- What is accessibility?
 - designing systems to optimise access; in education this includes digital content, teaching and learning activities and assessments (Jisc, 2015)

Background

- Legislation
 - Equality Act 2010
 - Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018
- Sector initiatives
 - Disabled Students Sector Leadership Group report 2017
 - Teaching Excellence Framework
- University
 - Vision Strategy

Focus

- Who are we designing materials for?
 - Diverse student body – all of whom can benefit from accessibility and inclusive approaches
- How to create accessible content?
 - Additions/Adaptations
 - Ease of incorporation
 - Support available

Activity 1: The Tortoise and the Hare



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Digital

++ There are a number of things that are wrong in this document. What can you spot? ++

Public Sector Accessibility Regulation

On 23 September 2018 [new regulatory changes](#) came into force in the UK requiring all public sector bodies – including universities – to make their online content accessible.

An inclusive approach

Digital accessibility is a part of making teaching and learning inclusive for *all* students. As the Higher Education academy states, “inclusive learning and teaching [recognises](#) students’ entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences without directly or indirectly excluding anyone.”

In keeping with the principle of inclusive practice and universal design, digital content should therefore be provided in a useable and useful manner to the user. [Consider](#) multiple file formats, considering how students access the resources.

Year	Smartphone	Laptop	Desktop PC
2008	5	5	65
2013	35	15	35
2018	50	25	10

What do I need to do?

Virtual learning environments (VLEs), online course documents and video recordings of lectures are counted as web content – and as such must meet the new accessibility requirements. To meet accessibility

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Activity 2: Spot the mistakes

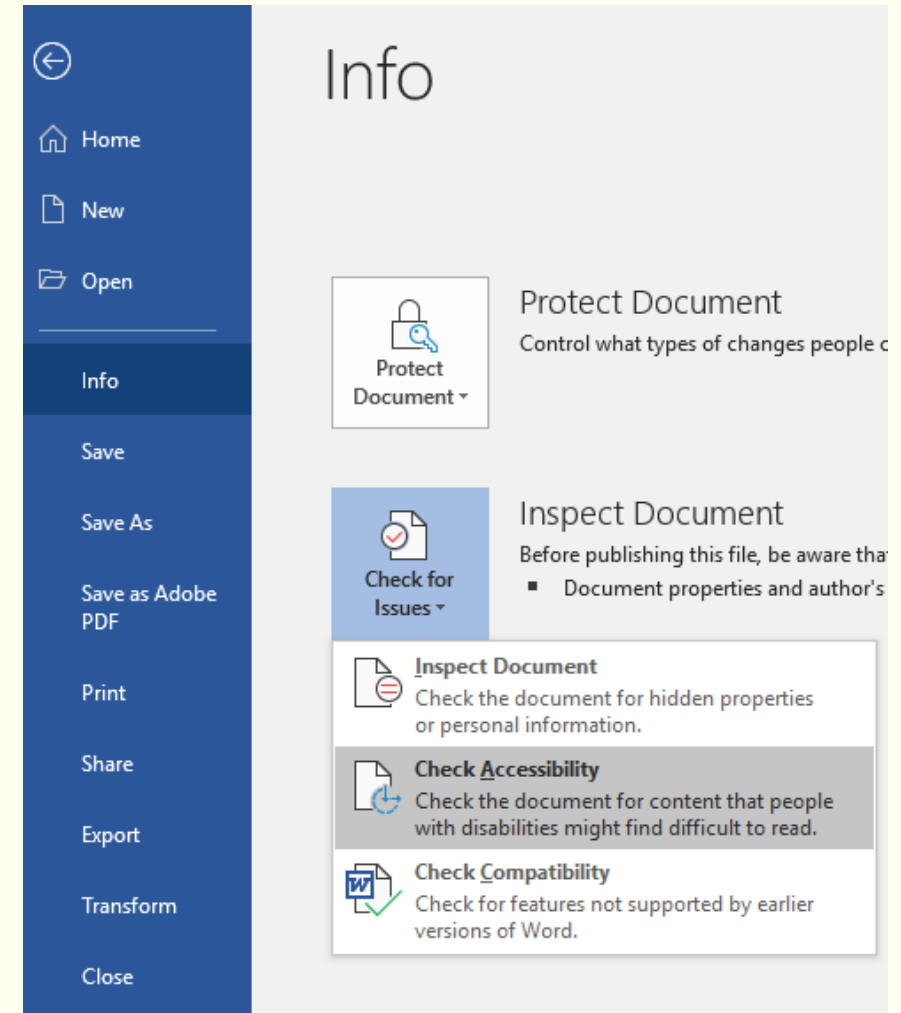
1. Save the word document at <http://bit.ly/ltconf1b> to your PC
2. Open the document and examine it with your partner
3. Make a note of any accessibility challenges and explain why these are important

Accessibility Issues

- Inconsistent or non-existent use of styles
- Inaccessible graph – colours used to convey information (and no alternative text describing the contents of the graph)
- Numbered list incorrectly formatted (should be bulleted list)
- Hyperlinks are not descriptive
- Spaces used to format text; tabs should be used
- Images have no alt text
- Floating textboxes are bad form
- Nasty highlighted red-on-green text
- Fully justified paragraph text

Key messages

1. Alt text
2. Meaningful Hyperlinks
3. Don't use colours on their own
4. Use standard tools for layout (tables, bullets)
5. Styles help everyone...



PDFs and PowerPoints

bookmarks

Untitled

- An inclusive approach
- What do I need to do?
- When do I need to do it?
- Why do I need to do it?
- Where can I find help?
- Automated tools
- Summary

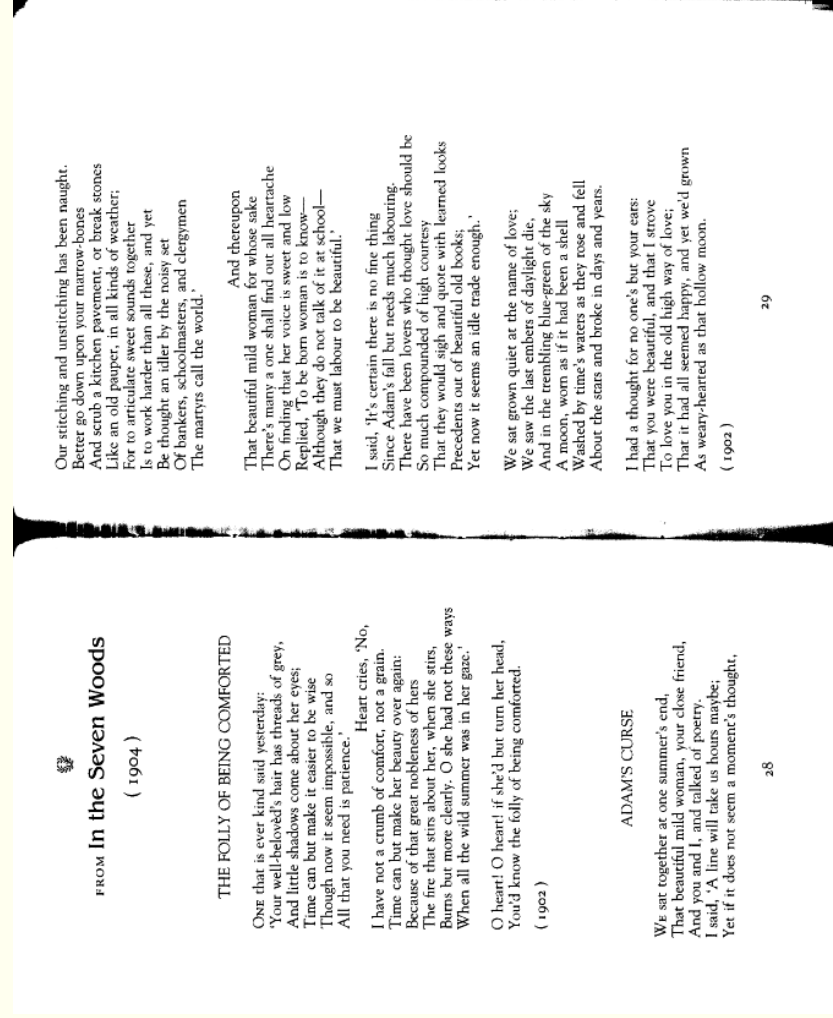
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Notes		
Bookmarks	The critique from scientific method Or, 'why value...	0:06
	The counter attack! ...from critical realism	0:06
	A comprehensive account?	0:07
	Group exercise 1	0:08
	Five misunderstandings of case study research ...	0:08

Sensus Access

<https://internal.ncl.ac.uk/ask/make-it-accessible-sensusaccess>



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◀ FROM In the Seven Woods

(i 904)

THE FOLLY OF BEING COMFORTED

ONE that is ever kind said yesterday:

'Your well-belovèd's hair has threads of grey,
And little shadows come about her eyes;
Time can but make it easier to be wise Though
now it seem impossible, and so All that you need
is patience.'

Heart cries, 'No,

I have not a crumb of comfort, not a grain.
Time can but make her beauty over again: Because of
that great nobleness of hers The fire that stirs about her,
when she stirs,
Burns but more clearly. O she had not these ways When all
the wild summer was in her gaze.'

O heart! O heart! if she'd but turn her head, You'd
know the folly of being comforted.

(1902)

ADAM'S CURSE

WE sat together at one summer's end,

That beautiful mild woman, your close friend, And you
and I, and talked of poetry.
I said, 'A line will take us hours maybe;
Yet if it does not seem a moment's thought,
Our stitching and unstitching has been naught. Better go
down upon your marrow-bones And scrub a kitchen
pavement, or break stones Like an old pauper, in all kinds
of weather;
For to articulate sweet sounds together Is to work harder

than all these, and yet Be thought an idler by the noisy set
Of bankers, schoolmasters, and clergymen The martyrs
call the world.'

And thereupon That
beautiful mild woman for whose sake There's many a one
shall find out all heartache On finding that her voice is
sweet and low Replied, 'To be born woman is to know—
Although they do not talk of it at school—
That we must labour to be beautiful.'

I said, 'It's certain there is no fine thing Since Adam's
fall but needs much labouring.
There have been lovers who thought love should be So much
compounded of high courtesy That they would sigh and quote
with learned looks Precedents out of beautiful old books;
Yet now it seems an idle trade enough.'

We sat grown quiet at the name of love;
We saw the last embers of daylight die,
And in the trembling blue-green of the sky A moon, worn as if
it had been a shell Washed by time's waters as they rose and
fell About the stars and broke in days and years.

I had a thought for no one's but your ears:
That you were beautiful, and that I strove To love you in the
old high way of love;
That it had all seemed happy, and yet we'd grown As weary-
hearted as that hollow moon.

(1902)

Activity 3 – Explore other resources

Immersive Reader



Part of WordOnline

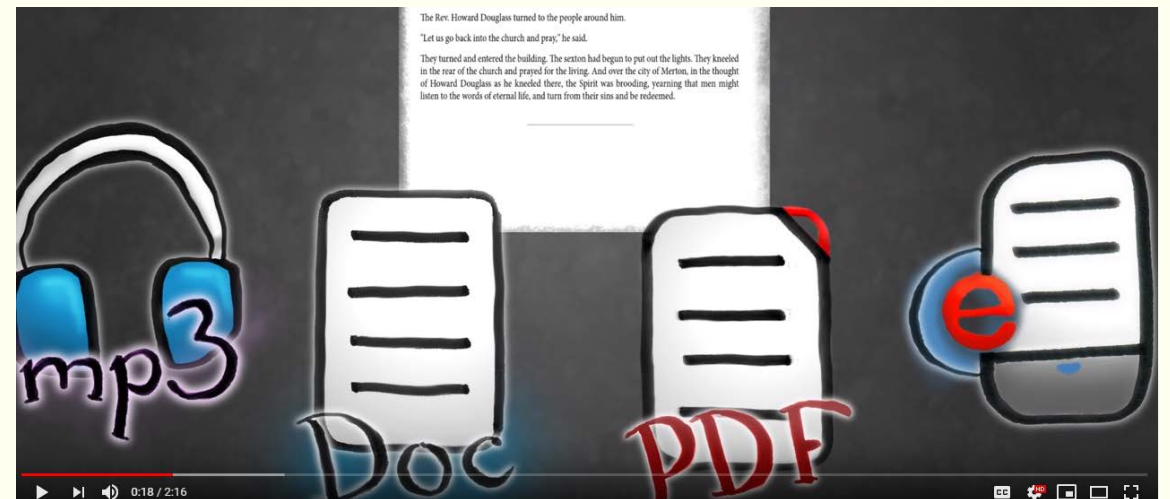
- Try it with a test doc
<http://bit.ly/ltconf2>
[If asked to sign in use your
nID@newcastle.ac.uk]

SensusAccess

<https://internal.ncl.ac.uk/ask/make-it-accessible-sensusaccess>

Try it with an image pdf

<http://bit.ly/ltconf3>



Observations

- If you do not know how accessible your resource is, it probably isn't
- It is not the same for everyone
- In order to treat people fairly, you may need to treat them differently

Resources

- Immersive Reader
- SensusAccess
- Word Accessibility Checker
- A4 help sheets
- Library Reading Lists (Scanning Service)
- Accessibility and Inclusion Best Practice Guide
<http://bit.ly/ltconfiguide>