



# ACCESSIBILITY PROTOCOL

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## INTRODUCTION

Since the aim of the ADLAB PRO project is to contribute to the establishment of an inclusive society, this includes providing options for trainers wishing to offer the curriculum to blind and partially sighted people.

## DECISION

Following TPM4 at Antwerp, at which the structure of the ADLAB PRO curriculum was finalized, RNIB and Soundfocus, the two partners with the most expertise in making very diverse materials accessible and in engaging blind and partially sighted patrons in the production and quality control of AD, set out to draw up a draft accessibility protocol for the curriculum. Both partners consulted experts at their respective organisations independently of each other, which led to two sets of suggestions for the required ADLAB PRO curriculum accessibility protocol. Their proposals, which turned out to be very similar, were discussed by all ADLAB PRO partners via email and yielded the following protocol.

Since the first target users of the curriculum are trainers wishing to implement AD specialisation in different learning contexts, this means that the trainers should be made aware of the options for teaching the curriculum or parts thereof to blind and partially sighted people. This protocol aims to make trainers aware of the issues that they need to take into account.

It may seem customary when speaking about people with some form of visually impairment to make the distinction between blind and visually impaired persons. However, it is actually difficult to make an exact distinction between the two groups since disability is also related to social, educational, behavioral and cultural related issues (see also [www.adlabproject.eu](http://www.adlabproject.eu)). For persons who have even limited residual vision or some visual memory, learning to produce AD in specific contexts may be feasible, whereas it may be very challenging for persons who were born blind. However, this cannot be taken for granted.

Anyone wishing to teach people with a visual impairment must therefore assess, with the learner, what visual impairment they have, what tools they customarily use and what their aptitude is for learning new skills – as they would in any intake conversation with new learners. In brief, the capacities and aims of the candidate must be ascertained. Which type of AD is the learner interested in? Does (s)he wish to become involved in AD quality control? Does (s)he wish to become involved in producing or voicing? What function in the AD work flow would (s)he be interested in taking on? Does (s)he only wish to acquire some general knowledge about AD in one or different contexts without for that matter wanting to become an audio-describer? The answers to these questions must also be considered in the light of the learner’s previous training or background. A final determining factor is the context in which the candidate will take the course: will (s)he be part of a large or small group? Will there be room for individual trajectories and guidance within the group? Will the curriculum be taught mostly face-to-face or through blended learning, which is a combination of face-to-face and online learning? Only when these and related questions have been answered can the teacher and learner jointly determine which units from the ADLAB PRO modules are of interest to the person in question and how they can be made accessible with the help of the tools the learner is using or willing to expand into. These include extended screen software and different types of readers such as JAWS and NVDA.

In brief, the ADLAB PRO curriculum is flexible enough to cater for different options but these and other, related questions need to be answered before concrete decisions can be made – which are then to be made jointly. Indeed, theoretically speaking, all the modules of the ADLAB PRO curriculum can be made accessible for blind, severely or partially sighted people. Given the diversity of the “group” and the potential individual interests of its members, it is quite impossible to indicate which modules or LOs would be best suited. A fair proportion of partially sighted people will not even struggle to complete the tasks outlined in it. Some might need more support i.e., extra time, or support from peers in order to explain what is on the screen occasionally but largely, there are no barriers if the teaching materials are available in the required format for the given candidate, and his/her needs, as previously assessed. What teachers may want to do, again, in consultation with the learner, is seek advice from specialist who can provide expert assistance with the formatting of training materials for screen readers or magnifiers such as ZoomText, MAGic or other accessibility tools such as large print and braille display. In this way, a tailor-made curriculum can be designed. The competences taught by the curriculum and the training material offered is sufficiently diverse.