

Taking an accessibility-first design approach to support compliance and support students' access to information and resources

D2L Connections Event 2022

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A little about me...

2003



2007



Blackboard®

2015



European Catalyst Award
Inclusive Practice BbTLC2019

NTU IN 2019

Where we were

PSBAR?



Culture



Tools



NTU IN 2019

What we did

Formed an Accessibility Working Group, with representation from:

- Academic Support
- Library
- Digital Technologies
- Student Support Services
- E-Learning
- Digital Marketing
- Staff Development
- Student Union

Reviewed the PSBAR, determined the impact on NTU and planned a suitable response.



NTU IN 2019

The response

Deliver a campaign to promote:

- Our legal and moral obligations
- Tools available
- Best Practices
- Common issues

Course Leader Roadshow

Poster Campaign

Accessibility Statement for NOW

VLE Resources and Communications

Microsoft Accessibility Tools

Ally demo July 2019



**Accessibility
Nottingham**

- Overview
- Bookmarks
- Upcoming Events

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Accessibility

Print | Settings

Add dates and restrictions...

Guides and guidance to support staff to create accessible learning rooms, websites and documents.

New | Add Activities | Bulk Edit

Expand All | Collapse All

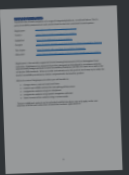
- What is accessibility?** (Web Page) - A+, Accessibility, Checkmark
This provides a high level explanation of what accessibility is, and its links to inclusivity.
- NTU, you and the law** (Web Page) - A+, Accessibility, Checkmark
This outlines the legal requirements underpinning our need to work accessibly. It outlines potential risks for non-compliance and looks at our moral obligation for being inclusive.
- NTU Accessibility Guidance** (Link) - Checkmark
- Designing for Diverse Learners posters** ... - A+, Accessibility, Checkmark



1



2



3



4

NOW Accessibility Statement

Introduction

Nottingham Trent University is committed to ensuring that the platforms and resources that we use with our staff and students are accessible and comply with [The Public Sector Bodies \(Websites and Mobile Applications\) Accessibility Regulations 2018 No.952](#).

When services and content are accessible everyone benefits. The more accessible content is, the better it can be used across environments and devices by the largest possible number of users. This Accessibility Statement describes how we make NOW accessible and what to do if you have problems accessing any part of it.

This statement relates to Nottingham Trent University's NOW platform, located at <https://now.ntu.ac.uk>.

NOW's current level of compliance: **Partly Compliant**

NTU are committed to making NOW accessible, in accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

We work to achieve and maintain WCAG 2.1 AA standards, but it is not always possible for all our content to be accessible. The NOW system itself comprises a range of applications, of which all mostly, if not fully comply to required standards. However, we are aware that the materials contained within NOW may not be fully accessible for all users. We are exploring a range of approaches to updating these resources and also developing our staff's ability to develop and update resources that are fully compliant.

If you are having difficulty with accessing a particular resource or specific feature of the NOW system, please follow the reporting procedures found within this document.

Date of publication: 20/09/2019
Date of last update: 12/09/2019

SCULPT

PowerPoint Presentation 2 / 9 66%

The basic six things to consider when creating accessible information

Structure (heading styles)	Colour & contrast	Use of images	Links (hyperlinks)	Plain English	Table structure
S	C	U	L	P	T
Use heading styles in your document such as H1, H2, H3	The colours you use and the contrast between text and background	Use alternative (alt) text on your images	Describe your link, never use click here	Use clear uncomplicated language with no jargon	Use simple tables without merged or split cells

Structure (heading styles) What to do How to find it Why do it How to do it

Designing for users on the autistic spectrum



Do...	Don't...
use simple colours 	use bright contrasting colours
write in plain English Do this.	use figures of speech and idioms
use simple sentences and bullets 	create a wall of text
make buttons descriptive 	make buttons vague and unpredictable
build simple and consistent layouts 	build complex and cluttered layouts

Designing for users of screen readers



Do...	Don't...
describe images and provide transcripts for video <code><alt></code>	only show information in an image or video
follow a linear, logical layout 	spread content all over a page
structure content using HTML5 <code><h1></code> <code><nav></code> <code><label></code>	rely on text size and placement for structure 36pt, bold Header
build for keyboard use only 	force mouse or screen use
write descriptive links and headings Contact us	write uninformative links and headings Click here

Designing for users with low vision



Do...	Don't...
use good colour contrasts and a readable font size Aa	use low colour contrasts and small font size Aa
publish all information on web pages 	bury information in downloads
use a combination of colour, shapes and text Start >	only use colour to convey meaning
follow a linear, logical layout 200% magnification 	spread content all over a page 200% magnification
put buttons and notifications in context 	separate actions from their context

Designing for users with physical or motor disabilities



Do...	Don't...
make large clickable actions 	demand precision
give form fields space 	bunch interactions together
design for keyboard or speech only use Tab 	make dynamic content that requires a lot of mouse movement
design with mobile and touchscreen in mind 	have short time out windows
provide shortcuts Postcode <input type="text"/> Find address	tire users with lots of typing and scrolling Address <input type="text"/> <input type="text"/>

Designing for users who are Deaf or hard of hearing



Do...	Don't...
write in plain English Do this.	use complicated words or figures of speech
use subtitles or provide transcripts for videos 	put content in audio or video only
use a linear, logical layout 	make complex layouts and menus
break up content with sub-headings, images and videos 	make users read long blocks of content
let users request an interpreter for appointments 	don't make telephone the only means of contact with users

Designing for users with dyslexia



Do...	Don't...
use images and diagrams to support text 	use large blocks of heavy text
align text to the left and keep a consistent layout 	underline words, use italics or write in capitals <i>DON'T DO THIS</i>
consider producing materials in other formats (for example, audio or video) 	force users to remember things from previous pages - give reminders and prompts
keep content short, clear and simple 	rely on accurate spelling - use autocorrect or provide suggestions dyslexia dsyle
let users change the contrast between background and text 	put too much information in one place

Initial challenges



COVID19, Accessibility and Supporting users

March-July 2020: Remote Teaching

16-step guidance for moving to remote teaching.

Accessibility aspects:

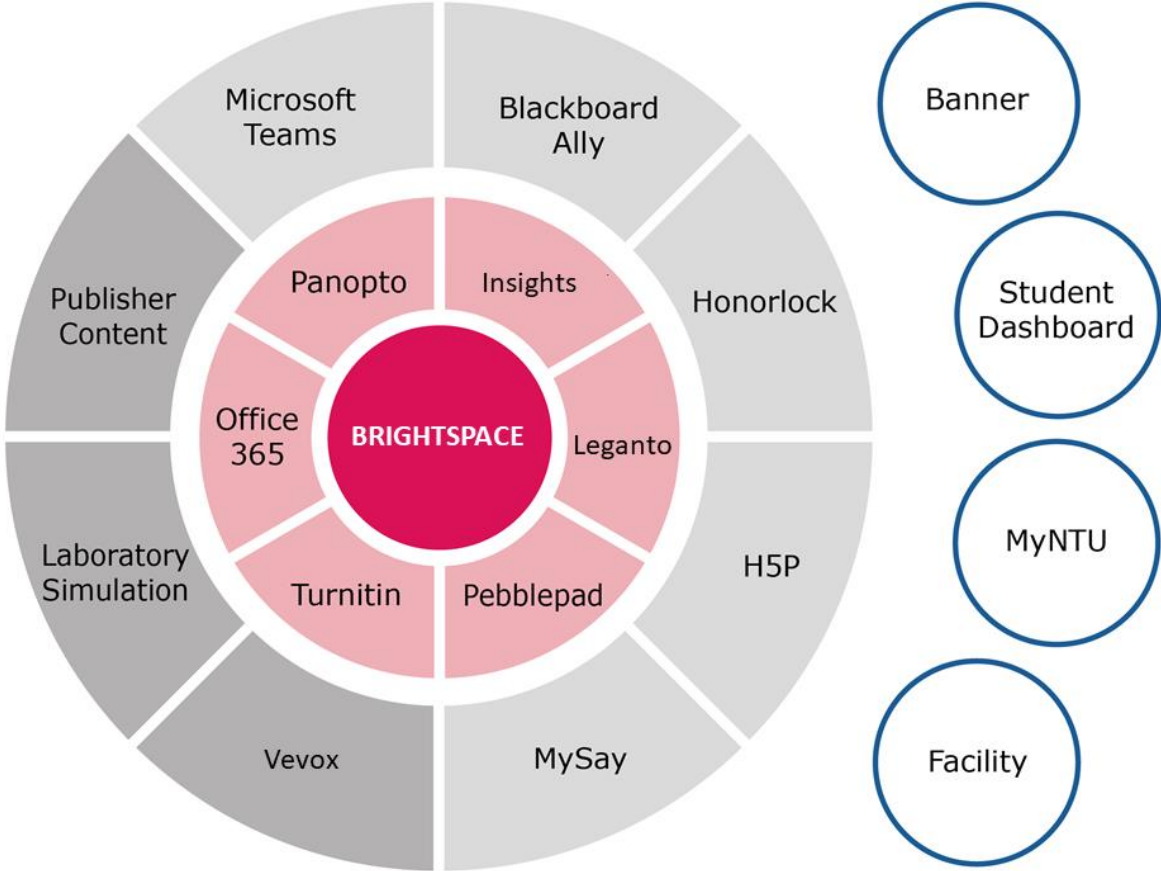
- Ensure captions are included on all videos
- Provide links to Teams sessions on the VLE
- Utilise the Accessibility Checker features of O365 applications and Brightspace editor

Stratified audit performed.

August 2020 Onwards: Online Learning

- Adoption of Quality Matters Framework
- Development of Learning Room templates
- Delivery of Module Development Process
- Implementation of Blackboard Ally
- Creation of Online Learning Principles, and Learning & Teaching Planning Framework
- Full Audit.

The NOW Digital Ecosystem at NTU



All
 Severe
 Major
 Minor

Issue ID	Issue Description	Count	Percentage
1.	Document: The document has contrast issues	13,475	[Redacted]
2.	Document: The document contains images without a description	10,934	[Redacted]
3.	Document: The document has tables that don't have any headers	6,557	[Redacted]
4.	HTML: The HTML content is missing a title	6,366	[Redacted]
5.	HTML: The HTML content does not have a language set	6,111	[Redacted]
6.	Document: The document does not have any headings	5,477	[Redacted]
7.	Document: The document is missing a title	3,902	[Redacted]
8.	Document: The document does not have a language set	3,688	[Redacted]
9.	Document: The document is untagged	3,058	[Redacted]
10.	HTML: The HTML content contains images without a description	2,105	[Redacted]



There are no current updates for Online Learning Prototype Template

Week 2- Management

Posted 12 October, 2020 9:00 AM

Last week we covered a, b, and c, and this leads us on to x, y, and z. This week we'll be covering 1, 2, and 3, spending some time looking at x, y, and z. It would be useful to review a and b before this week's lecture if you're not confident with that. Looking forward to meeting you all for the lecture on Tuesday.

Week 1 - Management

Last week we covered a, b, and c, and this leads us on to x, y, and z. This week we'll be

- Bookmarks
- Recently Visited
- Welcome
- Module Information
- Assessment
- Help and Guidance
- Week 1

OneSearch

Search Topics

- Overview
- Bookmarks
- Upcoming Events

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Help and Guidance	3
Week 1	6

Welcome

[Print](#) [Settings](#)

Add dates and restrictions...
Add a description...

[New](#) [Add Activities](#) [Bulk Edit](#)

- Module Introduction (Web Page) [Move] [Refresh] [Checkmark]
- About This Module (Web Page) [Move] [Refresh] [Checkmark]
- group 1 (Link) [Checkmark]

Add a sub-unit...



Module Introduction

Module Introduction

Introduce yourself to your learners and talk briefly about your module. You may want to include:

- Your name, background and research interests
- Your teaching philosophy and role as a tutor
- Why the module topic is interesting or important
- How the module relates to the course, or other modules



Module Overview

Module Overview

Module Aims

Write a general statement about the module's aims. This can be based on the *Overview and Aims* section of your Module Specification. Try to keep the language concise and student-friendly.

Delivery Mode

Say which parts of the course will be delivered on-campus and which online. Provide as much detail as you can, and refer to your schedule (below).

Learning Room Accessibility Statement v

Learning Room Accessibility Statement

About Accessibility

At NTU we endeavour to ensure that no students are disadvantaged when it comes to accessing the systems and resources we use. We understand that students may require assistive technologies, or prefer to engage in content on their own devices or in their own way. We cater for this by putting accessibility at the forefront of our thoughts when designing, creating or selecting materials to share with you.

Learning Room Compliance

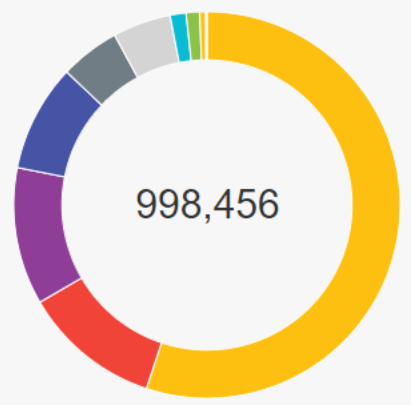
The current overall accessibility compliance level for the content within this Learning Room is:

100%

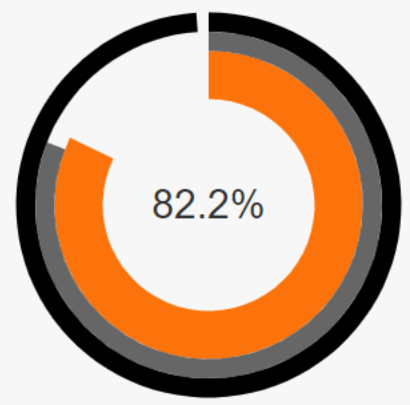
Total courses



Total content created

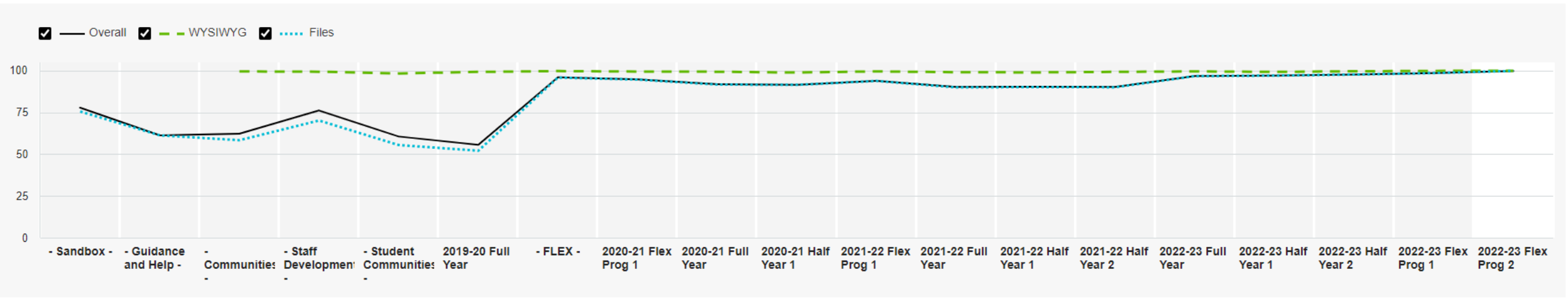


Overall accessibility score



Accessibility score

By term



What next?

- Further promotion of Alternative Formats features of Ally to students
- Consideration for how to develop students' own accessibility awareness and skillset
- Repair departmental reports to deliver targeted initiatives within subject areas of common issues.



Thank you

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