Wamdia Curriculum and Training Plan

Project acronym:	**WAMDIA**
Project full title:	**We All Make Digital Information Accessible**
Grant agreement no.:	**2017-1-ES01-KA202-038673**
Responsible:	**UAH**
Contributors:	
Document Reference:	**IO2-A1**
Version:	**1.2**
Date:	**17/09/2019**

History

Version	Date	Modification reason	Modified by
0.1	15/02/2018	Initial draft	UAH
0.2	11/03/2019	Contribution from Comunidad de Madrid, DMC added	DMC
0.3	26/03/2019	General review by UAH	UAH
0.4	20/05/2019	Adapting explanation of design and adjusting curriculum points	UAH
0.5	12/08/2019	Final text editing	DMC
1.0	05/09/2019	Final adjustment after analysis of information from pilot courses and comments in meeting	UAH
1.1	09/09/2019	Version after final refinements by all partners (for external review)	UAH, Szalmalk and Com. Madrid
1.2	17/09/2019	Final version after implementing recommendations from external review	UAH

Peer review

Referred version of the document	Date	Reviewer (partner)	Synthesis of comments (add your full comments in the text with note mode)
1.0	05/09/2019	All partners	No relevant comments
1.1	09/09/2019	All partners confirmed	Documented through online form

Table of contents

List of abbreviations

<Abbreviation>	<Explanation>
EQF	European Qualification Framework
WAMDIA	We All Make Digital Information Accessible
PDF	Portable Document Format

1. Introduction

We All Make Digital Information Accessible (WAMDIA) stems from an awareness of the different issues faced by people with special needs in relation to the accessibility of digital information. Other institutions have previously included this awareness in their work and research. WAMDIA has been developed based on the work of three different pillars: DigComp, ICDL[1](formerly ECDL) and ESVI-AL[2].

The European Digital Competence Framework for Citizens, also known as DigComp, offers a tool to improve citizens' digital competence. Since the first publication in 2013, DigComp has become a reference when planning digital competence initiatives. The current version, DigComp 2.1[3], (2017) focuses on expanding the three initial proficiency levels with the aim of supporting stakeholders with its further implementation. In this document Accessibility is defined in competence area 5, Problem-solving 5.2 as:

> "Identifying needs and technological responses. The aim is to adjust and customise digital environments to personal needs (e.g. accessibility)".

Given the importance of the topic, it is disappointing that Accessibility is not included in the 3 key areas of digital Content Creation, at similar level to copyright and licenses (3.3).

Besides this general document, the Joint Research Centre has been specifically working on digital competence frameworks for educators, leading to a new version named as DigCompEdu[4]. This work is particularly interesting as education institutions and educators are one of the target groups of the WAMDIA project for two reasons:

- Public centres are obliged to guarantee accessibility in their training materials and information to students (many private centres are also likely to be committed to accessibility although they do not have strict legal obligation).
- Teachers and instructors are key actors in the promotion of the concept that all Information Communication Technology (ICT) users can contribute to Accessibility and in raising awareness of the importance of ensuring accessibility in digital information. This is why they are the target audience of the WAMDIA project.

The DigCompEdu framework proposes a model to help educators assess and develop their digital competence around Accessibility and Inclusion. It outlines six different competency levels, from A1: Newcomer to C2: Pioneer. The WAMDIA course expects to achieve level C1: Leader. This level includes skills in design principles for increased accessibility, and the ability to audit the suitability of the measures implemented to improve accessibility in common activities. These activities include the creation of file

---

[1] ECDL, digital skills certification: http://ecdl.org/

[2] ESVIAL, Inclusive Virtual Higher Education in Latin America, http://www.esvial.org

[3] Available online at: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf

[4] Available for downloading at: https://ec.europa.eu/jrc/en/digcompedu

content (word processor, presentation and PDF files as well as audio and video files), using Content Management Systems (CMS) and various internet communication such as email or social media.

Apart from official frameworks, we also wanted to analyse the de-facto standards available in the EU market. We found ICDL to be the clearest reference. ECDL is the world's leading computer skills certification with more than 15 million people having engaged one of its programmes in over 100 countries. Its programmes are organised in modules that include, among others, internet communication, word-processing and presentations. As a strategy for the sustainability of our proposed curriculum, we have adopted the ICDL syllabus module format for our course curriculum, in the hope that the ICDL Foundation may consider including Accessible Content Creation among its certifications in the future.

The third pillar of WAMDIA's work is ESVI-AL (Inclusive Virtual Higher Education - Latin America). ESVI-AL is a project funded by the ALFA III program of the European Union developed between 2011 and 2015. Its specific objective was improving the accessibility of virtual higher education, so the accessibility of educational materials was one of its main goals. Following their research, ESVI-AL published different training materials and books on digital accessibility. Their work has been extensively tested by hundreds of students and teachers from Latin America and Europe with a high percentage of people with disabilities and proved to be valid and complete. However, as they address very technical aspects in e.g. web design and implementation of this material is more suited to ICT technicians as opposed to our target audience. Moreover, a relevant proportion of the tools and procedures for working are now outdated given the evolution of systems and software. Some aspects of ESVI-AL work inspire our design, but we have had to adapt and update numerous items.

2. Course description

2.1. Introduction

WAMDIA wants to change the mind-set of traditional ICT users. The fact is that everybody can contribute to the Accessibility of digital information by ensuring that commonly used files are accessible: word processor, presentations or pdf files are good examples. For many different cohorts, accessibility is key for daily activity and a website can be rendered useless by a single uploaded file, which is not accessible.

WAMDIA will enable any average ICT user to make digital information accessible by learning basic techniques that everybody with basic digital skills can apply in their daily life. WAMDIA will target general ICT users who are not ICT experts: public employees, teachers and students in non-ICT programs in Vocational education and training (VET) centres, SME managers and employees. The WAMDIA curriculum was developed with these users in mind, particularly those who are not IT professionals, but whose work involves creating digital content that must be accessible to all who come across it; in fact, the target is any ICT users conscious of the need to make all the digital content they create accessible to everyone.

The course will cover the foundations and basic understanding of what accessibility is, how it is measured and the legal and regulatory framework governing it. Then the syllabus outlines the technical skills that are needed to create and make accessible word processing documents, presentations, PDFs, multimedia and websites.

ANNEX I of this document shows description of the curriculum according to the Spanish educational system, while ANNEX II shows it in Hungarian according to the Hungarian educational system.

2.2. Aim of the Course

WAMDIA aims to equip successful participants with an understanding of the importance of equal access for all to digital content. Careful preparation of documents, presentations, multimedia and website content can enable everyone to share in the benefits of digital communication, collaboration and content.

WAMDIA students will learn the skills necessary to create accessible word-processed documents, PDFs, presentations and multimedia files, and how to check these files and the website content for accessibility features. Students will have their learning validated by continuous assessment and practical exercises throughout the course, which will guarantee their capacity to apply effectively these skills.

The course will also teach participants that the responsibility for making digital content accessible is shared by everyone and is not exclusively the preserve of ICT professionals.

2.3. Target Groups

As mentioned above, the WAMDIA course is mainly addressed to the following groups of people:

1. Public employees, both managers and staff, to whom the Web Accessibility Directive will apply initially.

2. SME managers and employees.

3. Vocational and Further Education institutions and teachers.

2.4. Training Methodology

WAMDIA has been developed as a fully online programme, with the intention of making all resources available offline for face-to-face, teacher-led delivery. In certain circumstances this alternative may be more attractive, particularly to reinforce practical skills with direct hands-on sessions.

Students will be provided with individual logins to the custom Moodle site hosting the course. The online course includes clearly articulated and illustrated instructions to address course objectives, with practical examples. There is an ungraded self-assessment quiz after each content presentation and a graded assessment at the end of each module. Each module will show an example of at least one solved practical exercise followed by an assignment involving a practical exercise. The student will upload their solution, which will then be graded. All of these sources of information are evaluated by the tutor and used to calculate the overall performance of the participant.

The WAMDIA authors recommend that tutors provide a face-to-face training session at the start of the course. This session is used to introduce the students to the objectives and rationale of the programme and offer advice on how to use the platform. and training materials. This session is not compulsory but normally helps to engage students in the course. After this session, students should be ready to start on the self-directed content, doing the assignments and participating in the online forum as appropriate.

The WAMDIA authors also recommend an average of, at least, 4 hours of practical face-to-face training session to clarify doubts on practical assignments or help students to complete exercises. The total number of face-to-face hours will depend on the needs of the students and can be organised accordingly: e.g. several one-hour sessions, two of two hours, one single session of 4 hours, etc.

It is also a desirable that the learning management platform, Moodle in the case of the initial delivery WAMDIA, is accessible, as well as all course materials, tutor presentations etc.

2.5. Content and objectives

2.5.1. Module 1 – Fundamentals of Accessibility

The participants will:

- Understand the rationale and legal basis for making digital content accessible
- Be aware of international guidelines and accessibility criteria
- Understand the main principles for the accessibility of files, contents and communications

Category	Skill Set	Sub-set	Task Item
1. Introduction to digital accessibility	**1.1. General Principles of Accessibility**	1.1.1	Know the reasons for ensuring digital accessibility, such as, improving user experience for the population, promoting inclusion of people with

			disabilities, benefiting business by increasing customer base.
		1.1.2	Be aware of the concept of digital accessibility: standards, principles.
		1.1.3	Be aware of the EU Directive on Digital Accessibility (Directive (EU) 2016/2102 of the European Parliament and of the Council of 26 October 2016 on the accessibility of the websites and mobile applications of public sector bodies) and its main provisions
		1.1.4	Recognise the level of compliance required by public bodies with WCAG 2.1 guidelines
		1.1.5	Understand The World Wide Web Consortium (W3C) 'Web Content Accessibility Guidelines' (WCAG) 2.1.
		1.1.6	Know The four principles for creation of accessible web content proposed by WCAG 2.1: Perceivable, Operable, Understandable and Robust
		1.1.7	Describe the 3 levels of conformance, A, AA, AAA and related criteria
		1.1.8	Be aware of general methods for generating and managing accessible digital information
2. Design	**2.1 Accessible Design**	2.1.1	Be aware of revise and optimise accessibility after checking
		2.1.2	Be aware of using assistive tools like JAWS and NVDA
		2.1.3	Be aware of implementation of general principles of accessibility.
3. Content	**3.1 Accessible Content**	3.1.1	Know that content should be available and optimised for a variety of devices
4. Performance	**4.1 Accessible Performance**	4.1.1	Understand various Input methods speech, mouse/pointer, touch, keyboard
		4.1.2	Understanding the importance of content functionality, which is operable through a keyboard interface without requiring specific timings for individual keystrokes.
		4.1.3	Provide instructions when content requires user input, help users avoid and correct mistakes.

2.5.2. Module 2 – Accessibility in Digital Files and Contents

The participants will:

- Create accessible files and contents
- Know the features of an accessible document or content file
- Format text, manage images, figures and tables with appropriate actions to facilitate accessibility

Category	Skill Set	Sub-set	Task Item
1. General principles	**1.1 Format**	1.1.1	Know that an accessible document structure and a logical layout help to make documents accessible
		1.1.2	Know the features of an accessible template: headings, table of contents, page numbers, alignment, paragraph structure, white space, line spacing, bullets and numbering, alternative text
		1.1.3	Understand the use and formatting of links
		1.1.4	Use functions to create bulleted or numbered lists to manage text flow.
		1.1.5	Recognise the best format for descriptive links, and use it appropriately
		1.1.6	Indicate language used, change of language.
	1.2. Text	1.2.1	Know the available tools for checking document design for accessibility, within word processors, application extensions and stand-alone tools
		1.2.2	Understand how to use contrast for text and background
		1.2.3	Use colour in text and background for contrast, but not as an indicator element
		1.2.4	Know the need to select serif and sans serif fonts, and text size for clarity
		1.2.5	Know that correct alignment of text and margins provide optimum readability
		1.2.6	Applying appropriate line spacing, paragraphs and headings
	1.3 Checklists	1.3.1	Create an accessibility checklist for design of audio, video files, documents, etc.

	1.3 Page Layout	1.3.1	Know that page structure can facilitate text tracking and navigation
		1.3.2	Add table of contents, page numbers, tags and bookmarks to provide reference/location to information
		1.3.3	Create page and section breaks to manage text flow across pages, document
		1.3.4	Use functions to create columns where necessary
	1.5 Tables	1.5.1	Use table with caution; use text in columns for preference
		1.5.2	Create small tables that can be read line by line by a screen reader and use repeated header for large tables.
	1.6 Alternative elements	1.6.1	Know that screen readers require alt text to interpret non-text elements in a written document such as images, videos, audio, tables, diagrams
		1.6.2	Insert alt text, a summary of information in a table, figure, image, etc.
		1.6.3	Know that images should support text, not replace it
	1.7 Others	1.7.1	Identify where main accessibility options/properties are located in the applications
		1.7.2	Be aware that documents are not automatically accessible
		1.7.3	Set security not to interfere with screen reader functionality
		1.7.4	Ensure hand-out materials for participants are accessible
		1.7.5	Know accessibility checking features of document creation applications.
2. Multimedia	**2.1 General principles**	2.1.1	Understand the use of audio or video transcriptions.
		2.1.2	Know how to add captions, subtitles, audio descriptions or additional audio files
		2.1.3	Adding captions, descriptions, or audio files to ensure users have the necessary tools to engage with content.
3. PDF	**3.1 General principles**	3.1.1	Know that a pdf document is accessible if the origin document is accessible.

		3.1.2	When evaluating PDF accessibility, know the elements to be corrected in the source document to make PDF accessible.
		3.1.3	Know to correct the accessibility issues in a PDF file.
4. Word	**4.1 General principles**	4.1.1	Save a word-processed document (e.g. MS Word) as an accessible pdf.
5. Presentations	**5.1 General principles**	5.1.1	Create slides with minimal text, and font size that can be read from back of presentation venue room
		5.1.2	Avoid the use of elements that does not correspond with the original template which may cause accessibility problems
		5.1.3	Save a presentation as an accessible pdf

2.5.3. Module 3 - Accessibility in Web content, mail and Social media.

The participants will:

- Know the features which ensure web content is accessible
- Use digital communications and social media in a way that makes them accessible to all

Category	Skill Set	Sub-set	Task Item
1. General principles	**1.1. General principles**	1.1.1	Enable a screen reader to read document content aloud
		1.1.2	Indicate language used, change of language
		1.1.3	Know why accessibility is a consideration in web-based content delivery; in website design and creation; downloadable content.
		1.1.4	Keep language simple, reducing complexity, such as long sentences, acronyms, and foreign terms.
		1.1.5	Know the main accessibility content features, such as high contrast, zoom, voice activation, text to speech
2. Using Accessible Multimedia Content on Internet	**2.1. Websites**	2.1.1	Make text content readable and understandable
		2.1.2	Create site map, hot key assignment, navigation bars, tables, frames and lists consistently on a website

		2.1.3	Ensure navigation aids like navigation bars are identifiable and indicate location on a page
		2.1.4	Manage and use tags for information/content categorisation
		2.1.5	Understand the importance of timing and the provision of varied timing options to facilitate interaction with Web content
		2.1.6	Know the 5 conformance requirements laid down by WCAG 2.1: Conformance Level, Full Pages, Complete processes, Only Accessibility-Supported Ways of Using Technologies, Non-interference
		2.1.7	Know some tools to provide an overall rating of the accessibility of a webpage
	2.2. Email	2.2.1	Know that optimum email format is plain text or HTML
		2.2.2	Apply general recommendations of digital written communications to email content
		2.2.3	Know how to manage attachments, like mentioning them in the text and using descriptive file names
	2.3. Social Media	2.3.1	Apply best practice to facilitate accessibility in social media usage: setup, configuration in common platforms: Facebook, YouTube.
		2.3.2	Understand the need for simplicity in text, hashtags, keywords, @mentions, for screen readers

2.6. Course structure

Basing on the modular structure of content described above, WAMDIA's pilot course is further divided into six units plus an introduction with general information about the course. Those units are:

Module 1

>   Unit 1 Foundations of Digital Accessibility

Module 2 – Units 2 – 5

>   Unit 2 - Word Processor Files

>   Unit 3 Presentation Files

>   Unit 4 PDF Files

>   Unit 5 Media Files

Module 3

Unit 6 Websites, Mail and Social Networks

Apart from Unit 1, all units have a similar structure, containing:

- different content files with the required explanations for student to understand and create accessible information files.
- a test with review questions on the content presented (checkpoint).
- a practical solved exercise for the student to attempt by him/herself and then compare to the proposed solution.
- An exercise to be completed using the solved exercise as a guide. This should be uploaded as directed.
- a final self-assessment test (checkpoint).

Unit 1, which is information based, only includes content and questionnaire.

The course tutor can decide whether or not to make all the material available to the student from the start. A recommended option is that students should study and do the assignments (checkpoints) for each unit before the next one is displayed. In this case, for example, when students starts unit 2, they would only see the documents explaining how to create accessible word documents and the review questions. The exercises and final test wouldn't be available until the review test is completed. Similarly, students only pass to the following unit after completing final self-assessment..

2.7. Training Schedule

The WAMDIA authors believe that many course participants will be in full-time employment, with 5 to 7 hours per week available for independent study.

As explained above, WAMDIA's course consists of 6 units. The first module provides background information and some review questions. All the other modules have:

a. Contents (totaling pages of all units and dividing by 6 gives an average of 22 pages):
b. Approximate reading time required: 1 hour
c. Review questions (2-3 questions): Approximate time required: 0.5 hour
d. Solved exercise for individual practice: reading and experimenting with the solution would require 1 hour
e. Exercise to be solved and submitted: Approximate time required: 3 hours (max)
f. Final test (10 questions): Approximate time required: 1 hour

Unit 1 will require approximately 2 hours and units 2 to 6 will require approximately 6.5 hours.

In addition, participants will have to complete 3 questionnaires (1.5 hours approximately) and will attend 4 hours of practical sessions. Please note: these sessions will not be mandatory and the time can be adjusted to the characteristics of the group of students, e.g. depending on their prior capacity of work with computers.

To summarize, estimated time required: 40 hours

Unit 1:   2.0 hours

Units 2-6   32.5 hours (2.5 hours each)

Questionnaires: 1.5 hours

Practical Sessions: 4.0 hours

2.8. Level of Award

The Successful completion of the course is defined as the completion of the following elements:

- Initial questionnaire

- Review questions and self-assessment quiz for each unit with a minimum level of achievement of learning goals, as determined by the course provider, but recommended to be 75%.

- Assignment for each unit submitted with, at least, a minimum level of achievement of learning goals, as determined by the course provider, but recommended to be 75%.

- Final questionnaire and final satisfaction questionnaire

The WAMDIA project consortium will issue a diploma of completion to all students completing the course according to the above criteria. Further exploration of certification from national qualifications authorities among the partner countries is ongoing as well as additional recognition by training providers such as Universidad de Alcalá.

ANNEX I

MINISTERIO DE EMPLEO Y SEGURIDAD SOCIAL — SERVICIO PÚBLICO DE EMPLEO ESTATAL

UNIÓN EUROPEA
FONDO SOCIAL EUROPEO
El Fondo Social Europeo invierte en tu futuro

PROGRAMA FORMATIVO:

TODOS HACEMOS LA INFORMACIÓN DIGITAL ACCESIBLE

(WAMDIA – We All Make Digital Information Accessible).

Octubre 2019

DATOS GENERALES DEL CURSO

1. **Familia Profesional:** INFORMÁTICA Y COMUNICACIONES

Área Profesional: SISTEMAS Y TELEMÁTICA

2. **Denominación:** TODOS HACEMOS LA INFORMACIÓN DIGITAL ACCESIBLE (WAMDIA – We All Make Digital Information Accessible)

3. **Código:**

4. **Nivel de cualificación:** 2

5. **Objetivo general:**

Adquirir el conocimiento y los métodos para crear y gestionar información en documentos y ficheros digitalmente accesibles en los formatos de MS Word, PowerPoint y PDF, así como adquirir las técnicas básicas para facilitar la accesibilidad en los archivos multimedia y realizar comprobaciones de accesibilidad en los sitios web, ajustándose a las directivas europeas sobre accesibilidad.

6. **Prescripción de los formadores:**

6.1. Titulación requerida:

Relacionado con la especialidad (Diseño de productos gráficos; Informática y Comunicaciones; Servicios relacionados con la discapacidad): Titulación universitaria o Ciclo Formativo de Grado Superior; en su defecto, capacitación profesional equivalente de al menos 6 meses.

a. Experiencia profesional requerida:

Deberá tener al menos, seis meses de experiencia profesional en la especialidad que impliquen la ejecución de tareas relacionadas conjuntamente con el diseño de materiales, la programación informática y la discapacidad.

b. Competencia docente:

Será necesario tener experiencia metodológica y/o experiencia docente de al menos 300 horas de formación en la especialidad o afines.

6.1. Titulación requerida:

Ciclo Formativo de Grado Superior, en su defecto, capacitación profesional equivalente en la especialización relacionada con el curso.

6.2. Experiencia profesional requerida:

Experiencia profesional en la especialidad objeto, excluyendo la experiencia docente

6.3. Competencia docente:

Será necesario tener experiencia metodológica o experiencia docente contrastada de formación en especialidades relacionadas con la especialidad a impartir.

6.4. Formación y experiencia en la modalidad de teleformación.

Para acreditar formación o experiencia en la modalidad de teleformación y en la utilización de las tecnologías de

la información y comunicación, el tutor-formador deberá acreditar formación de, al menos, 30 horas o experiencia de, al menos, 60 horas en la impartición de esta modalidad, mediante la presentación de alguno de los siguientes documentos:

Para acreditar la formación en la modalidad de teleformación:

a) Certificado de profesionalidad de Docencia de la formación profesional para el empleo, regulado por Real Decreto 1697/2011, de 18 de noviembre, modificado por el Real Decreto 625/2013, de 2 de agosto, o acreditación parcial acumulable correspondiente al módulo formativo MF1444_3 (Impartición y tutorización de acciones formativas para el empleo).

b) Diploma expedido por la administración laboral competente que certifique que se ha superado con evaluación positiva la formación, de duración no inferior a 30 horas, asociada al programa formativo que sobre esta materia figure en el fichero de especialidades formativas del Servicio Público de Empleo Estatal.

c) Diploma que certifique que se han superado con evaluación positiva acciones de formación sobre esta materia, de al menos 30 horas de duración, siempre que el programa formativo de las mismas que figure en dicho diploma esté referido, al menos, a estos contenidos:

· Características generales de la formación y el aprendizaje en línea.

· Funciones, habilidades y competencias del tutor-formador.

· Métodos, estrategias y herramientas tutoriales. La plataforma de teleformación.

· Programas y herramientas informáticas para tutorizar al alumnado. Comunicación y evaluación en línea. Las redes sociales, como elemento de búsqueda de recursos para el aprendizaje.

Para acreditar la experiencia de impartición en la modalidad de teleformación:

a) Para trabajadores asalariados:

Certificación de la Tesorería General de la Seguridad Social, del Instituto Social de la Marina o de la mutualidad a la que estuvieran afiliados, donde conste la empresa, la categoría laboral (grupo de cotización) y el período de contratación, y contrato de trabajo o certificación de la empresa donde hayan adquirido la experiencia laboral, en la que conste específicamente la duración de los periodos de prestación del contrato, la actividad desarrollada y el intervalo de tiempo en el que se ha realizado dicha actividad.

b) Para trabajadores autónomos o por cuenta propia:

Certificación de la Tesorería General de la Seguridad Social, del Instituto Social de la Marina o de la mutualidad a la que estuvieran afiliados, en la que se especifiquen los períodos de alta en la Seguridad Social en el régimen especial correspondiente y descripción de la actividad desarrollada e intervalo de tiempo en el que se ha realizado la misma.

c) Para trabajadores voluntarios o becarios:

Certificación de la organización o empresa donde se haya prestado la asistencia en la que consten, específicamente, las actividades y funciones realizadas, el año en el que se han realizado y el número total de horas dedicadas a las mismas.

7. Criterios de acceso del alumnado:

7.1. Nivel académico o de conocimientos generales:

A partir de Graduado escolar, ESO o equivalente, en adelante.

Recomendable:
- Conocimientos de informática.
- Conocimientos de inglés: Nivel de referencia A1 del Marco Común Europeo de Referencia para las lenguas (MCER).

El curso está dirigido especialmente a tres grupos objetivo:
- Empleados públicos y directivos que no sean expertos en TIC.
- Profesores y directivos de FP inicial y continua (incluidos los de centros de educación superior) que no son expertos en TIC
- Empleados y directivos de PYMES que no son expertos en TIC.

8.   Número de alumnos:

Máximo 80 participantes para cursos en línea.

9.   Relación secuencial de módulos:

- Módulo 1. Fundamentos de la accesibilidad digital
- Módulo 2. Accesibilidad en contenidos y ficheros digitales
- Módulo 3. Accesibilidad en la Web, en el correo electrónico y en las redes sociales.

10.   Duración:

Teleformación total horas: 40 horas

11.   Requisitos mínimos de espacios, instalaciones y equipamiento.

11.1. Plataforma de teleformación

La plataforma de teleformación que se utilice para impartir acciones formativas deberá poseer capacidad suficiente para gestionar y garantizar la formación del alumnado, permitiendo la interactividad y el trabajo cooperativo y habrá de reunir los siguientes requisitos técnicos:
- Compatibilidad con los estándares SCORM e IMS.
- Rendimiento, entendido como número de alumnos que soporte la plataforma, velocidad de respuesta del servidor a los usuarios, y tiempo de carga de las páginas Web o de descarga de archivos, que permita:
  - Soportar un número de alumnos equivalente al número total de participantes en las acciones formativas que esté impartiendo el centro o entidad de formación, garantizando un hospedaje mínimo igual al total del alumnado de dichas acciones, considerando un número de usuarios concurrentes del 40% de ese alumnado.
  - Disponer de la capacidad de transferencia necesaria para que no se produzca efecto retardo en la comunicación audiovisual en tiempo real, debiendo tener el servidor en el que se aloja la plataforma un ancho de banda mínimo de 100Mbps, suficiente en bajada y subida.
- Funcionamiento 24 horas al día, los 7 días de la semana.
- Compatibilidad tecnológica y posibilidades de integración con cualquier infraestructura informática o sistema operativo, base de datos, navegador de Internet de entre los más usuales o servidor web, debiendo ser posible utilizar las funciones de la plataforma con complementos (plug-in) y visualizadores compatibles. Si se requiriese la instalación adicional de algún soporte para funcionalidades avanzadas, la plataforma debe facilitar el acceso al mismo sin coste.
- Integración de herramientas y recursos necesarios para gestionar, administrar, organizar, diseñar, impartir y evaluar acciones formativas a través de Internet, disponiendo, específicamente, de las siguientes:
  - Herramientas que faciliten la colaboración y la comunicación entre todos los alumnos, tanto de carácter asíncrono (foros, tablones, correo, listas, etc.), como síncrono, (sistema de mensajería, chat, videoconferencia, etc.).
  - Herramientas de desarrollo, gestión e integración de contenidos.
  - Herramientas de seguimiento formativo, control del progreso del alumnado y evaluación del aprendizaje.
  - Herramientas de administración y gestión del alumnado y de la acción formativa.
- Disponer del desarrollo informático a través del cual el Servicio Público de Empleo de la administración

competente, de manera automática, realice el seguimiento y control de las acciones formativas impartidas, conforme al modelo de datos y protocolo de transmisión establecidos en la página web de dicho organismo, a fin de auditar la actividad de los centros y entidades de formación y evaluar la calidad de las acciones formativas.

- Para poder realizar tal seguimiento, el Servicio Público de Empleo de la administración competente, con la periodicidad que determine, se conectará automáticamente con las plataformas de teleformación, por lo que las mismas deberán contar con los desarrollos informáticos que posibiliten tales acciones de seguimiento (protocolo de conexión SOAP).
- Sin perjuicio de lo anterior, y de cara al seguimiento puntual de las acciones formativas de certificado de profesionalidad que se impartan, será preceptivo proporcionar al Servicio Público de Empleo de la administración competente una dirección (con sus correspondientes credenciales) de acceso a la plataforma, con permiso de administrador, pero sin posibilidad de modificar datos.
- Niveles de accesibilidad e interactividad que como mínimo cumplan las prioridades 1 y 2 de la Norma UNE 139803:2012 o posteriores actualizaciones, según lo estipulado en el Capítulo III del Real Decreto 1494/2007, de 12 de noviembre.
- El servidor la plataforma de teleformación ha de cumplir con los requisitos establecidos en la Ley Orgánica 15/1999, de 13 de diciembre, de protección de datos de carácter personal, por lo que el responsable de dicha plataforma ha de identificar la localización física del servidor y el cumplimento de lo establecido sobre transferencias internacionales de datos en los artículos 33 y 34 de dicha Ley Orgánica y en el Título VI del Reglamento de desarrollo de la misma, aprobado por Real Decreto 1720/2007, de 21 de diciembre.
- Incluir la imagen institucional del Servicio Público de Empleo de la administración competente y de las entidades que él designe, con las pautas de imagen corporativa que se establezcan.
- Disponibilidad de un servicio de atención a usuarios que proporcione soporte técnico y mantenga la infraestructura tecnológica y que, de forma estructurada y centralizada, atienda y resuelva las consultas e incidencias técnicas del alumnado. El servicio, que deberá estar disponible para el alumnado desde el inicio hasta la finalización de la acción formativa, deberá mantener un horario de funcionamiento de mañana y de tarde, tendrá que ser accesible mediante teléfono y mensajería electrónica y no podrá superar un tiempo de demora en la respuesta superior a 2 días laborables.

11.2. Material virtual de aprendizaje

El material virtual de aprendizaje para el alumnado se concretará en el curso completo en formato multimedia (que mantenga una estructura y funcionalidad homogénea), debiendo ajustarse al programa formativo que para esta especialidad conste en el fichero de especialidades formativas previsto en el artículo 20.3 del Real Decreto 395/2007, de 23 de marzo y cuyo contenido cumpla estos requisitos:

- Como mínimo, ser los establecidos en el correspondiente programa formativo que conste en el fichero de especialidades formativas previsto en el artículo 20.3 del Real Decreto 395/2007, de 23 de marzo.
- Estar referidos tanto a los conocimientos como a las destrezas prácticas y habilidades recogidas en los objetivos de aprendizaje del citado programa formativo, de manera que en su conjunto permitan conseguir los resultados de aprendizaje previstos.
- Organizarse a través de índices, mapas, tablas de contenido, esquemas, epígrafes o titulares de fácil discriminación y secuenciase pedagógicamente de tal manera que permiten su comprensión y retención.
- No ser meramente informativos, promoviendo su aplicación práctica a través de actividades de aprendizaje (autoevaluables o valoradas por el tutor-formador) relevantes para la práctica profesional, que sirvan para verificar el progreso del aprendizaje del alumnado, hacer un seguimiento de sus dificultades de aprendizaje y prestarle el apoyo adecuado.
- No ser exclusivamente textuales, incluyendo variados recursos (necesarios y relevantes), tanto estáticos como interactivos (imágenes, gráficos, audio, video, animaciones, enlaces, simulaciones, artículos, foro, chat, etc.). de forma periódica.

- Poder ser ampliados o complementados mediante diferentes recursos adicionales a los que el alumnado pueda acceder y consultar a voluntad.
- Dar lugar a resúmenes o síntesis y a glosarios que identifiquen y definan los términos o vocablos básicos, relevantes o claves para la comprensión de los aprendizajes.
- Evaluar su adquisición durante o a la finalización de la acción formativa a través de actividades de evaluación (ejercicios, preguntas, trabajos, problemas, casos, pruebas, etc.), que permitan medir el rendimiento o desempeño del alumnado.

MÓDULOS FORMATIVOS

Módulo 1

Denominación: FUNDAMENTOS DE ACCESIBILIDAD DIGITAL

Objetivo:

- Adquirir los conocimientos sobre la Directiva de 2016 de la Unión Europea sobre accesibilidad digital y sus principales disposiciones, así como sobre las recomendaciones generales para facilitar una adecuada recepción de la información por parte del receptor discapacitado.

Duración:

5 horas

Contenidos teórico-prácticos:

- Unidad 1: Fundamentos de accesibilidad digital
  - Principios generales sobre accesibilidad digital.
  - Directiva de la UE sobre accesibilidad digital (Directiva (UE) 2016/2102
  - Estándares y pautas de accesibilidad
  - Métodos generales para la accesibilidad del contenido digital

Módulo 2

Denominación: ACCESIBILIDAD EN CONTENIDOS Y FICHEROS DIGITALES

Objetivo:

- Aplicar los diferentes criterios de accesibilidad respecto a la estructura, al formato, al texto, y a la integración de imágenes, de gráficos y de tablas, durante la elaboración de documentos y ficheros digitales

Duración:

25 horas

Contenidos teórico-prácticos:

- Unidad 2: Accesibilidad en archivos de procesamiento de textos. MS Word.
  - Criterios de accesibilidad en la estructura de un documento.

- − Creación de tablas y diseño del texto accesibles
- − Recursos de edición que facilitan la accesibilidad.
- Unidad 3: Accesibilidad en archivos de presentaciones MS ppt.
  - − Sugerencias de accesibilidad para documentos ppt.
- Unidad 4: Accesibilidad en archivos. Pdf
  - − Opciones de accesibilidad para archivos .pdf
- Unidad 5: Accesibilidad en archivos multimedia
  - − Opciones de accesibilidad para multimedia

Módulo 3

Denominación: ACCESIBILIDAD EN LA WEB, EN EL CORREO ELECTRÓNICO Y EN LAS REDES SOCIALES.

Objetivo:

Aplicar los criterios de accesibilidad, en términos de diseño y programación, de páginas Web, correo electrónico y redes sociales, así como sobre los propios contenidos y su forma de presentarlos.

Duración:

10 horas

Contenidos teórico-prácticos:

- Unidad 6: Accesibilidad en páginas Web, correo electrónico y redes sociales
  - − Características de un contenido Web accesible
  - − Sugerencias de accesibilidad para Páginas Web
  - − Sugerencias de accesibilidad para Correos electrónicos
  - − Sugerencias de accesibilidad para Redes sociales.
- Test final
- Cuestionario de satisfacción

ANNEX II

Description of the curriculum in Hungarian according to the Hungarian educational system

Digital accessibility in Europe Syllabus

Course description

This training curriculum, based on A Universal Design Approach, brings a clear and common-sense approach to web accessibility, in the interest of social justice, making the user experience better for all sectors of society.

The way we communicate is very important – the language we use, our tone, our body language and how we present information in written or verbal methods. Some people may have been disadvantaged in the past, by the way web content and public service have been presented. This should no longer be the case.

All members of the public expect to receive the best possible customer experience. Creators of websites and all digital content, both professionals and users, aim to deliver the highest quality service they can. This curriculum will ensure that they are equipped to do so. It is essential that they use the simplest and clearest language possible, to ensure that all content and services are accessible and meet the diverse needs of all members of the public. This curriculum includes guidance on general writing style principles, verbal and non-verbal communications, design of forms and documents, web and social media content and how to display signage.

Universal Design is about creating an environment that can be accessed, understood and used to the greatest extent possible by all people, regardless of their age, size, ability or disability.

In this curriculum, there are sections on the design of Written, Verbal and Digital Communication and website design and creation. It is intended that this toolkit be used for planning, training and informing professionals and users.

The course consists of three main parts:

- Fundamentals of Accessibility
- Accessibility in Digital Written Communication
- Accessibility in Digital Multimedia Content

Digital accessibility in Europe– Module 1

Digital accessibility in Europe Description

1. Identification data

Basic data of the module

1.1	Course Title	Digital accessibility
1.2	Module identifier	Module 1
1.3	Module Title	Fundamentals of Accessibility
1.4	Identifier in other (national) systems	
1.5	Instructor/contact	

	E-mail	
1.6	Web	http://moodle.wamdia.eu
1.7.	Target group	teachers (teacher-trainees), trainers, students

2. Rationale - Module description

Short summary for the potential participants to answer their question "Why I should take part this module?" It describes what kind of knowledge will be emphasized, what kind of competences will be developed by the module.
This module helps students: - To get acquainted with the legal background of digital accessibility and be aware of the standards of digital accessibility, thereby allowing them to create accessible documents in the modules of the course.   - To gain knowledge in the four guiding principles recommended by WCAG 2.1.   - To know and test screen-reader programs (JAWS, NVDA).   - To be aware of the fact, that browsers also have built-in or later installed programmes helping with validation (e.g. Web Developer Toolbar, HTML Validator, Web Accessibility Toolbar)

3. Learning objectives

	Synonyms: aims, purposes, goals in general. The LOs express the intentions of the instructor, describe what he/she **want to achieve** within the module. They are clear concepts to express the direction of the module, they are descriptions of the most important competences the module will develop. **Broad statements that will include many subordinate competences.** All the applied tools (learning elements, course components, methods, coaching) applied to deliver the module, should promote the participants to achieve the LOs.. The teaching effectiveness of the instructors' will be evaluated against the objectives given here. The description of module LOs should have a standard taxonomy within a course.
3.1	To know the legal principles of digital accessibility. To know the basic requirements of creating an accessible website. To understand the requirements of accessible mobile applications of government bodies. To know the standards: • WCAG 2.0 (ISO/IEC 40500:2012) standard • WCAG 2.1 standard • MSZ EN 301 549:2015 standard EN 301 549 V2.1.2 (2018-08) harmonised European standard
3.2	The **module** is about accessibility in webpages. Much of the digital content currently used is showed in a webpage format, so it is important to provide accessible web content. In this field, *World Wide Web Consortium* (W3C) is the organisation responsible of providing the standards supported in websites, such as HTML or CSS languages. The aim of this organization is also to promote accessibility in webpages, by providing recommendations. This chapter is oriented to describe the guidelines about accessible web content, known as *Web Content Accessibility Guidelines* (WCAG). These guidelines have to be taking into account when creating webpages or web content. This chapter also shows how to check the accessibility of a webpage using automatic tools

3.3	To know the utility of JAWS/NVDA (Windows screen-readers).
	To know the tools and websites for web-accessibility control.
	To know and be able to use the tools that help evaluating and validating web accessibility.
	To be able to make accessible documents.
	To know programmes and applications able to create accessible documents.

4. Learning outcomes

Learning Outcome (OC) is the fixed, measurable **result** of one or more events of teaching/learning. (OCs define "what we get" versus LOs which define "what we want").	
The participants will be able to	
4.1	know the concept of accessible legislation.
4.2	know the accessible standards, regulations.
4.3	identify the new roles of teachers.
4.4	identify the needs of the target group.
4.5	know programmes and applications validating accessibility.

5. Chapters

List the title of topics planned to deliver the knowledge and to develop competences connected with its weight within the module.		
	Title	Weight (%)
5.1	**Fundamentals of Accessibility**	
5.1.1.	***Legal Basis and Rationale*** a) Be aware of the EU Directive on Digital Accessibility (Directive (EU) 2016/2102 of the European Parliament and of the Council of 26 October 2016 on the accessibility of the websites and mobile applications of public sector bodies) and its main provisions b) Know the reasons for ensuring digital content is accessible, like improving user experience for the population, promoting inclusion of people with disabilities, benefiting business by increasing customer base. c) List and explain the 4 standards for creation of accessible web content proposed by WCAG 2.10 d) Describe the 3 levels of conformance, A, AA, AAA and related criteria e) Be aware of the content of the Code of Practice on Accessibility of Public Services and Information Provided by Public Bodies (2006).	
5.2	**General Principles of Accessibility** a) Know the principles enshrined in Directive (EU) 2016/2102 on the accessibility of the websites and mobile applications of public sector bodies. b) Understand The World Wide Web Consortium (W3C) 'Web Content Accessibility Guidelines' (WCAG) 2.1.	

5. Chapters

List the title of topics planned to deliver the knowledge and to develop competences connected with its weight within the module.

5.2.1.	**General Quality Criteria** a) Know The four principles proposed by WCAG 2.1: b) Perceivable, Operable, Understandable and Robust c) Know the 5 conformance requirements laid down by WCAG 2.1: Conformance Level, Full Pages, Complete processes, Only Accessibility-Supported Ways of Using Technologies, Non-interference d) Understand how to apply the 5 conformance requirements laid down by WCAG to web-page creation. e) Recognise the level of compliance required by public bodies with WCAG 2.1 guidelines to conform to the statutory Code of Practice on Accessibility of Public Services and Information provided by Public Bodies (2006). f) Be aware of locally produced guidance tools for developers, designers and content creators/editors, like the Irish Centre of Excellence in Universal Design (CEUD)'s 'Guidance for Online Public Services'	
5.2.2	**Evaluation of Accessible Design** a) Know the importance of validating usability and accessibility, through user testing and using assistive tools like JAWS and NVDA b) Know the available tools for checking document accessibility, within word processors, application extensions and stand-alone tools c) Know accessibility checking features of document creation applications, such as MS Word 2016, Adobe Acrobat, validation tools like Check a PDF d) Apply a double check for accessibility to avoid false positives reported by software e) Revise and optimise accessibility after checking	
5.2.3	**Content Evaluation** a) Know why accessibility is a consideration in web-based content delivery; in website design and creation; downloadable content. b) Understand the characteristics of good quality content, such as Accuracy, Provision of Value, Engagement etc. c) Keep language simple, reducing complexity, such as long sentences, acronyms, and foreign terms. d) Indicate language used, change of language e) Make text content readable and understandable	
5.2.4	**Performance Evaluation** a) Understand Accessibility Testing measures such as efficiency, effectiveness and user satisfaction – the same measures typically used in usability evaluations. b) Be familiar with Accessibility Testing tools such as Access Assistant and Access Continuum etc. c) Automatic validation and evaluation tools. d) Understand Consistent Navigation - Navigational mechanisms are repeated on multiple Web pages within a set of Web pages. e) Provide instructions when content requires user input. f) Help users avoid and correct mistakes.	

5. Chapters

	List the title of topics planned to deliver the knowledge and to develop competences connected with its weight within the module.	
5.2.5	*Content quality* a) Understand the characteristics of good quality content, such as Accuracy, Provision of Value, and Engagement etc. b) Understanding the importance of content functionality which is operable through a keyboard interface without requiring specific timings for individual keystrokes. c) Identify processes to manage and control content quality, such as staff training, content review process d) Understand the use and formatting of links e) Define the term micro-content; and give examples f) Understand various Input Modalities speech, mouse/pointer, touch, keyboard and the need to switch seamlessly between methods. g) Understand the use of Transcripts, Subtitles and Audio description h) Know that content should be available and optimised for a variety of devices i) Adding captions, descriptions, or audio files to ensure users have the necessary tools to engage with content.	

Digital accessibility in Europe– Module 2

1. Identification data

	Basic data of the module	

1.1	Course Title	Digital accessibility
1.2	Module identifier	Module 2
1.3	Module Title	Accessibility in Digital Written Communication
1.4	Identifier in other (national) systems	
1.5	Instructor/contact	
	E-mail	
1.6	Web	http://moodle.wamdia.eu
1.7.	Target group	teachers (teacher-trainees), trainers, students

2. Rationale - Module description

Short summary for the potential participants to answer their question "Why I should take part this module?" It describes what kind of knowledge will be emphasized, what kind of competences will be developed by the module.

This course provides a training strategy meant for those responsible for selecting, designing, producing and publishing accessible digital documents in a virtual educational environment, adjusted to the preferences and the profile of the student with or without disabilities.

This lesson contains a set of guidelines about the accessibility requirements and the essential criteria for creating educational contents based on the principles of universal design or design for all, in order to incorporate the principles into the design and production of educational resources that will facilitate the process of teaching and learning of students with and without disabilities.

The main objective is to train those responsible for selecting, designing, producing and publishing educational resources in the virtual educational context about the creation of accessible digital contents in Microsoft Word keeping in mind the usability and accessibility guidelines that meet the needs and preferences of the students with and without disabilities.

Also, to know basic text editing elements:
• Document basics: character and paragraph, the concept of section.
• Formatting units: character and paragraph formatting options.
• Fonts (base, skewed)
• Bulleting, numbering
• Document layout design, page layout, header, footer creation, page count, breakpoints
• Columns
• Creating and formatting tables
• Using pictures and graphics, shapes (placing an image in a document, clip art, pasting an image from a file)
• captions (capturing image, image, table caption), layout and properties of images, alternate text - alternative text)
• Importing objects and media items
• Using Styles
• Using references (table of contents, charts, captions, hyperlinks)
• Saving as PDF (normal, minimized size)
• Using development tools (applying forms, controllers: drop-down list, input fields, checkboxes)
• In Word, Accessibility Check, Document Testing, and Information Accessibility are available

The accessibility of document security settings.
To know the accessibility requirements of documents.

Students develop their presentation skills and abilities. They can acquire a presentation technique that gives them meaningful and impressive presentations which can effectively convey their thoughts. Gets in the depths of using Microsoft Power Point and a different method with Prezi presentation programme. They can get answers to questions such as how to build a presentation so that one's thoughts are really transmitted to the audience and how to support it through presentation programmes. By combining classical narrative techniques and visual elements, they can make rich and eye-catching presentations.

3. Learning objectives

Synonyms: aims, purposes, goals in general. The LOs express the intentions of the instructor, describe what he/she **want to achieve** within the module. They are clear concepts to express the direction of the module, they are descriptions of the most important competences the module will develop. **Broad statements that will include many subordinate competences.**

All the applied tools (learning elements, course components, methods, coaching) applied to deliver the module, should promote the participants to achieve the LOs..

The teaching effectiveness of the instructors' will be evaluated against the objectives given here. The description of module LOs should have a standard taxonomy within a course.

3.1	The student will have to read and study the lesson contents in order to recognize, create and interpret accessible documents, dedicating between 2 to 3 hours per day. The competences described in this document should be acquired in this lesson. These competences are fundamental for the creation of documents created with Word, as the documents should have all the accessibility characteristics needed by any reader and user.
3.2	Knowing the basic requirements of accessibility in the design and production of documents.
3.3	Applying the design for all guidelines to produce accessible documents.
3.4	Using adequately Microsoft Word for creating an accessible document so that all students can access and use the information.
3.5	Identifying the accessibility difficulties and errors in a document.

4. Learning outcomes

Learning Outcome (OC) is the fixed, measurable **result** of one or more events of teaching/learning. (OCs define "what we get" versus LOs which define "what we want").

The participants will be able to

4.1	- formulate tasks, problems and make them with the appropriate Office tools, also will be able to use these tools in a complex way. - know the requirements of the aesthetic appearance of a document. - to use enters properly. - keep the principles of text-editing. - use lists, edging, pictures, formatting paragraphs, tables, tabs. - use various styles. - use hyperlinks. - make presentations according to the rules learned in the classroom.
4.2	- produce texts with a text editor, also to format and print it in an aesthetic design. - use the word processing services in a convenient way. - validate the accessibility of a document.

5. Chapters

	List the title of topics planned to deliver the knowledge and to develop competences connected with its weight within the module.	
	Title	Weight (%)
5.1	**Design of accessible word processor documents**	
5.1.1.	*Document Structure and templates* a) Know that an accessible document structure or template, and logical layout help to make documents accessible b) Know the features of an accessible template, like headings, table of contents, page numbers, alignment, paragraph structure, white space, line spacing, bullets and numbering, alternative text c) Adjust page layout by applying paragraphs and line spacing that facilitate tracking text and distinguishing paragraphs d) Align text to the left for preference, and increase margin width for optimum readability e) Create section and page breaks to manage text flow to next page f) Use word processor functions to create bulleted or numbered lists g) Use word processor functions to create columns where necessary h) Apply appropriate formats to dates, numbers, percentages i) Insert page numbers in a document j) Know the difference between serif and sans serif fonts, and select fonts and size for clarity	
5.1.2	*Basics of accessible pdf documents* a) Recognise the benefit of and best format for descriptive links, and use appropriately b) Understand how to use contrast for text and background c) Use colour for contrast, but not as an indicator element d) Save a word-processed document (e.g. MS Word) as an accessible pdf e) Be aware that documents and PDF's are not automatically accessible f) Know that a pdf document can be accessible if correctly structured, incorporating a logical reading order, bookmarks, tags and lists for navigation g) Know that the accessibility requirements of word-processed documents also apply to pdf documents, like including alternative text for figures and objects, specifying the language used, clearly defining links and organisation features like Table of Contents, headings etc. h) Set security not to interfere with screen reader functionality i) Be aware of the applicability of the WCAG principles guidelines as they apply to pdf documents j) Know accessibility checking features of document creation applications, such as MS Word 2016, validation tools like Check a PDF k) Know how to correct accessibility problems in a PDF document l) Enable a screen-reader to read document content aloud.	
5.1.3.	*Text* a) Know the difference between serif and sans serif fonts, and select fonts and size for clarity b) Recognise the benefit of and best format for descriptive links, and use appropriately c) Understand how to use contrast for text and background d) Use colour for contrast, but not as an indicator element	

5. Chapters

	List the title of topics planned to deliver the knowledge and to develop competences connected with its weight within the module.	
5.1.4	***Tables*** a) Use table with caution; use text in columns for preference b) When unavoidable, create small tables are can be read consistently line by line by a screen reader	
5.1.5	***Multimedia Elements Figures and Images*** a) Add a title or caption to a table of figure, using word processing tools b) Apply accessible attributes to images and graphs c) Text conventions – emphasis, orientation, hyphenation, d) Know that images should support text, not replace it e) Make video content accessible using techniques such as audio description, subtitles	
5.1.6	***Alternative Text*** a) Understand Alt text for Images, Videos and Audio and be aware that screen readers cannot interpret meaning without it. b) Insert alt text, a summary description of information contained in a table, figure, image, diagram etc., underneath it	
5.1.7	***Forms*** a) Identify the form's purpose and audience b) Understand the relevant criteria for form design, use of tick boxes, drop down menu, the importance of validating a completed form etc. c) Be aware of common navigation pathways through online forms, such as use of tab key, next button d) Outline several ways to support finding information by search, including on-site search, basic search option e) Know that alternatives should be suggested if a search query returns no results f) Apply labels to controls that require them g) Outline the steps involved in correcting a validation error h) Know that forms need a logical structure, clear titles, appropriate fonts and text size per element (i.e. heading, instructions) i) Write clear instructions for filling forms, mark mandatory questions clearly j) Create aggregation fields such as text fields, checkboxes, drop-down lists, ensuring they are clearly identified and adjacent to questions they refer to k) Implement a logical tabulation order for completing or examining the form with the keyboard l) Know how to create and deploy scannable forms m) Proofread finished documents to avoid errors	
5.1.8	***Presentations*** a) Minimal text on each slide. Make text big enough to be read even from the back of the room. b) Understand accessibility problems caused by Text Boxes in Power Point c) Make material for handouts to participants accessible. d) Save a presentation as an accessible pdf.	

Digital accessibility in Europe– Module 3

1. Identification data

Basic data of the module		

1.1	Course Title	Digital accessibility
1.2	Module identifier	Module 3
1.3	Module Title	Accessibility in Digital Multimedia Content
1.4	Identifier in other (national) systems	
1.5	Instructor/contact	
	E-mail	
1.6	Web	http://moodle.wamdia.eu
1.7.	Target group	teachers (teacher-trainees), trainers, students

2. Rationale - Module description

Short summary for the potential participants to answer their question "Why I should take part this module?" It describes what kind of knowledge will be emphasized, what kind of competences will be developed by the module.

To know the basic elements of webpages: HTML language, HTML tags, character formatting HTML tags, line formatting HTML tags, inserting image and hyperlink, creating lists in HTML, using styles, W3C specifications, validating process for the completed website

Be aware of the structure of acessible websites: head, foot, menu bar, content, and sidebar.

To know websites, forms where controls, navigations can be controlled with the mouse and keyboard.

To know Captcha technologies, Captcha controls accessibility, auto login options.

To know what features are for the following webpage elements: crumb menu, search box, navigation menu, cookie use

To know how to create platform-independent, responsive websites

To know Search Engine Optimization (SEO)

Help resources for websites and forms can be used to understand and solve the problem

To know the accessibility of websites:
• Multimedia files, subtitled videos, recorded audio files
• Tagged frames, alternate texts of images - talking images
• text alternatives, abbreviations, speech, braille display
• simple language; unified display and navigation options; multiple search options

To know the requirements of accessible emails and its items

To know the contents of social media, use and understand these elements: entry, hashtag, at sign (tagging somenone), photos / videos, history, chat

Be able to use mobile devices to access the Internet, to view and create social media content

3. Learning objectives

Synonyms: aims, purposes, goals in general. The LOs express the intentions of the instructor, describe what he/she **want to achieve** within the module. They are clear concepts to express the direction of the module, they are descriptions of the most important competences the module will develop. **Broad statements that will include many subordinate competences.**	
All the applied tools (learning elements, course components, methods, coaching) applied to deliver the module, should promote the participants to achieve the LOs..	
The teaching effectiveness of the instructors' will be evaluated against the objectives given here. The description of module LOs should have a standard taxonomy within a course.	
3.1	Accessible websites
3.2	Making accessible of the validity and security settings of a website
3.3	Accessible e-mails, text-to-speech programmes
3.4.	Social media

4. Learning outcomes

Learning Outcome (OC) is the fixed, measurable **result** of one or more events of teaching/learning. (OCs define "what we get" versus LOs which define "what we want").	
The participants will be able to	
4.1	create an accessible website
4.2	know the regulations of accessible e-mails
4.3	know the elements of accessibility in the social media

5. Chapters

List the title of topics planned to deliver the knowledge and to develop competences connected with its weight within the module.		
	Title	Weight (%)
5.1	**Developing Accessible Websites**	

5. Chapters

List the title of topics planned to deliver the knowledge and to develop competences connected with its weight within the module.		
5.1.1.	**Websites** a) Understand standard approaches to website development, such as Breadcrumb Navigation, search box. b) Know about alternative forms of CAPTCHA with output modes for different types of sensory perception. c) Understand search engine optimisation using titles and descriptions for webpages d) Understand that the navigation bars should be identifiable and indicate location on a page e) Understand the requirement for optimisation for a variety of browsers, devices and assistive technologies f) Understand the use of headers and tags for information categorisation g) Create a site map and ensure navigation elements are consistent throughout a multi-page website h) Understand the importance of meaningful sequence i) Understand the importance of timing and the provision of varied timing options to facilitate interaction with Web content j) Understand 'general flash' and 'red flash' thresholds and requirements k) Know the best practice guidelines developed by World Wide Web Consortium (W3C), such as cookie use, automatic sign in, minimum application and data size l) Indicate Photos, Videos and Audio content by using the prefix [PIC], [VIDEO] or [AUDIO] m) Understand the difference between http and https. Understand the advantages of https in terms of accessibility SEO	
5.2.1.	**Email** a) Know that optimum email communication is via plain text or HTML b) Recognise occasions when rich text format might be appropriate c) Know that alternative text should accompany images and graphics. d) Know how to manage attachments, like mentioning them in the text and using descriptive file names e) Know that response time should be communicated to facilitate experience f) Be aware of assistive tools such as screen readers, such as JAWS (licensed software), NVDA (free software) g) When linking to a PDF document, it must be tagged properly and accessible otherwise provide a link to a text alternative. h) Understand email categorisation (important, average, etc.) delayed mails	

5. Chapters

List the title of topics planned to deliver the knowledge and to develop competences connected with its weight within the module.		
5.2.2	*Social Media* a) Know how to add captions, descriptions, or audio files to ensure users have the necessary tools to engage with content. b) Understand the need to keep text, hashtags, keywords and @mentions simple and at the end of posts for screen reader users. c) Identify appropriate tools to play multi-media content, such as HTML 5, links to standalone versions, controls to stop, start, pause d) Know how to manage file size for different user needs e) Be aware of mobile device accessibility features, such as high contrast, zoom, voice activation, text to speech f) Know the navigation and access features that support access, such as hot key assignment, avoiding pop ups/tables, colour management, alternative text g) Know that image, application and data size should be minimised, and commonly supported formats are used h) Know that error messages should provide a means to navigate to useful information i) Understand the need for the provision of additional ways to contact such as a general contact e-mail address or a Contact Us form. j) Link back to the web page containing the image, video or audio with a full caption/transcript. k) Avoid the use of acronyms, abbreviations and text messaging shortcuts. l) Ensure proper HTML mark-up is used e.g. headings, paragraphs and lists to help orient users. m) GDPR prescripts awareness n) sharing content on different social media platforms at the same time	

Digital accessibility in Europe– Module 1-2-3

6. Participants responsibilities

The list of activities/tests/projects/collaboration expected the participants to fulfill – and their weight within the module to be able to calculate the global performance level of the participant.		
6.1.	Activity in collaboration (in discussion forums, in chats, communication with tutors' e-mail, messages) in the given theme, summarizing the results in an own assignment	
6.2.	Evaluation report about the digital accessibility -of-the-art of the national	
6.3.	Online test	

7. Assessment methodology

A clear explanation on the assessment process (methods and tools).		
7.1.	Methods	The assessment will be based on evaluation of the assignments and the level reached in the online test. The activities and the assignments will be evaluated by the tutor.
7.2.	Certificate of Achievement	30 credits in the Hungarian System of Teachers' Further Training Programme/WAMDIA certificate in other countries.

7. Assessment methodology

A clear explanation on the assessment process (methods and tools).		
7.3.	Threshold for success	<60%
7.4	Successfully completed	60%-80%
7.5	Excellent completion	>80%

8. Duration of module and expected working time

Estimated workload		
The module lasts for 4-6 weeks. The estimated working time needed to fulfil the requirements: 6-8 hours per week - including collaboration time and the preparing of assignments. This may vary according the prior experiences and the individual learning path.		
8.1.	Duration	4-6	Weeks
8.2.	Estimated workload	6-8	hours/week

9. Prior knowledge/experiences - entry prerequisites

Lists of compulsory completed modules/ expected prior knowledge/competences to be successful	
9.1.	ICT basics, basic skills in office applications

10. Coaching

Correct definition of the roles and duties of the actors working together during the course	
Actor	**Responsibilities**
10.1. Instructor	The learning activities will be supervised by one person as an Instructor. The instructor is the author of the module, she/he is responsible for the professional correctness and. She/he o gives professional support for the activities of the tutors; o supervises and evaluate all activities going on during the course; o create a summary report of the performance based on the tutors' report and the feedback of participants.
10.2. Tutor	The learning activities will be supported by the tutors. **One tutor will guide the work of maximum 8 participants.** The tutor will help the participants to fulfil their individual tasks and carry out the assessment of their performances. She/he should facilitate the collaboration and learning activities. The tutor o follows the learning process of participants, keeps contact with the participants and with the instructor; o gives advice regarding learning methods; o organises and help project work; o suggests further web-materials if needed, but o evaluates the assignments. o creates an evaluation report for the instructor at the end of the module.

10. Coaching

Correct definition of the roles and duties of the actors working together during the course	
Actor	Responsibilities
10.3. LMS administrator	Responsible for the correct operation of the LMS. He helps to solve technical problems in networking and communication with an inspection of 8 hours per day.
10.4. Secretary	Responsible for administrative issues, e.g. contracts (in Hungary this is obligatory for the provider in adult education), certificates, personal problems (postpones, dropout, etc.).

11. Human resource requirements of module realization

A list of the actors				
	Full name	Role	Title	Contact
11.1.		instructor	teacher	
11.2.	Later assigned	tutor		
11.3.	Later assigned	tutor		
11.4.	Later assigned	tutor		
11.5.		Moodle administrator		
11.6.		Secretary		

12. Delivery methods, supporting materials

Short description of the learning environment, handouts, guides supporting the learning activities	
12.1. LMS	As the learning environment of the module will serve the Moodle 3.??? Learning Managment System.
12.2. Content	All learning material, exact definition of assignments, tests, glossaries, feedbacks will be available in the LMS.

13. Equipment and materials required for module realization

Specifications of the technological background (SW/HW) both from the server and client side including the special built in modules, and connected modules.		
	Server side	Minimum requirements
13.1.	Minimum HW requirements of the server	Disk space 160 MB (min) - requires more free space to store teaching materials; Memory: 256MB (min), 1GB (recommended) / more 1 GB / 50 users
13.2.	Minimum SW requirements of the server	Web server software: Apache or IIS, MySQL database, PHP-Accelerator

13. Equipment and materials required for module realization

Specifications of the technological background (SW/HW) both from the server and client side including the special built in modules, and connected modules.

	Client side	Minimum requirements
Every participant should have e-mail address and Internet access.		
	Minimum HW requirements of the participants' workstation	Processor: 500 Megahertz (MHz) or faster. • Memory (RAM): 256 Megabytes (MB) of RAM minimum. • Hard disk space: 1.5 GB. • Screen: resolution of 1024×768 or higher.
	Minimum SW requirements of the participants' workstation	Operating system: Windows XP with Service Pack 3 (SP3) (only 32bits) or Windows Vista SP1, Windows 7, Windows Server 2003 R2 with MSXML 6.0, Windows Server 2008

14. Other conditions of module realization

References to any other documents which describe special conditions, requirements to the successful performance

14.1 Unit descriptions	**Detailed description of the components** (learning outcomes, tools, descriptions of home work and collaboration methods etc**.) for each unit to clear the dependencies among the course elements – LOs, OCs, and assignments.** See the template in Annex 3.
14.2 TCF	**Competency Framework** - ensures the integrity and coherency of the course. A collection of learning objectives and outcomes – structured by modules/units to see as the dependencies (redundancies) within the course.

15. Quality management

The methods and processes to evaluate the results during and at the and of the module. The aim of this tools to compare the original aims (what we intended) learning objectives with the realized product (what we get).

15.1 Methods to collect data	1. Reviews of module, unit descriptions, syllabi, learning elements. 2. Feedback for module evaluation to measure the satisfaction of the participants 3. Self assessment at the beginning and at the end of the module 4. The number of the dropout, evaluation reports by the instructor and the tutors 5. Statistics provided by the LMS (number of posts, activities, etc.)

15.2. The methods of validation	Validation report (before the start of the module) to summarize the results of the reviews (1).
15.3. The methods of verification	Verification report (at the and of the module) to elaborate the results coming from the collected data (2,3,4,5), and to formulate the suggestions for modifications.