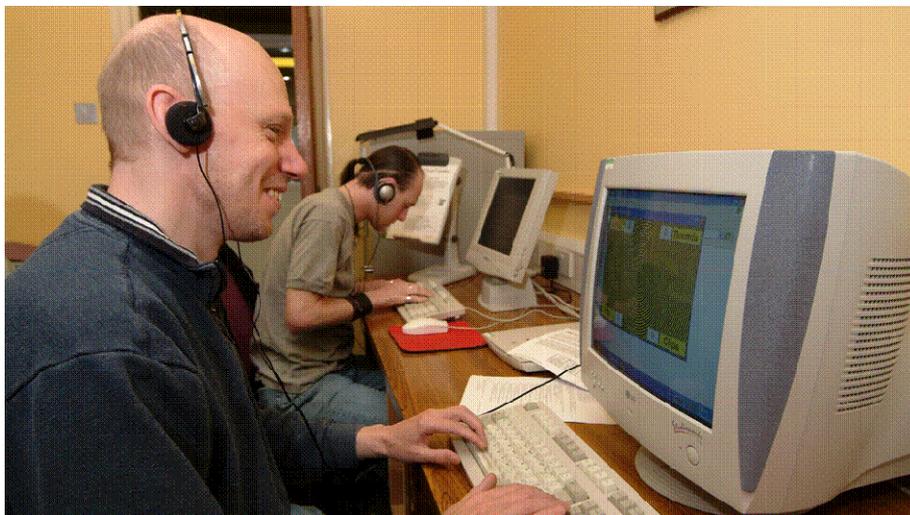




## **E-Learning COach for Visually Impaired People**

### **TUTORIAL** **S4 “ORGANISATION & ADMINISTRATION”**



Official course tutorial for the E-COVIP examination

Published by the  
**E-COVIP** project consortium

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**@CO4ViP<sup>®</sup> certified E-Learning course**

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## 2 Learning Aim

The primary aim of this module is to give participants an understanding of how the organisation and administration of a standard e-learning course can be adapted to take account of the needs of learners with visual and/or auditory impairments.

## 3 Organisation and Administration

### 3.1 Required Media and Equipment

A multi-media computer with suitable interfaces/devices (e.g. *Linux, Mac or Windows*)

A printer (e.g. *Hewllard Packard, Epsom or Canon*)

An E-mail account (e.g. *Evolution, Mail or Outlook*)

Word-processing software (e.g. *Open Office Text Edit or Word*)

An internet browser (e.g. *Firefox, Safari or Internet Explorer*)

An Instant messaging client with VoIP (e.g. *Ekiga, iChat or Skype*)

A internet connection (*broadband preferred if available*)

*(And any other specialist software/hardware specifically required by the course and/or individual learners. e.g.)*

Screenreading/Magnification software (e.g. *Orca, Voice Over or Jaws*)

A braille display and/or embosser (e.g. *Duxbury, Juliet or Braillex*)

A tactile talking touch-pad (e.g. *T3 or IVEO*)

Daisy reading software/hardware (e.g. *EasyReader, Plectalk or VictorReader*)

Document reading software/scanner (e.g. *Kurzweil or TextBridge*)

Digital voice recorder (e.g. *Olympus or Philips*)

Speech Recognition Software (e.g. *Dragon or ViaVoice*)

### **3.2 Prerequisites of Participants**

Experience of delivering and/or participating in e-learning and a demonstrable knowledge and understanding of relevant teaching methodologies, common visual/auditory impairments, assistive technology and online communication systems.

The course is ideally suited to people who already have plenty of experience of both mainstream education and contemporary e-learning theory and practice but who would like to develop or adapt their approach and/or materials to accommodate a learner or learners who are blind or partially sighted.

### **3.3 Preliminaries**

*Things that need to be done and/or considered before the course starts.*

*In order facilitate the efficient preparation, delivery and documentation of the course it is highly recommended that you produce a detailed check-list so you can clearly identify what you have accomplished and what still needs to be done.*

On the next page is a sample check-list for your to examine. Although you are free to use this list as presented you may want to add, change or remove items to make more it relevant to the course you are offering or the learners you are targeting.

No.	ECOVIP: Organisation and Administration - Sample Check-list	<input checked="" type="checkbox"/>
1.	<b>Preliminaries</b>	
a	Identify the specific learner target group and advertise/promote the course appropriately.	<input type="checkbox"/>
b	Design an application form and distribute it in a variety of accessible formats.	<input type="checkbox"/>
c	Design an initial assessment procedure to identify any assistive technology requirements.	<input type="checkbox"/>
d	Devise a formal registration procedure that can be completed in a variety of ways.	<input type="checkbox"/>
e	Produce an official course-specific handbook in a variety of accessible forms.	<input type="checkbox"/>
f	Produce accessible versions of the institutions/countries rules and regulations.	<input type="checkbox"/>
2.	<b>On-site Training/Presence Phase</b>	
a	Check that all of the on-site facilities are accessible/suitable for disabled learners.	<input type="checkbox"/>
b	Check that all the learning materials are available in a variety of accessible formats.	<input type="checkbox"/>
c	Check that all learners will have access to the appropriate assistive technology.	<input type="checkbox"/>
d	Make sure that all learners are able to use a variety of digital communication tools.	<input type="checkbox"/>
e	Make sure that all learners have a copy of the rules/regulations and understand them.	<input type="checkbox"/>
f	Make sure that all learners know how their work will be assessed and when it is due.	<input type="checkbox"/>
g	Make sure all learners are issued with a copy of the course handbook.	<input type="checkbox"/>
3.	<b>On-Line Learning</b>	
a	Make sure that the VLE/LMS is accessible and usable with assistive technology.	<input type="checkbox"/>
b	Make sure that there are several different lines of communication open to learners.	<input type="checkbox"/>
c	Make sure that all of the on-line materials are available in a variety of accessible formats.	<input type="checkbox"/>
d	Make sure that a learners disability is taken account of during the assessment or work.	<input type="checkbox"/>
4.	<b>Conclusion</b>	
a	Make sure that the examination is accessible and extra time is allowed if appropriate.	<input type="checkbox"/>
b	Make sure that the learners disability is taken into account when grading tests.	<input type="checkbox"/>
c	Make sure that certification for the course is available in a variety of accessible formats.	<input type="checkbox"/>
d	Make sure that learners can appeal if they feel they have been discriminated against.	<input type="checkbox"/>
e	Make sure that the learners are given the chance to submit an anonymous evaluation.	<input type="checkbox"/>

### 3.3.1 Recruitment

Clearly identify the specific learner profile the course is aimed at and then employ an appropriate advertising/marketing strategy in order to recruit the desired quantity and quality of participants.

The title, subject matter and academic level/qualification for the course may or not be predetermined. You may be presenting an established qualification through e-learning or you may be creating a bespoke course for a specific group of learners which will be accredited through your own institution. You might be offering a mainstream academic course which may have a small number of learners with a disability participating, or a course specifically aimed at learners with a visual or auditory impairment. If the qualification is already established then the subject matter and academic level are already decided for you. The target group is therefore predefined and it is primarily up to you to make sure that the materials and assessment procedures are both accessible and appropriate for learners who meet the academic requirements but happen to have a visual or auditory impairment. If you are creating a bespoke course, then you will have the joint responsibility of making sure that the subject matter and academic level are appropriate for the target group and that the materials and assessment procedures are accessible. In the instance of an existing qualification being offered as a mainstream academic course the priority is to make sure that whenever the course is ordinarily advertised accessible versions of the marketing materials are made available as well. This might mean having an accessible web page on the institutions' website or having braille, large print or auditory versions of the course details available to prospective learners. In this instance you can expect interested learners to be actively seeking out the details of such courses in the same way and same places as any other learner might. For example in a careers centres, on institutional websites or in college prospectuses etc. On the other hand, if you are creating a bespoke course or aiming a course specifically at learners with visually and/or auditory impairments you will need to be much more proactive in your marketing and recruitment for the course. In this case you will need to actively target relevant institutions and authorities to make them aware of the availability of the course so they can inform their learners of such opportunities and guide them as to the most appropriate routes. This may mean

sending out prospectuses or course details, visiting or ringing institutions, sending mail shots or advertising in the relevant publications or media.

### 3.3.2 Applications

Design and produce an application form in a variety of accessible formats e.g. on-line, electronic document, large print, audio and braille etc., and allow applicants to submit their applications in their own preferred formats. However you must keep in mind that a braille, large print or audio application form is really only a reading medium, most candidates assessing the forms in these formats will not be able to 'fill them in' in the traditional sense of the word. They may choose to read the form in these formats but respond in a different format. e.g. braille their answers, recording their answers or dictating them to a scribe. The most universal and accessible format for an application form will be an accessible electronic and/or on-line form. It is not unreasonable to assume that the learners applying to enrol on the course should be capable of filling in an on-line form as they will be enrolling on a course which is delivered by e-learning. They can of course choose to complete it using whatever assistive technology they choose and the ability to fill in an on-line form might actually be seen as a pre-requisite for participating in e-learning and therefore a candidate who cannot do this is probably not suitable to undertake such a course.

The simplest and most accessible type of form is created using a word-processing application. However these need to be designed very carefully to make sure that they are both accessible and easy to use. The best way to achieve this is to create a form containing a locked table which has tagged data entry fields of a fixed length and data type. This means that a visually impaired candidate can simply tab from field to field, having the instructions for each data entry field read out to them when they enter a field. This prevents the candidate from getting lost in the table or entering too much or the wrong kind of information. Sighted candidates will of course be able to use exactly the same form without even being aware of the accessibility features. You'll find a simple example of such a form below which demonstrates each of these features: tables, data entry fields, fixed lengths, data validation and locking.

The instructions on filling the form are provided to learners as a separate text file:

*This document contains the instructions on how to fill in the electronic application form. The application form is Microsoft Word document which contains a simple table into which you must type information. The table is locked so you cannot alter the layout of the form accidentally and you can only move between the data entry fields by pressing the up or down keys. When you enter a data entry field your screen reader will tell you what information is required. If you want more help filling the form in press the F1 key for more detailed instructions. You can type as much text as you like into the cells and the text will automatically wrap so you do not have to press the return key unless you want to put information on multiple lines (e.g. an address or list of qualifications). You can return to a cell and edit or delete what you have typed at any time. When you have completed the form save it and then either e-mail it back to the registry@rnca.ac.uk or print it out and post it to The Registry, RNCA, College Road, Hereford HR1 1EB. The information given in this Electronic Application Form will be treated in confidence and used only in accordance with the current Data Protection Policy of the Royal National College for the Blind. In order to assure equality of opportunity we need to monitor and record information on the age, gender and ethnicity of all applicants. This information will be deleted from your application form before it is processed.*

The form is designed to be as easy as possible to use and very flexible over what kind of data and how much information is entered. Firstly the document is protected so that a user cannot alter the layout either intentionally or accidentally. The user can only enter data in the fixed data entry fields. When a user enters a data entry field a message which is normally displayed on the status bar is read out telling the user the row heading. If they are still unsure what to do they can press the F1 key which will open a dialog box which will read out more detailed instructions and an example (I have included all of these messages in a table after the main form). The text entered into these fields can be in any format and as long as they like. You can easily set text length limits and restrict the type of data that can be entered if you want to. The text will wrap automatically at the end of each line so there is no need to press return unless you want to place information on separate lines. The table is also formatted to prevent rows from being split over pages to prevent the creation of information without row headings. Once the learner has completed the form they can save it and then either print it out or send it back as an e-mail attachment.

The form itself looks very simple and is easy to use, but when you read the hidden comments you will realise that this kind of form takes a great deal of time and effort to set up. Of course you will need to make your own form and adapt it to the needs of your learners, institution and/or country you work for.



Insert Name of Institution...  
Insert Address of Institution...

# Electronic Application Form

Name	
DOB	
Address	
Postcode	
Telephone	
Mobile	
E-Mail	
National Insurance	

NOK Name	
NOK Address	
NOK Telephone	
NOK Mobile	
NOK Relationship	

Career Aim(s)	
RNC Courses	
Education	
Qualifications	
Work Experience	
Interests	

VI Registration	
VI Cause	
Hearing	
Other Medical	
Other Needs	
Guide Dog	

Found College	
Careers Name	
Careers Address	

SW Name	
SW Address	
SW Telephone	
Any other Info.	

Ref. Name	
Ref. Address	
Ref. Postcode	
Ref. Telephone	
Ref. E-Mail	

SEN	
PEP/PP	

Looked After Child	
Child Leaving Care	
SW/AG Name	
SW/AG Address	
SW/AG Telephone	

Age	
Gender	
Ethnicity	

Fill Form Name	
Fill Form Relation	

Acronyms: DOB=Date of Birth, NOK=Next of Kin, RNC=Royal National College for the Blind, VI=Visual Impairment, SW=Social Worker or Rehabilitation Worker, Ref.=Referee, SEN=Special Educational Needs, PEP/PP = Personal Education Plan or Pathway Plan, SW/AG=Social Worker or Appointed Guardian.

## Hidden Status Bar and Help Text Messages.

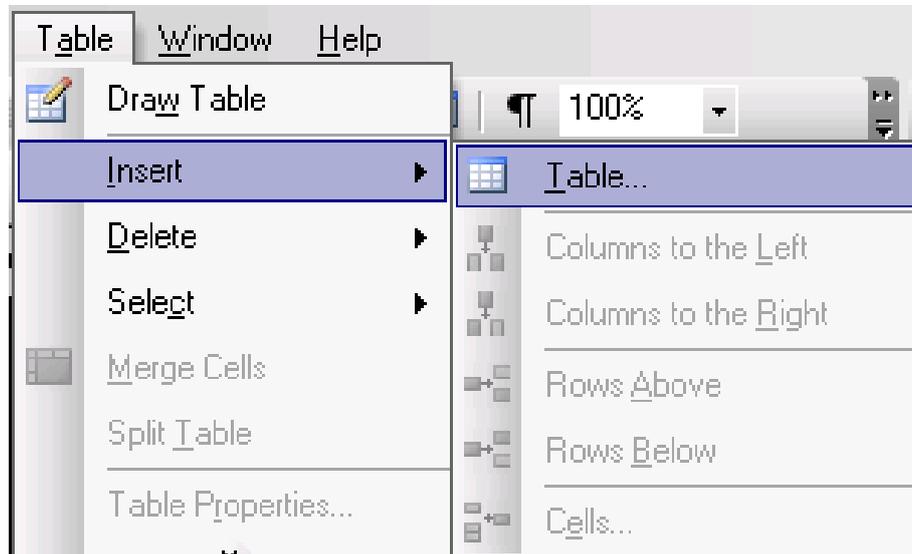
<b>Status Bar Message</b>	<b>F1 Help Text</b>
Type your name here.	You should provide your full name including your title EG Mister John Smith.
Type your date of birth here.	You should provide the date, month and year of your birth EG 12/07/68.
Type your address here.	You should provide your full postal address including the house name or number, the street, town and county EG 82, Colimander Gardens, Ormskirk, Lancashire.
Type your postcode here.	A postcode is a series of 6 to 8 capital letters and numbers with a space in the middle EG HR1 1EB.
Type your telephone number here	Provide your full UK telephone number including the area code EG 01432-265725.
Type your mobile number here.	Provide your full mobile phone number including the service provider code EG 07977-475123.
Type your e-mail address here.	Provide a full e-mail address which should be typed in lowercase letters and include an @ symbol somewhere EG registry@rncb.ac.uk.
Type your national insurance number here	Provide your full National Insurance number which should consist of nine capital letters and numbers EG NH345678 D.
Type the name of your next of kin here.	Provide the full name of the person who should be contacted in emergencies (your next of kin) EG Mister Derek Smith.
Type the address of your next of kin here.	Provide the full postal address of your next of kin including the house number or name, the street, town and county EG 12, Oak Place, Pembridge, Herefordshire.
Type the telephone number of your next of kin here.	Provide the full UK telephone number of your next of kin including the area code EG 01432-265725.
Type the mobile number of your next of kin here.	Provide the full mobile phone number of your next of kin including the service provider code EG 07977-475123.
State the relationship between you and your next of kin here.	You should state how your next of kin are related to you EG parent, sibling, aunt, guardian etc.
Type your career aims here.	You should state the kind of work you would like to do or what academic plans you have for the future EG office work, music production or going to university.
Type the name of the courses you are interested in here.	You should state the names of the courses advertised in the college prospectus that you would most like to study EG A level ICT, GCSE Maths or BTEC Music Technology etc.
Type a list of the schools and colleges you attended with dates here.	Provide a list of the all of the schools and colleges you have attended since the age of 11 with dates EG St.Bedes High School, St.Annes Road, Ormskirk, Lancashire L23 6TY, Sept 76 – June 81.

Type a list of the qualifications you have obtained with grades and dates here.	You should provide a list of all of the qualifications you have obtained including the title, grade and date you obtained it EG GCSE English, Grade C, June 1981.
Type a list of your work experience with dates here.	You should provide a list of any work experience you have had including the job title, the company name, a brief description of your duties and the dates involved EG Receptionist, British Sugar, greeting customers and answering the telephone, July 1981.
Type a list of your interests and hobbies here.	Provide a list of any interests or hobbies you enjoy in your leisure time EG football, reading or playing a musical instrument.
State whether or not you are registered blind or partially sighted here.	You should declare whether or not you have been officially registered as blind or partially sighted.
State the cause of your visual impairment here.	You should specify the medical condition which has caused your visual impairment and the approximate time of its onset EG Retinitus Pigmentosa in early teens.
State whether or not you are deaf or hard of hearing here.	If you suffer from any hearing impairment then you should provide details of the condition EG partial hearing in left ear.
List any other medical conditions you have here.	Provide details of any other ongoing medical problems that you might suffer from EG asthma, eczema or migraines.
List any other special requirements you have here.	You should list any other special requirements you might have EG dietary needs or wheelchair access etc.
State whether or not you have a guide dog here.	State whether or not you already have a guide dog or have had guide dog training.
State where you heard about the college here.	Tell us where or how you heard about the college EG a careers officer, on the internet or a friend etc.
State the name of your careers officer here.	Tell us the name of your careers officer if they have been helping or advising you.
Type the address of your careers officer here.	Tell us the address of your careers officer if one has been helping or advising you.
Type the name of your social worker here.	Tell us the name of your social worker if you have had one assigned to you.
Type the address of your social worker here.	Tell us the address of your social worker if you have had one assigned to you.
Type the telephone number of your social worker here.	Tell us the telephone number of your social worker if you have had one assigned to you.
Provide any other information that is relevant to your application here.	Provide us with any information that you think may be relevant to your application EG Duke of Edinburgh Award or sporting achievements etc.
Type the name of your referee here.	Provide the name of a professional who has worked with you or knows you well who would be able to provide a reference for you EG a teacher, doctor or policeman etc.
Type the address of your referee here.	Provide the full postal address of the person you have nominated as your referee.

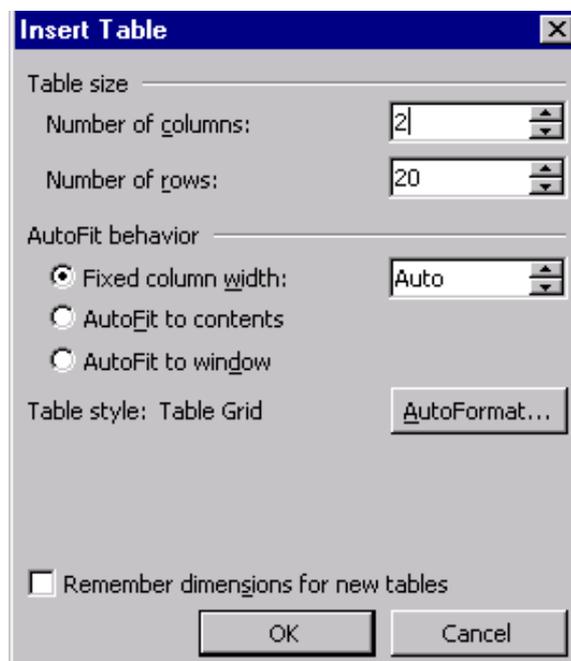
Type the postcode of your referee here.	Provide the postcode of the person you have nominated as your referee.
Type the telephone number of your referee here.	Provide us with the telephone number of the person you have nominated as a referee.
Type the e-mail address of your referee here.	Provide us with the e-mail address of the person you have nominated as your referee.
State whether or not you have been officially issued with a Statement of Educational Needs.	State whether or not you have been officially issued with a Statement of Educational Needs.
State whether or not you have a Personal Education Plan or Pathway Plan here.	State whether or not you have been issued with a formal Personal Education Plan or Pathway Plan.
State whether or not you have ever been a looked after child here.	State whether or not you have ever been officially classified as a looked after child.
State whether or not you are a child leaving care here.	State whether or not you are officially classified as a child leaving care.
Type the name of your social worker or appointed guardian here.	Provide the name of your social worker or appointed guardian if you have one.
Type the address of your social worker or appointed guardian here.	Provide the address of your social worker or appointed guardian if you have one.
Type the telephone number of your social worker or appointed guardian here.	Provide the telephone number of your social worker or appointed guardian if you have one.
Type your age here.	Tell us how old you are. This information is for the purposes of equal opportunities monitoring and will be deleted from you application form before it is officially processed.
Type your gender here.	Tell us your gender. This information is for the purposes of equal opportunities monitoring and will be deleted from you application form before it is officially processed.
State which ethnic group you belong to here.	Tell us which ethnic group you belong to. This information is for the purposes of equal opportunities monitoring and will be deleted from you application form before it is officially processed.
Type the name of the person who filled in this form here.	If you did not fill in the application form yourself or had help filling it in provide us with the name of the person involved.
State the relationship between you and person who filled in the form here.	If you did not fill in the application form yourself or had help filling it in tell us how you are related to this person.

## Creating an Accessible Application Form

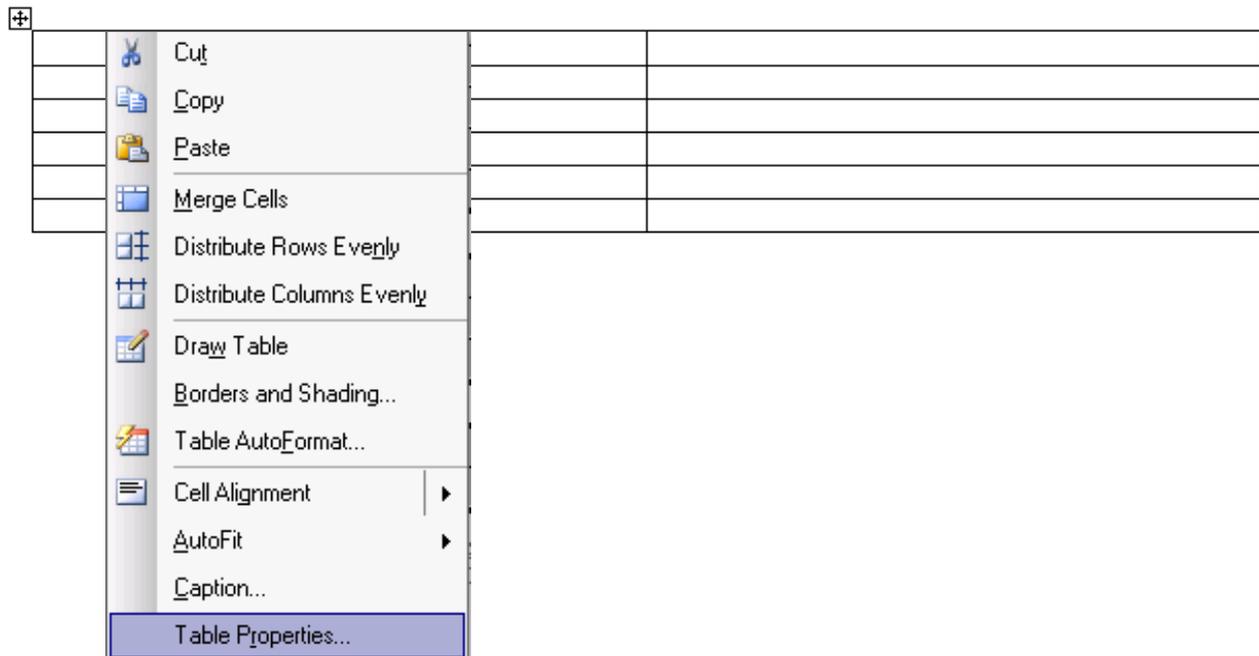
1. In order to create a table like this in Microsoft Word you need to open the Table menu then select Insert then Table.



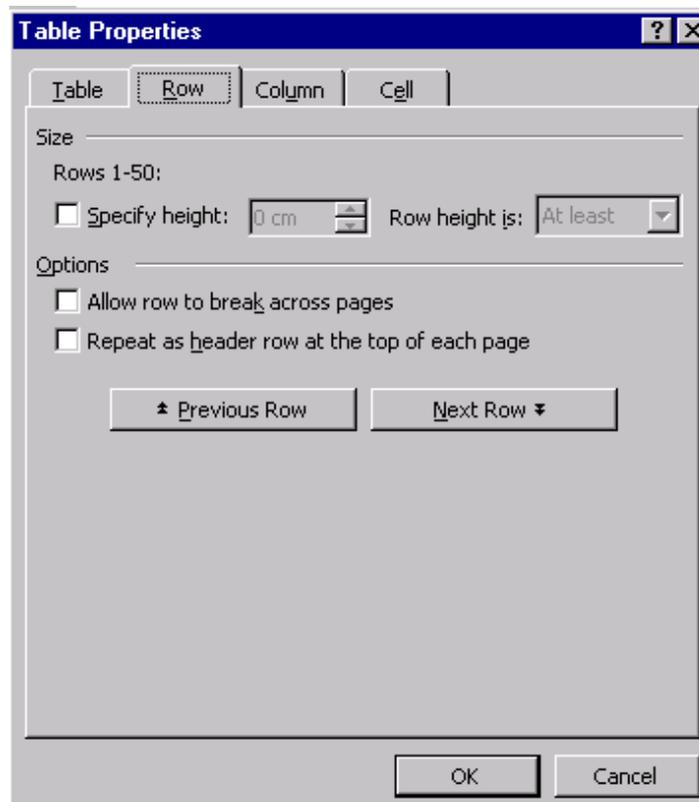
2. You will then be presented with the Insert Table form and I suggest you start with 2 columns and 20 rows which you will be able to add, merge, split or delete later.



3. Once you have created the table you should right click on the cross in the top left hand corner and select table properties.



4. You should select the Row tab and then untick "Allow row to break across page" to prevent orphans.

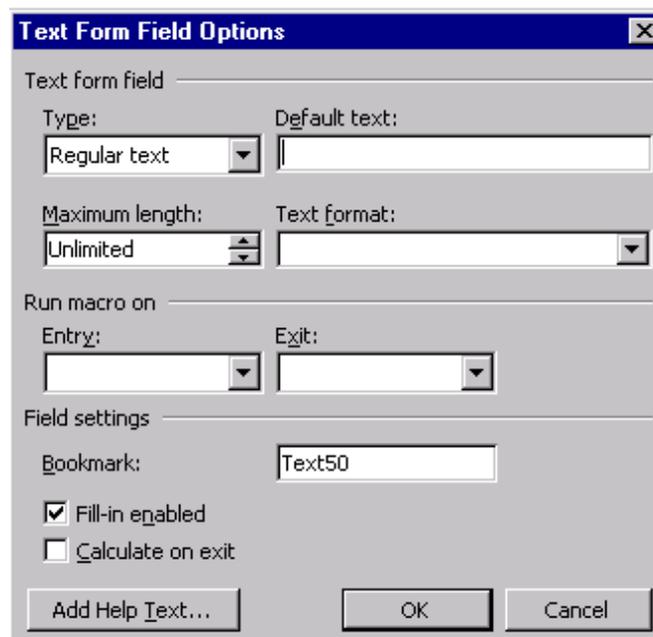


5. To add a data entry field you must show the forms toolbar and click on the Text Form Field button.

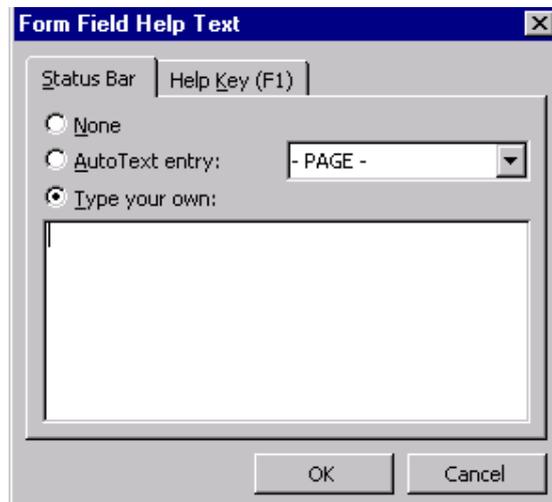


6. This will produce a blank data entry field in a cell.


7. You can then double click on the Data Entry Field to reveal its property window



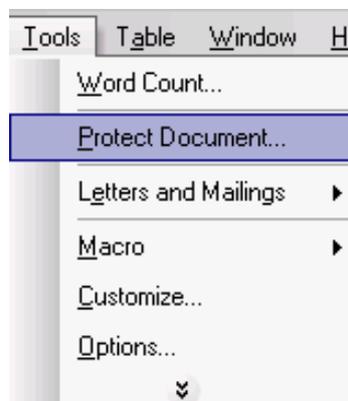
8. You can then type in the text you want your learners to here when they enter the data entry field or press the F1 help button.



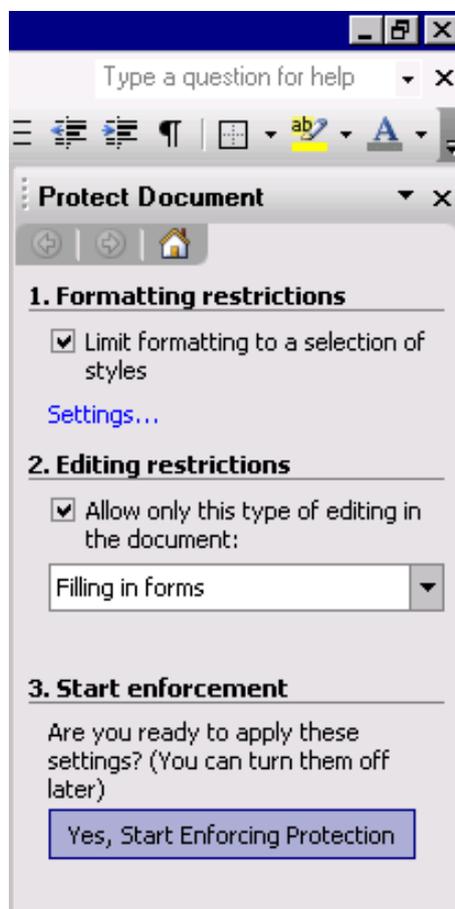
9. The final step is to lock the table so that the layout cannot be altered and the data entry fields become active. There are two ways to do this. The simplest way is to click on the protect form button on the forms tool bar.



10. This will lock the form, but will not prevent somebody unlocking it intentionally. In most cases this will not be a problem but if you want to lock it more securely with a password you should open the tools menu and select Protect Document.



11. You should then tick "Limit formatting to a selection of styles" and "Allow only this type of editing in the document" and select "Filling in forms" from the drop down menu.



12. This will then ask you for a password which would be needed to unlock the document.



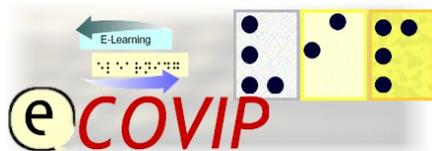
13. The final step is to lock your form and test that all of the messages are correct and can be accessed with a screen-reader. You can of course create similar documents using other Word-Processing applications such as Open Office Writer or Text Editor etc.

### 3.3.3 Assessments

You need to devise a formal initial assessment process that will enable you to assess each learner's academic suitability for the course, the nature and extent of their visual and/or auditory impairment (if any) and their subsequent assistive technology requirements. Ideally this should take place during an onsite interview. You can largely judge whether the candidate has sufficient academic knowledge and skills by looking at their formal academic qualifications and asking them about relevant or important topics during an informal interview. However it is not sufficient to take a candidate's word for what they can or cannot do using ICT. Some candidates will exaggerate their abilities and others will play them down. In order to ascertain a candidate's ICT competency you need to give them a formal test. The test does not have to be very challenging as you can judge by the speed and confidence the candidate completes them how good their general ICT skills are. Obviously it must test the kind of skills which they are likely to need to complete the on-line course and you may need to include specialist subject specific software and/or hardware in the test. However there are some basic skills which all candidates participating in an e-learning course will need. These are: word-processing, accessing web-based materials and sending e-mails. You may want to include communication skills like instant messaging and audio/video conferencing.

In order to facilitate this I suggest that you come up with a short series of tasks that you know will work with the hardware/software available that can be completed within half an hour or an hour. It is not just the completion of the tasks that are important. Watching how the candidate completes the tasks is just as informative. If a student races through them in a few minutes then you know that they have very good ICT skills, but they may not have read the instructions carefully or completed the tasks accurately. On the other hand a person who takes their time and does not complete all of the tasks may be a very thorough worker with very high standards. You need to make your own overall judgement of a candidate's ability by looking at the tasks

completed and how they are approached. I have produced some simple tests which are currently used at the RNC as an initial assessment of learners ICT skills. The instructions are provided in a variety of formats: Standard Print, Large Print, Grade 1 Braille, Grade 2 Braille, an MP3 Audio Recording, an Electronic Document or when necessary the instructions can be read or dictated to the candidates. Candidate are given a choice of which format they would like the instructions in and are then observed by the staff who make notes about how the canduidates approach the task. These notes in combination with the outcomes of the tasks (which may printed copies, e-mails and saved files) to guage the overall level of ICT Skills the candidate has and therefore how much support they need with assistive technology when they arrive.



Insert Name of Institution...  
Insert Address of Institution...

## Basic ICT Skills Assessment

1. Turn on the computer and log in with the username 'assess' and the password 'hereford'.
2. Choose your access software by pressing 1, 2, 3 or 4 and adjust the sound and/or display if you need to.
3. Open Internet Explorer, navigate to the BBC News webpage and read the main story.
4. Open Microsoft Word and write a brief summary of the story in your own words.
5. Add a suitable heading, underline it and change the all of the text to Arial size 14.
6. Type your name and the date at the bottom of the document, save it and print it out.
7. Open Microsoft Outlook and open the email entitled instructions.
8. Send a copy of your news story to the person who sent the e-mail either as an attachment or by copying and pasting the text into the message.
9. Close all open applications and then log off and shutdown the computer.



Insert Name of Institution...  
Insert Address of Institution...

## Advanced ICT Skills Assessment

No.	Task	😊	😐	😞
1	Log on to the computer by entering your user name and password.			
2	If you use a screen magnifier/screen-reader/CCTV turn it on and adjust the magnification/volume controls.			
3	Open 'My Documents' and create a new folder called 'ICT-Skills'.			
4	Add/install the printer for the room you are in.			
5	Open Microsoft Outlook and send your tutor an e-mail telling me a little bit about yourself.			
6	Open Internet Explorer and go to the BBCi Homepage, add it to your list of favourites and then find the News Headlines page.			
7	Open Microsoft Word and write a brief report about the news headlines, include quotes and pictures from the internet.			
8	When you have finished save the Microsoft Word document into your 'E-Skills' folder as 'News Headlines'.			
9	Use the onscreen calculator to find out what number you get if you multiply 42 by 42, divide it by 12, add 1,234 and take away 1,339.			
10	Add icons/shortcuts to the desktop for the onscreen calculator and Microsoft Word.			
11	Scan the picture of the 'Eiffel Tower' provided into the computer and save it into your 'ICT-skills' folder as 'Paris'.			
12	Insert the CD-Rom provided and find a document called 'Letter' which is in the 'Word' folder inside the 'Business Scenario' folder.			
13	Copy this Microsoft Word document into your 'ICT-Skills' folder, open it and print it out.			
14	Open Microsoft Excel, create a table showing your average weekly/monthly expenditure, calculate the total and create a graph.			
15	Open Microsoft Access and create a database containing the names and contact details of some of your friends/relatives.			

I have presented two different versions of the assessment test: one for people with fairly basic computer skills who will need to be able to use ICT during their studies and one for people with more advanced computer skills who are considering some kind of ICT qualification. The first is a large print version and the second is a standard print version, but they are both available in a variety of accessible formats. It is important to remember that although the candidates will be focussed on producing the work, which you can keep as evidence, your observations of how the candidates perform the tasks is just as important. These tests are designed to find out what strengths and weaknesses a candidate has so they can be addressed while they are on the premises and given the appropriate training and/or instruction. If you want to test the candidate using internet communication tools such as instant messaging or audio/video conferencing you will have to make sure that you have a computer set up in another room or at one end of the room so that they can have someone to communicate with.

### **3.3.4 Registration**

Devise a formal registration procedure that can be completed in a variety of ways e.g. online, by post, by e-mail, in person, by telephone etc., once a candidate has been formally offered a place on the course.

**[\*CREATE EXAMPLE REGISTRATION FORMS]**

### **3.3.5 Handbook**

Produce a course handbook in a variety of accessible formats e.g. online, electronic document, large print, audio and braille etc., which will provide the learner with a detailed outline of both the course structure and content.

### **3.3.6 Regulations**

Produce a clear guide to the rules and regulations by which the course is governed in a variety of accessible formats e.g. online, electronic document, large print, audio and braille etc. This is likely to be a generic document that will apply to a wide range of different e-learning courses.

### **3.4 On-site Training/Presence Phase:**

*Things that need to be done and/or considered during the parts of the course that are delivered in a traditional classroom environment. (This will usually be done at least once, preferably at the beginning of a course)*

#### **3.4.1 Facilities**

Make sure that all of the facilities on offer including the learning environment, meals and accommodation are suitable for learners with all disabilities, paying special attention to health and safety issues. e.g. wheelchair access, braille signs, visible alarms etc.

**[\*ADD PICTURES AND SUGGESTED LAYOUTS]**

#### **3.4.2 Materials**

Make sure that any materials which will be used and/or distributed are produced in a range of accessible formats and remember that any exclusively visual and/or auditory materials will need appropriate descriptions/subtitles for those with visual and/or hearing impairments.

**[\*ADD EXAMPLES]**

#### **3.4.3 Technology**

Make sure that all of the learners have access to appropriate assistive technology while they are onsite. e.g. screen-reading and/or magnification software, a CCTV, tactile talking touchpads, braille displays etc.

#### **3.4.4 Communications**

Make sure that all learners are familiar with and are able to confidently use the internet communication tools that the course will employ. e.g. e-mail, instant-messaging, audio/video conferencing, forums etc

*We recommend that you carry out a formal test of all materials with different technologies and carefully document the results in order to avoid the possibility of a learner later complaining about a failure to provide appropriate assistive technology or accessible materials*

**[\*CREATE EXAMPLE ASSESSMENT/INSTRUCTIONS]**

### 3.4.5 Regulations

Make sure that all learners are familiar with and understand the rules and regulations by which the course will be governed. Each learner should be issued with a copy of the regulations in their preferred format.

### 3.4.6 Assessment

Make sure that all learners are aware of how their work will be assessed and monitored, what the submission deadlines are and in what format they are expected to submit it. Learners should be explicitly informed of the penalties for late submission and/or failure to submit.

[\*CREATE EXAMPLE GUIDELINES]

### 3.4.7 Handbook

Make sure the all learners are issued with a course handbook and have an clear overview of the course structure and content. Each learner should be issued with a copy of the course handbook in their preferred format.

*In some countries, because of national regulations concerning course funding and the storage of personal data, it may be necessary to prepare a document containing all the information mentioned above which must be signed by each participant.*

[\*CREATE EXAMPLE FORM]

## 3.5 On-line Learning

*Things that need to be done and/or considered during the parts of the course are delivered at a distance via a Virtual Learning Environment and internet communication tools.*

### 3.5.1 VLE/LMS

Make sure that the Virtual Learning Environment that is employed as the main delivery tool is fully accessible and easy for VI learners to use. The accessibility and usability of the VLE should be thoroughly tested before it is deployed and be responsive to ongoing feedback from the participants on the course.

[\*DISCUSS EXAMPLES PROVIDING SCREEN-SHOTS AND WEBSITES]

### 3.5.2 Communication

Make sure that all of the participants on the course are able to access the relevant online-communication tools and are using them in an effective and appropriate way. Always have a backup plan for the possibility of a communications systems breakdown and be prepared to use auxiliary communication tools, like (Cellular) telephone, VoIP and/or Chat.

**[\*DISCUSS SUGGESTED BACKUP PLANS]**

### 3.5.3 Materials

Make sure that all of the online materials are available in a variety of accessible formats. e.g. text-based, HTML format, audio, braille etc. Remember that any exclusively visual/audio materials will need an appropriate description and/or subtitles.

### 3.5.4 Assessment

Make sure that the learners visual and/or auditory impairment is taken into account when assessing exclusively visual/auditory elements as they will be relying purely on the quality and detail of the alternative descriptions/subtitles provided.

**[\*DISCUSS EXAMPLES]**

### 3.5.5 Feedback

Make sure that you are proactive rather than passive in monitoring the progress of and offering appropriate support to disabled learners. Try to provide clear constructive feedback on a regular basis.

**[\*CREATE EXAMPLE FEEDBACK SHEET]**

*You should be familiar with tools which will allow you to evaluate the accessibility/usability of the systems utilized e.g. the C4EA rating-system/database and be aware of any national training institutes or federations that might offer support for e-learning coaches.*

## **3.6 Conclusion**

*Things that need to be done and/or considered as the course comes to an end and after it has finished.*

### **3.6.1 Examination**

Make sure that the final examination (if any) is in an accessible format and extra time is given if appropriate to allow for the difficulties a learner might have in navigating the examination materials using a screen-reader and/or screen-magnifier.

**[\*CREATE SAMPLE QUESTIONS/FORMATS]**

### **3.6.2 Grading**

Make sure that the learners visual and/or auditory impairment is taken into account when marking exclusively visual/auditory questions as they will be relying purely on the quality and detail of the alternative descriptions/subtitles provided.

**[\*PROVIDE EXAMPLES]**

### **3.6.3 Certification**

Make sure that the institution that accredits the qualification is able to provide an additional certificate in an accessible format. e.g. large print, braille and pdf.

**[\*CREATE EXAMPLES]**

### **3.6.4 Appeals**

Make sure learners have an opportunity to appeal against their grading if they feel that they have been discriminated against during their participation in the course because of their visual/auditory impairment.

**[\*CREATE SAMPLE APPEALS POLICY]**

### **3.6.5 Evaluation**

Make sure that learners are given the opportunity to submit an anonymous evaluation of both the delivery of the course and its contents. Particular emphasis should be put on suggestions for improving the accessibility and/or usability for visually and/or hearing impaired learners. The polling/voting features of an LMS/VLE can be used for this purpose.

**[\*CREATE EXAMPLE EVALUATION FORM]**

## 4 Administration advises for deaf user

### 4.1 Required media and equipment

A multi-media computer with suitable interfaces/devices (e.g. *Linux, Mac or Windows*)  
A printer (e.g. *HP, Epson or Canon*)  
An E-mail account (e.g. *Evolution, Mail or Outlook*)  
Word-processing software (e.g. *Open Office Text Edit or Word*)  
An internet browser (e.g. *Firefox, Safari or Internet Explorer*)  
An Instant messaging client with VoIP (e.g. *Ekiga, iChat or Skype*)  
A internet connection (*broadband preferred if available*)

*(And any other specialist software/hardware specifically required by the course and/or individual learners. e.g.)*

Subtitle software (ex: *Protitle*)  
Visio Intepartation software (ex: in France, *E-Conf, E-Presentation*)  
Velotypie: communication tool for transcribing speech as written text  
Webcam

*(And no forget, humans aids with sign languages interpreters and coders)*

### 4.2 Prerequisites of Participants

For information, normally, word processor, database is not a problem of access for deaf people if they used computer before.

Phonetics references are incomplete or no phonetics reference, e.g.: the person doesn't see the difference between acute accent and grave accent, the grammatical links between the word. Communication can be limited without human assistance.

It is necessary to meet, to act and to learn with hearing people.

### 4.3 On site Training

#### 4.3.1 Designing

1. to abandon the good lecture: the dialogue between the former and the deaf people is very important for self construct of knowledge.
2. to stir up interest: a concept's approach established on true-life of the learners, to make explicit objectives, before to be modified into sound by phone.
3. to articulate instructions
4. mediation and correction

## 5. new educational action

### 4.3.2 Different learners

Deaf people have different knowledge. So teaching is different for deaf people. Then, it is necessary to take into consideration teaching strategy and content to introduce. Teachers can evaluate the situation on their deaf knowledge. There are two different learners: deaf people who use Sign languages and deaf people who use cued speech.

### 4.4 On line learning

Educational adaptation is necessary to teach with deaf people on line. Some deaf people have problem with reading and writing. Teachers can give sum and substance of lesson with keyword plan, and can use in addition image, picture, photo, etc...

The concepts can be detailed with hyperlink to return to synonymous, example, image, etc... Teachers have to modify speech rhythm, to alternate moment of speech and moment of reading, and never do both in the same time because it is impossible for deaf people (to look interpreter, coder or screen).

So teachers have to modify their pedagogy to give best signification.

### 4.5 Conclusion

#### 4.5.1 Assessment

It is necessary to evaluate regularly learner's skill. Without evaluation, it is not possible to have adapted and pertinent correct if. For deaf people, it is difficult to have tests every four months because reading to learn is so voluminous and work and stress are over-size. We will advocate a maximum evaluation with continuous check and a minor coefficient for final test.

#### 4.5.2 Guiding: practical guideline

- to attract attention before to speak to deaf people
- to place at the hands of deaf people and if possible, level at deaf people
- to articulate clearly, to have mouth in evidence.
- to avoid to be in backlight, to write on blackboard and to speak in the same time
- to be clearer and simpler, to use repeats, ant to use with the speech visual aid.
- to modify the sentence instead of repeating
- to search diminution of background noise
- to judge if there is an overtiredness at learners
- before to begin, to check on if aids have a good mechanism (Connecting link infrared, Connecting link High Frequency (HF), Magnetic Induction, Webcam, lighting, etc...)

## 5 List of useful websites:

OS Accessibility: [www.apple.com/accessibility](http://www.apple.com/accessibility)  
[www.microsoft.com/enable](http://www.microsoft.com/enable)  
<http://larswiki.atrc.utoronto.ca/wiki>

Accessibility Software: [www.yourdolphin.com](http://www.yourdolphin.com)  
[www.freedomscientific.com](http://www.freedomscientific.com)  
<http://live.gnome.org/Orca>  
[www.aisquared.com](http://www.aisquared.com)  
[www.synapseadaptive.com](http://www.synapseadaptive.com)  
[www.screenreader.net](http://www.screenreader.net)  
[www.nvda-project.org](http://www.nvda-project.org)

Braille Technology: [www.duxburysystems.com](http://www.duxburysystems.com)  
[www.brailleur.com](http://www.brailleur.com)  
[www.papenmeier.de](http://www.papenmeier.de)

Talking Tactiles: [www.rncb.ac.uk/t3](http://www.rncb.ac.uk/t3)  
[www.ulva.com](http://www.ulva.com)

Daisy Readers: [www.plextalk.com](http://www.plextalk.com)  
[www.yourdolphin.com](http://www.yourdolphin.com)  
[www.humanware.com](http://www.humanware.com)

Scanning/OCR: [www.kurzweilededu.com](http://www.kurzweilededu.com)  
[www.nuance.com/textbridge](http://www.nuance.com/textbridge)

Digital Voice Recorders: [www.nuance.com/textbridge](http://www.nuance.com/textbridge)  
[www.dictation.philips.com](http://www.dictation.philips.com)

Speech Recognition: [www.nuance.co.uk/talk](http://www.nuance.co.uk/talk)