

# Guide to accessibility for students



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# 1 Introduction

This document aims to provide accessibility guidance on the various parts of the T215 module materials, in order to support equal and independent access to them.

Section 2 provides a high-level view of all the module components and their accessibility. Section 3 identifies block-by-block the module components needed for study and identifies those areas that may require extra working time or additional support for students with sight or hearing difficulties. Section 4 provides links to further information on several topics relating to accessibility of the module materials. The module calendar is provided in the appendix.

## 2 Module components

### 2.1 Block text

The majority of the block text is provided as printed material, which is also available electronically on the T215 website as searchable and selectable eText PDFs. Figures and table descriptions for these will be provided in separate Word RTF documents on the T215 website.

Some parts of the block text are only available electronically through the T215 website and can be accessed with a browser. These parts are delivered in a format that is fully accessible to screen readers, and have figure descriptions (but not the figures themselves) embedded within the text.

### 2.2 Supplementary text

Some items of supplementary text (the Module Guide, Numeracy Book, Block 2 Document Book and Block 4 Document Book) are provided as printed material. These are also available electronically from the T215 website in two versions:

- eText PDFs with figure and table descriptions provided separately as Word RTF documents
- Word RTF documents with embedded figure and table descriptions.

The block companions (which include the assessment) are provided electronically through the T215 website. Like the electronic block text, these can be accessed through a browser and are delivered in a format that is fully accessible to screen readers with figure descriptions embedded.

In addition, there is a block reader associated with Block 3. This is provided in both print and PDF versions. The PDF is fully accessible to screen readers.

### 2.3 T215 website

Students will be required to read information and access resources from the T215 website throughout the module. It is accessible to W3C standards.

### 2.4 Module DVD

The module DVD provides various resources – software, videos, animations, simulations, sound and image files. Navigating the DVD material is done through

both html and using Windows Explorer, and so is fully accessible to screen readers. Much of the content of the DVD consists of individual files for use with the module software, and so the statements below on module software are applicable here. The DVD also provides a number of videos and animations, for which there are transcripts available.

## 2.5 Videos and animations

Transcripts are provided (where applicable) for all videos and animations.

## 2.6 Module software

- All module software is available on the module DVD and is described below.
- Letter frequency analyser – used around week 19 in formative activities (occupying no more than 1 hour study time) to investigate the frequency of occurrence of letters in written text. The software can be run directly from the DVD or downloaded to your computer. It is partially accessible, i.e keyboard shortcuts do work – but if you get the focus into the text box it keeps adding tabs into the text
- FingerCell Demo – fingerprint recognition tool. FingerCell Demo is a demonstration version of a real commercial fingerprint recognition tool, and is used in a formative activity during Block 4 (around week 20) lasting approximately 1 hour of study time. The software must be downloaded to your computer before you can run it. It is keyboard accessible for the main menu. You may need a sighted helper for assistance with viewing the fingerprints themselves.
- Tuning fork animations – used around week 23 in formative activities (occupying no more than 1 hour study time) to demonstrate some properties of sound waves. Use of the software is not dependent on the ability to hear. The software can be run directly from the DVD or downloaded to your computer. It will work with keyboard shortcuts, but there are no transcripts for the voiceovers.
- Audacity – audio editing software to be used in Block 5 for a substantial period (approximately 8 study hours) around study week 23 and for several shorter periods around study weeks 24 to 27. This will include use of the software for certain parts of the tutor marked assignment for Block 5. This software must be downloaded and installed on your computer. Help for blind or visually impaired users of Audacity can be found at:  
[http://wiki.audacityteam.org/index.php?title=Audacity\\_for\\_blind\\_users](http://wiki.audacityteam.org/index.php?title=Audacity_for_blind_users)  
**If you have hearing difficulties you may need assistance from a hearing helper in order to complete the associated tasks.**
- Avisynth (video manipulation software) and AvsP Editor (Avisynth scripting editor) – used extensively during Block 5 (study weeks 23 to 27). This will include use of the software for certain parts of the tutor marked assignment for Block 5. This software must be downloaded and installed on your own computer. **If you have sight difficulties you may need assistance from a sighted helper in order to complete the associated tasks.**

## 2.7 Module forums

Module forums are an integral part of the module and you will be expected to use them at various points in the module for discussion and collaboration. Module forums are accessible to W3C standards.

## 2.8 Module wikis

Two wikis are provided for module use:

- A personal (private) wiki for you to create learning notes. Use of this wiki is optional.
- A group wiki for collaborative activity in groups of up to 8 students. Use of this wiki is not optional and will occur at intervals during study weeks 6 to 17.

The module wikis are accessible to W3C standards.

## 2.9 WordPress

WordPress is a web publishing platform that will be used for collaborative activity during study weeks 11 to 17. Working in groups of up to 8 students, you will be required to design a website for a specified purpose using WordPress, and to upload content to it.

WordPress is highly accessible both to screenreaders and with keyboard shortcuts, but some themes and plug-ins may cause problems.

## 2.10 Cisco Academy on-line study material.

The module makes use of Cisco Academy study material, accessed on line through a standard browser. Use of this material will be required for approximately 12 hours study time around study weeks 2 to 3. **The Cisco content includes an accessible theme, but some videos and animations in the content do not include descriptions/transcripts and may require a sighted/hearing helper for some students.**

## 3 Contacts and further information

- The following link provides more information about services for students with disabilities:  
<http://www.open.ac.uk/disability/index.php>
- The following link will lead you to pages for regional offices, who may be able to provide more advice on any problems you encounter:  
<http://www3.open.ac.uk/contact/all.aspx>
- Microsoft has some useful pages on how to access applications using the keyboard, and on windows shortcuts at the following link:  
<http://support.microsoft.com/default.aspx?scid=kb;en-us;126449>
- Microsoft also has some useful guides on accessing computers at the following link: <http://www.microsoft.com/enable/guides/default.aspx>

# Appendix

## Study Calendar

### T215 Communication and information technologies

Study week	Module text Note : Some components are provided online	Other components Note : This gives an indication of the relationship of components to the module texts, not exact dates	Assignments
1	<b>Block 1 - Storing and sharing</b>	Module Guide	
2		Online: Cisco Academy	
3			
4			
5			CMA 41 TMA 01
6	<b>Block 2 - Exploring and enquiring</b>	Block 2 Document Book; start of some group collaboration	
7			
8		DVD	
9			
10	<b>(Easter)</b>		CMA 42 TMA 02
11	<b>Block 3 - Creating and collaborating</b>	Block 3 Reader; start of group work	
12		WordPress Guidance	
13			
14			
15			
16			TMA 03
17	<b>Block 4 - Protecting and prying</b>	Block 4 Document Book; DVD	
18			
19			
20			
21			

22		CMA 43 TMA 04
<b>Study break</b>		
23	<b>Block 5 - Entertaining and explaining</b>	DVD; Audacity software
24		Avisynth software
25		
26		
27		CMA 44 TMA 05
28	<b>Block 6 – Individual project</b>	
29		
30		
31		
32		
33		End-of-module assessment (ECA)