MOODLE ACCESSIBILITY 2019-20 UPDATE

Building a more inclusive learning environment and improving the student experience by helping them take clear control of course content with usability, accessibility and quality in mind.







Background: The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018



Ally: building a more inclusive learning environment and improving the student experience...with usability, accessibility and quality in mind



Moodle Accessibility: where are we now?



Accessibility Awareness: where to find help, information and advice



Timeline: Green is the Goal for 2019-20

Contents Digital Accessibility Update



Introduction

The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018



Towards a More Accessible Moodle 2019-20



Accessible VLEs

This paper was produced in response to the new digital accessibility regulations, which became law on 23rd September 2018: The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018



Policy Background

The Equality Act (2010) counts disability as among a list of protected characteristics and places duties upon institutions with respect to disabled people. Importantly, universities are counted as 'public authorities' for the purposes of the Equality Act and so have a higher level of duty: they are subject to the Public Sector Equality Duty.



Digital Accessibility

"inclusive learning and teaching" recognises students' entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences without directly or indirectly excluding anyone." (HEA, 2017)



Moodle (VLE)

"...the inclusivity value of a VLE is undermined when the content is not accessible. Digital content is accessible when it is designed to be usable and useful for everyone." (HEFCE/OfS, 2017)

assistivetechnolog ACCESSIBLE ENVIRONMENTS Making the most of the new regulations

This report has been produced in advance of the new digital accessibility regulations becoming law in September 2018, to help the Government and FE/HE providers put in place the necessary guidance and practical provisions to turn the regulations into reality.

The new regulations, in improving equal access to higher and further education, can - if implemented well - make information and data is included or exempt. Chapter 3 an important contribution to meeting the Government's ambition to create a more prosperous and equal Britain by growing our domestic talent pool and closing the disability employment and attainment gaps.

The report's recommendations are aimed at doing much more than simply achieving compliance with the regulations. They set out how the requirements can be met in such a way as to improve learning and education for all students whether disabled or not.

The report begins with with the context of why digital accessibility is important in education. It starts with the recent history of inclusion and sets out how digital accessibility can make virtual learning environments (VLEs) a key learning tool for all users. Chapter 2 sets out what the new regulations will mean for educationa leaders, lecturers and teachers, and what kind of describes how the Government and sector bodies can help higher and further education institutions deliver or their obligations under the regulations - implementing these recommendations will be cost-effective and help consistency of application across the sector. Chapter 4 is targeted at the higher and further education institution themselves and provides a strategic 'how-to' guide to implementation, with the objective of using the requirement for digital improvements to make education and learning better for all students

Building a more inclusive learning environment and improving the student experience ...with usability, accessibility and quality in mind









ACCESSIBILITY SCORES

Accessibility score for all course content over a select period of time



COURSES & CONTENT

View the total number of new and updated content items

03

OVERALL SCORES

Accessibility score for the selected period

04

ACCESSIBILITY ISSUES

List of accessibility issues found in the selected period



Ally Checks:

Files

PDF

- Microsoft Word
- Microsoft PowerPoint
- OpenOffice/LibreOffice
 - Uploaded HTML
- Images (JPG, JPEG, GIF, PNG, BPM, TIFF)
 - YouTube Videos
- WYSIWYG content

Moodle

Assignment Book Book chapter Discussion topics Forum description Glossary description Glossary entry Label Lesson description Lesson page Page content Page introduction Section



Ally automatically generates 'alternative formats' from your original course files, and makes them available for download so that students can engage with course content in a way that works best for them.

Format	Advantages
OCRed PDF	Improved scanned documents
Automatically extracted text	Better reading and text search
Tagged PDF	Improved structure for navigation
Structured PDF for assistive technology	Essential for screen readers
HTML	Customise your text
For browser and mobile	Adapts text to mobile screen sizes
ePub	eBooks on tablets
Reading on tablets and e-book readers	Annotating and highlighting
Electronic Braille	Read more quickly
BRF version for electronic braille displays	Essential for visual impairments
Audio	Listen and learn on the go
MP3 recording of text	Engage different modalities

Alternative Formats Generated by Ally

Accessibility Indicators Green is the Goal

Ally measures the accessibility of each file attached to your course and shows you at-a-glance how it scores.

Scores range from Low to Perfect. The higher the score the fewer the issues.





LOW

0-33%

File is not accessible and needs immediate attention

Instructor Feedback

Not sure about how to identify and correct accessibility issues with your course content? Not to worry. Ally provides you detailed feedback and support to help you become an accessibility pro.

ALLY INSTRUCTOR FEEDBACK

- Score shows level of accessibility
- View all the file's accessibility issues
- Description of the most important accessibility issue
- Explains how the issue affects inclusive learning
- Detailed steps how to fix the issue
- Add your changes in the dialogue box or upload new files

	description	Meaning of things.pptx
	Price	55% This presentation conta that are missing a desc What this means
The price	of something is the total cost of adopting the p	product.
Price is th	at which is given in exchange for receiving the l	benefits
of a prod	uct.	Upload a version with image de
1/45		±
		Drop file to upload or
Functional benef aspects of the	Its: physical product collection/delivery, litting costs, etc.	Browse
Operational b reliability, durabit	enertite: ty, economy Balancing roots Internal costs: Learning to use new	
Financial be savings over a pe	restits: ridd of time	
Personal benefits: respect of e	Risks of purchase: financial risk, social risk, physical risk, social risk, physical risk	
FIGURE 2.2 Cost-b	enefit trade-offs	

Moodle Accessibility

Where are we now?



This line graph shows the accessibility score for all Moodle course content over a select period of time. The report also compares the accessibility score of content With and Without Ally.







Course Accessibility Course Summary Oct '19

NOTES

Course Report manually filtered to leave only courses containing '2019-20' in course short code. Further filtered to remove courses with 0 students, leaving 808 courses as of 08/10/19.





The Content Created Report shows us the total number of new and updated content items.



	Severity	Issue	Files Affected
1	Major	Image: The image does not have a description	7,466 / 7,877
2	Major	Document: The document has contrast issues	4,040 / 8,374
3	Major	Document : The document contains images without a description	3,264 / 8,374
4	Major	Document : The document has tables that don't have any headers	2,090 / 8,374
5	Major	Document : This document does not have any headings	1,634 / 8,374



These issues are the greatest risk to accessibility and require the most attention.



MAJOR

These issues impact accessibility, and while not severe, require attention.



MINOR

These issues should be considered for a better accessibility score.



Accessibility Awareness

Where to find help, information and advice



ACCESSIBILITY AWARENESS

The Accessibility Awareness survey was designed to help us become a more accessible and inclusive campus. To better align our support and resources, we wanted to learn more about academic staff accessibility experience and knowledge.



% of staff who 'weren't aware' or 'didn't know how'...





'Accessibility' refers to principles and techniques to follow when designing, building, maintaining and updating websites and applications, in order to make them easy for people to use, especially people with disabilities. Online & Face-to-Face training is available...

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	Digital Accessibility Training York St John Introduction Why Introduction Why accessibility? Creating accessible documents	≤ ▲ ■ ★
	Accessible Moodle courses Accessible library resources Summary Accessible Moodle courses Accessible library resources Summary	

Digital Accessibility Training

Digital Accessibility Training & Support



Creating Accessible Documents

Creating Accessible Documents Digital Accessibility



Check Using Ally

When you upload a file an Ally indicator will appear next to the file name. Click the indicator to view your accessibility feedback. Follow along step-by-step to improve your original file.





Upload to Moodle

Moodle provides an easy way for you to present materials to your students, such as documents or presentations.

(Re)Create Document

Create your document, spreadsheet or presentation in O365.



Use Microsoft Accessibility Checker

Before sharing your document, run the Accessibility Checker to make sure your content is easy for people of all abilities to read and edit.





The Digital Capability Discovery Tool is an empowering first step for staff and students to reflect on their digital capabilities and to identify current strengths and areas for development.





DISCOVERY TOOL

You can login at **jisc.potential.ly** using your YSJU username and password.



QUESTIONS

Once you have signed in, you will see the 'HE Teacher' and 'Explore Your Overall Digital Capabilities' question sets on your dashboard.

Digital Capability Digital Accessibility

03

RESOURCES

The Discovery Tool provides links to a wide range of resources for each of the digital capability framework areas and for specific activities relating to the question sets.



REPORT

The report will help you to identify your strengths as well as opportunities for further development, and highlight resources that can help.



Timeline

Green is the Goal!





SEPTEMBER

2018

'The Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018' came into force.

JAN-APR

2019

YSJU Working Group was formed, 'Accessibility Awareness' survey carried out, online & face-to-face training was developed and made available, Ally implemented into Moodle.

SEPTEMBER

2019

All new or substantially revised VLE content to comply with the requirements of the regulations on publication.

DECEMBER

2019

Green is the Goal for all 2019-20 Moodle courses!

THANK YOU

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