

## IO3 Curriculum Design

### General Objectives for the Master Programme in Accessibility Management and its variants

The Master in Accessibility Management for the Scenic Arts will deliver professionals who combine in depth knowledge about the requirements for ensuring inclusive access to live events in the scenic arts, with the interpersonal, managerial and practical competences required to implement it. He/she will be able to assess the accessibility level of both the route to the venue(s) and of the venue(s) at which the event is to take place. He/she will also be able to efficiently organise pre-performance and post event communication and content-related access as well as in performance accessibility services for all audiences. He/she will be able to apply his/her skills in different contexts, transferring the skills learnt in the MA to the quickly changing cultural scene and its many creative outputs.

The 120 ECTS degree will lead to the title of Accessibility Manager for the Scenic Arts, who can operate in many different types of environments and the shorter post-graduate programme will yield a degree in Access Coordination for the Scenic Arts which will allow the holder to assess general access needs, and to organise access with his local team at a specific venue. The latter's training will basically cover the same competences but will not include research skills.

In addition, the modules in the MA curriculum have been designed with a view to their integration in existing MA programmes, should these wish to highlight specific access skills, for instance, within an MA in Cultural Studies, Theatre Studies, Translation and Interpreting or similar.

Programme Name	MA Accessibility Management
Programme Duration	24 months
Programme Goals	This programme aims to equip students with both theoretical knowledge on accessibility and practical skill of organizing an accessible event.
Career Opportunities	Graduates will be qualified as accessibility experts.
ECT Credits	120 ECTs for a two-year programme; 60 ECTs for a one-year programme
Entry Requirements	Graduation in any BA programme or comparable qualification (such as 3 years' professional experience in job roles related to accessibility management)

**Curriculum overview: 120 ECTS**

<b>Module Code</b>	<b>Module Name</b>	<b>ECTs</b>
<b>Semester 1</b>		
<b>ACT001</b>	Introduction to Accessibility	10
<b>ACT002</b>	Venue Accessibility	10
<b>ACT003</b>	Media Accessibility I - General A: Interlingual Translation, Accessible Material	10
<b>Semester 2</b>		
<b>ACT004</b>	Media Accessibility I - General B: Web Accessibility, Assistant/Companion	10
<b>ACT005</b>	Media Accessibility II - Audio Access A Subtitling/Surtitling, Subtitling for the Deaf and Hard-of-hearing	10
<b>ACT006</b>	Media Accessibility II - Audio Access B Sign Language Interpreting, Hearing Loop	10
<b>Semester 3</b>		
<b>ACT007</b>	Media Accessibility III - Visual Access A Audio Introduction, Audio Description	10
<b>ACT008</b>	Media Accessibility III - Visual Access B Audio Subtitling, Braille, Touch Tour	10
<b>ACT009</b>	Accessibility Management & Promotion	10
<b>Semester 4</b>		
<b>ACT0010</b>	Internship	10
<b>ACT0011</b>	Master Thesis	20

## Module ACT001 Introduction to Accessibility (10 ECTs)

Overview			
<p>This module serves as an introduction to the course. In this module, students will learn about the basic concepts of inclusion and accessibility, the requirements of an accessible event, different types and degrees of disability, and public procurement. They will also be introduced to different methods of achieving accessibility and relevant national and international legislation on accessibility.</p>			
Structure			
Course Code	Course Type	Course Name	ECTs
ACT001	Lecture & Seminars with exercises	Introduction to Accessibility	10
Learning Outcomes			
<p>On successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"><li>• understand the basic concepts of inclusion and accessibility</li><li>• explain the requirements for an accessible event</li><li>• describe the basic types and degrees of disability</li><li>• distinguish different forms of accessibility</li><li>• know about national and international legislation and other requirements</li><li>• demonstrate critical understanding of the concept “inclusion”</li></ul>			
Teaching Contents			
<ul style="list-style-type: none"><li>• the definition of inclusion and accessibility, the relation between the two concepts and barriers to be overcome</li><li>• the definition of ‘Universal Design’ or ‘Design for All’</li><li>• the basic principles to create an accessible environment</li> <li>• different types of events and their accessibility requirements</li><li>• requirement of an accessible for all event</li> <li>• the different types of disabilities</li><li>• the needs of each type of disability</li><li>• methods of identifying the needs of visitors</li> <li>• the solutions for each type of disability</li><li>• methods of dealing with large number of different needs</li> <li>• the international legislation on accessibility and the local impact</li><li>• the European legislation on accessibility and the local impact</li><li>• legislations applicable to the local context</li><li>• current situation of local accessibility</li></ul>			
Methods of Teaching/Learning			

- presentation
- reading and exercises
- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

**Assessment**

Continuous assessment

**Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

## Module ACT002 Venue Accessibility (10 ECTs)

Overview			
<p>In this module, students will learn about the accessibility requirement of accessible public transport and parking, toilets, stage, seating, rain/wind/sun shelters, signs/maps/information, lighting, furniture, circulation within the venue, and space. The student will also learn about the accessibility requirements for companions, assistance animals and architectural risks of the venue. The students will also learn about the health and safety requirements and emergency plans, and will learn to communicate those to his/her team and the end users.</p>			
Structure			
Course Code	Course Type	Course Name	ECTs
ACT002	Lecture & Seminars with exercises	Venue Accessibility, Venue Accessibility Evaluation	10
Learning Outcomes			
<p>On successful completion of this module, students will be able to assess</p> <ul style="list-style-type: none"><li>• the requirements for accessible public transport and parking</li><li>• the accessibility requirements for toilets, stage and seating</li><li>• the accessibility requirements for rain/wind/sun shelters</li><li>• the accessibility requirements for signs/maps/information</li><li>• the accessibility requirements for lighting, furniture and space</li><li>• the accessibility requirements for assistance animals and companions</li><li>• the architectural risks of the venue including challenges related to mobility of persons</li></ul> <p>On successful completion of this module, students will also be able to:</p> <ul style="list-style-type: none"><li>• instigate adaptation of the venue in question to ensure it complies with all the above requirements</li><li>• communicate these changes to the team of the venue (see also Module 9 on communication and management)</li></ul>			
Teaching Contents			
<ul style="list-style-type: none"><li>• Access to the venue:<ul style="list-style-type: none"><li>- standard national regulations concerning accessible public transport and parking</li><li>- requirements of accessible parking in terms of location, design, size in combination with access by public transport</li><li>- availability or improvement of public transport to the venue, insight into any imperative changes and know-how to (help) implement them</li><li>- advice on transport as related to specific needs</li></ul></li><li>• Access at the venue:<ul style="list-style-type: none"><li>- standard national regulations concerning the accessible entrance of the venue</li><li>- standard national regulations relating to the organisation of space</li></ul></li></ul>			

- standard national regulations concerning accessible stairs, escalators and lifts
  - points of concern relating to space at the venue
  - points of concern relating to general access, doors, doorways, passage ways, stairs, escalators and lifts
  - standard national regulations concerning accessible sanitary facilities
  - standard national regulations relating to the distribution and use of furniture in the venue
  - points of concern relating to the distribution and use of furniture at the venue
  - points of concern considering lighting at the venue
  - points of concern considering the sanitary facilities at the venue
  - standard national regulations concerning the accessible movement of people within the public areas of the venue
  - points of concern considering the accessible circulation within the public areas of the venue
  - points of concern considering the accessible seating in the auditorium(s) and rooms of the venue
  - points of concern considering the services and ticketing at the venue
- Outdoor locations
    - standard national regulations concerning the accessibility requirements for rain shelters, wind shelters and sun shelters
    - points of concern and assessment of adaptations required relating to all such shelters at the venue
- Signposting
    - exhaustive inventory of symbols, available in venues, offering general information to both able and disabled persons, concerning e.g. evacuation, emergency, entrances, etc
    - standard national regulations considering accessible signs of different types
    - overall points of concern considering accessible signs, maps, accessible information related to the venue more generally
- Live assistance: humans and animals
    - general points of concern considering staff
    - types of assistance animals, animals that can be trained for assistance, the difference between pets and assistive animals, and the definitions of all these
    - link between type of disability and assistive animal
    - international, European and local umbrella organizations for assistance animals
    - international, European and local regulations and laws concerning assistance animals
- Content and use of checklists and case studies for checking the availability of all of the above services at the venue, as related to building, humans and animals.

### **Methods of Teaching/Learning**

- reading and exercises

- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

**Assessment**

Continuous Assessment

**Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

**Module ACT003 Media Accessibility I - General A:  
Interlingual Translation, Accessible Material (10 ECTs)**

<b>Overview</b>			
<p>In this module, students will learn about accessibility services which can be used by a variety of audiences regardless of a specific disability. The module will focus on the one hand on interlingual translation, and on the other hand on accessible material.</p>			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACT003001	Lecture & Seminars with exercises	Interlingual Translation	5
ACT003002	Lecture & Seminars with exercises	Accessible Material	5
<b>Learning Outcomes</b>			
<p>On successful completion of course 001, students will be able to</p> <ul style="list-style-type: none"> <li>• understand what interlingual translation is and what its applicable scenarios are</li> <li>• describe the competences and skills of interlingual translation providers</li> <li>• deal with multilingualism and obtain materials in different languages</li> <li>• understand the diversity of the target audience of interlingual translation</li> </ul> <p>On successful completion of course 002, students will be able to</p> <ul style="list-style-type: none"> <li>• prepare large print /easy-to-read accessible materials</li> <li>• understand the diversity of the target audience of large-print/easy-to-read accessible materials</li> </ul>			
<b>Teaching Contents</b>			
<p>Interlingual Translation</p> <ul style="list-style-type: none"> <li>• the definitions of interlingual translation</li> <li>• different forms it can take for live events</li> <li>• applicable scenarios of interlingual translation</li> <li>• the different skills and competences of an interlingual translator</li> </ul> <p>Accessible Material</p> <ul style="list-style-type: none"> <li>• large print materials and the target audience</li> <li>• easy-to-read accessible materials and the target audience</li> <li>• the application of large-print and easy-to-read accessible materials in facilitating access to live events</li> <li>• the importance of providing large-print and easy-to-read accessible materials to ensure access for all</li> <li>• clear print guidelines</li> <li>• other practical considerations (e.g. equipment, costs)</li> <li>• accessible materials in different languages and the target audience</li> </ul>			

- the application of accessible materials in different languages
- the importance of providing accessible materials in different languages to ensure access for all
- the sourcing and reception of accessible materials in different languages

### **Methods of Teaching/Learning**

- reading and exercises
- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

### **Assessment**

Continuous Assessment

### **Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

**Module ACT004 Media Accessibility I - General B:  
Web Accessibility, Companion/Assistant (10 ECTs)**

<b>Overview</b>			
<p>In this module, students will learn about accessibility services which can be used by a variety of audiences regardless of a specific disability. The module will focus on the one hand on web accessibility, and on the other hand on companion/assistance.</p>			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACT004001	Lecture & Seminars with exercises	Web Accessibility	5
ACT004002	Lecture & Seminars with exercises	Companion/Assistance	5
<b>Learning Outcomes</b>			
<p>On successful completion of course 001, students will</p> <ul style="list-style-type: none"> <li>• know what web accessibility is and its applicable scenarios</li> <li>• know how to make websites accessible for a diverse audience</li> </ul> <p>On successful completion of course 002, students will be able to</p> <ul style="list-style-type: none"> <li>• assess the roles of: (1) an assistant/companion employed by the venue; and (2) a personal assistant/companion who accompanies a disabled person to a venue</li> <li>• to coordinate with assistants/companions</li> </ul>			
<b>Teaching Contents</b>			
<p>Web Accessibility</p> <ul style="list-style-type: none"> <li>• the definition of web accessibility</li> <li>• the features of an accessible website</li> <li>• the importance of ensuring web accessibility</li> <li>• methods to make a website accessible for people with varying linguistic requirements</li> <li>• methods to make a website accessible for people with varying visual requirements</li> <li>• methods to make a website accessible for people with varying hearing requirements</li> <li>• methods to make a website accessible for people with varying cognitive requirements</li> <li>• methods to make a website accessible for people with varying physical requirements</li> </ul> <p>Companion/Assistance</p> <ul style="list-style-type: none"> <li>• the definition of personal assistance in terms of venue accessibility</li> <li>• the definition of a companion in the context of live performance accessibility</li> <li>• the help provided by a personal assistant/companion for a patron with access</li> </ul>			

requirements

- methods to promote efficient teamwork amongst the assistants/ companions
- methods of communication

### **Methods of Teaching/Learning**

- reading and exercises
- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

### **Assessment**

Continuous Assessment

### **Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

**Module ACT005 Media Accessibility II - Audio Access A:**  
 Subtitling/Surtitling, Subtitling for the deaf and hard-of-hearing (10 ECTs)

<b>Overview</b>			
<p>In this module, students will learn about accessibility services which can be used by audiences with varying access to the audio content of the event or performance. This includes both subtitling or surtitling and subtitling for the deaf and hard-of-hearing.</p>			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACT005001	Lecture & Seminars with exercises	Subtitling or Surtitling	5
ACT005002	Lecture & Seminars with exercises	Subtitling for the Deaf and Hard-of-hearing	5
<b>Learning Outcomes</b>			
<p>On successful completion of course 001, students will</p> <ul style="list-style-type: none"> <li>• know the technical difference between subtitling and surtitling and its applicable scenarios</li> <li>• know the competences and skills of subtitles/surtitles providers</li> <li>• understand the diversity of the target audience of subtitling and surtitling</li> </ul> <p>On successful completion of course 002, students will</p> <ul style="list-style-type: none"> <li>• know what subtitling for the deaf and hard-of-hearing is and its applicable scenarios</li> <li>• know the competences and skills of subtitling for the deaf and hard-of-hearing providers</li> </ul>			
<b>Teaching Contents</b>			
<p>Subtitling or Surtitling</p> <ul style="list-style-type: none"> <li>• the definition of subtitling and surtitling</li> <li>• different types of audiovisual products and contexts that surtitling is used/needed for</li> <li>• different skills and competences a surtitler needs</li> </ul> <p>Subtitling for the Deaf and Hard-of-hearing (SDH)</p> <ul style="list-style-type: none"> <li>• the definition of SDH/captioning</li> <li>• types of audiovisual products and contexts SDH/captioning used/needed</li> <li>• different skills and competences of an SDH provider</li> </ul>			
<b>Methods of Teaching/Learning</b>			
<ul style="list-style-type: none"> <li>• reading and exercises</li> <li>• self-study of theory</li> <li>• case studies to relate theory to practical examples</li> <li>• audiovisual material</li> </ul>			

- empathy activity ‘accessibility for all’
- seminar discussion

**Assessment**

Continuous Assessment

**Reading List and Teaching Materials**

see attachment with starter bibliography & MOOC

**Module ACT006 Media Accessibility II - Audio Access B:  
Sign language interpreting, hearing loop (10 ECTs)**

<b>Overview</b>			
<p>In this module, students will learn about accessibility services which can be used by audiences who have varying access to the audio content of the event or performance. This includes both sign language interpreting and the use of hearing loops.</p>			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACT006001	Lecture & Seminars with exercises	Sign Language Interpreting	7
ACT006002	Lecture & Seminars with exercises	Hearing Loops	3
<b>Learning Outcomes</b>			
<p>On successful completion of course 001, students will:</p> <ul style="list-style-type: none"> <li>• know what sign language interpreting is and its applicable scenarios</li> <li>• know the competences and skills of sign language interpreting providers</li> <li>• understand the diversity of the target audience of sign language interpreting</li> </ul> <p>On successful completion of course 002, students will:</p> <ul style="list-style-type: none"> <li>• know what a hearing loop is and its applicable scenarios</li> <li>• know the available products on the market</li> </ul>			
<b>Teaching Contents</b>			
<p>Sign Language Interpreting</p> <ul style="list-style-type: none"> <li>• the definition of sign language interpreting</li> <li>• different types of audiovisual products and contexts where sign language interpreting is needed/used for</li> <li>• different skills and competences a sign language interpreter needs</li> </ul> <p>Hearing Loops</p> <ul style="list-style-type: none"> <li>• the definition of a hearing loop</li> <li>• types of loop systems and applicable scenarios</li> <li>• the usage of different types of loop system</li> <li>• target users of loop systems</li> <li>• the importance of providing hearing loops to ensure access for all</li> <li>• other practical considerations that need to be taken into account (e.g. installation and maintenance work, costs)</li> <li>• currently available hearing loop systems</li> <li>• how loop systems are sourced</li> </ul>			
<b>Methods of Teaching/Learning</b>			

- reading and exercises
- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

**Assessment**

Continuous Assessment

**Reading List and Teaching Materials**

see attachment with starter bibliography & MOOC

**Module ACT007 Media Accessibility III - Visual Access A:  
Audio Introduction, Audio Description (10 ECTs)**

<b>Overview</b>			
<p>In this module, students will learn about accessibility services which can be used by audiences who have varying access to the visual content of the event or performance. This includes both audio introduction and audio description.</p>			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACT007001	Lecture & Seminars with exercises	Audio Introduction	5
ACT007002	Lecture & Seminars with exercises	Audio Description	5
<b>Learning Outcomes</b>			
<p>On successful completion of this course 001, students will:</p> <ul style="list-style-type: none"> <li>• know what audio introduction is and its applicable scenarios</li> <li>• know the competences and skills of audio introduction providers</li> <li>• understand the diversity of the target audience of audio introduction</li> </ul> <p>On successful completion of this course 002, students will:</p> <ul style="list-style-type: none"> <li>• know what audio description is, types of audio description, and the applicable scenarios</li> <li>• know the competences and skills of audio description providers</li> <li>• understand the diversity of the target audience of audio description</li> </ul>			
<b>Teaching Contents</b>			
<p>Audio Introduction</p> <ul style="list-style-type: none"> <li>• the definition of audio introduction</li> <li>• different types of audiovisual products and situations that audio introductions are used for</li> <li>• different skills and competences an audio introduction provider's needs</li> </ul> <p>Audio Description</p> <ul style="list-style-type: none"> <li>• the definition of audio description different types of audiovisual products and contexts that audio description is needed/used for main types of audio description</li> <li>• different skills and competences an audio describer needs</li> </ul>			
<b>Methods of Teaching/Learning</b>			
<ul style="list-style-type: none"> <li>• reading and exercises</li> <li>• self-study of theory</li> </ul>			

- case studies to relate theory to practical examples
- audiovisual material
- empathy activity 'accessibility for all'
- seminar discussion

**Assessment**

Continuous Assessment

**Reading List and Teaching Materials**

see attachment with starter bibliography & MOOC

**Module ACT008 Media Accessibility III - Visual Access B:  
Audio Subtitling, Braille, Touch Tour (10 ECTs)**

<b>Overview</b>			
<p>In this module, students will learn about accessibility services which can be used by audiences who have varying access to the visual content of the event or performance. This includes audio subtitling, Braille and touch tour.</p>			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACT008001	Lecture & Seminars with exercises	Audio Subtitling	4
ACT008002	Lecture & Seminars with exercises	Braille	3
ACT008003	Lecture & Seminars with exercises	Touch Tour	4
<b>Learning Outcomes</b>			
<p>On successful completion of this course 001, students will:</p> <ul style="list-style-type: none"> <li>• know what audio subtitling is and its applicable scenarios</li> <li>• know the competences and skills of audio subtitling providers</li> <li>• understand the diversity of the target audience of audio subtitling</li> </ul> <p>On successful completion of this course 002, students will:</p> <ul style="list-style-type: none"> <li>• know what Braille is, its applicable scenarios and how Braille materials can be obtained</li> </ul> <p>On successful completion of this course 003, students will:</p> <ul style="list-style-type: none"> <li>• know what a touch tour is and its applicable scenarios</li> <li>• know the competences and skills of a touch tour guide</li> <li>• understand the diversity of the target audience of touch tours</li> </ul>			
<b>Teaching Contents</b>			
<p>Audio Subtitling</p> <ul style="list-style-type: none"> <li>• the definition of audio subtitling</li> <li>• different types of audiovisual products and situations that audio subtitling is used for</li> <li>• different voicing techniques</li> <li>• different skills and competences required for the production of audio subtitling</li> <li>• different specialists that may be required</li> </ul> <p>Braille</p> <ul style="list-style-type: none"> <li>• the definition of Braille</li> <li>• the different ways Braille is used in live performance accessibility</li> <li>• the target users of Braille</li> <li>• how Braille is used to facilitate access to live events</li> </ul>			

- the importance of providing Braille to ensure access for all
- the advantages and disadvantages of different Braille services
- skills required for different types of Braille translation and services
- how Braille translations and services are sourced and received
- other practical considerations that need to be taken into account (e.g. equipment, costs)

#### Touch Tour

- the definition of touch tour
- where touch tours take place
- who is involved in a touch tour
- how touch tours work
- the importance of providing touch tours to ensure access for all
- the benefits and risks of touch tours
- skills a touch tour guide need
- other practical considerations that need to be taken into account (e.g. health and safety, costs)

#### **Methods of Teaching/Learning**

- reading and exercises
- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

#### **Assessment**

Continuous Assessment

#### **Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

## Module ACT009 Accessibility Management and Promotion (10 ECTs)

Overview			
<p>In this module, students will learn: firstly, how to manage a live event, the process of which includes pre-event planning, the coordination during events, and the post-event management. Secondly, how to argue the importance of accessibility and develop and implement an accessibility policy.</p>			
Structure			
Course Code	Course Type	Course Name	ECTs
ACT009001	Lecture & Seminars with exercises	Accessibility Management	5
ACT009002	Lecture & Seminars with exercises	Accessibility Promotion	5
Learning Outcomes			
<p>On successful completion of this course 001, students will know</p> <ul style="list-style-type: none"><li>• the planning of an accessible event</li><li>• the coordination of during an event</li><li>• the administration after the event</li><li>• other skills needed in the management of an event</li></ul> <p>On successful completion of this course 002, students will know</p> <ul style="list-style-type: none"><li>• how to present the needs and benefits of accessibility</li><li>• how to involve relevant stakeholders to facilitate accessibility</li><li>• how to collaborate with relevant organisational units</li><li>• how to promote an accessible event</li></ul>			
Teaching Contents			
<p>Accessibility Management</p> <ul style="list-style-type: none"><li>• existing devices, technologies and software that provide accessibility solutions</li><li>• identify target audiences with accessibility needs</li><li>• the planning and organization of accessibility services based on potential demand</li><li>• the calculation of the costs for accessibility services needed</li><li>• the preparation of accessibility services before the events</li><li>• the coordination of accessibility service providers during the event</li><li>• common potential accidents and unexpected situations during the event</li><li>• the coordination of the return of equipment and handling of payment</li><li>• the analysis and summary of feedback for improvement</li><li>• training for staff relating to audience diversity, e.g. autism and dementia awareness</li><li>• factors that promote good team communication and their implementation</li><li>• skills of working with heterogeneous teams</li><li>• factors that may lead to conflict and measures to resolve conflict situations</li><li>• the motivation and training of a team with accessibility issues in mind</li></ul> <p>Accessibility Promotion</p>			

- the skills of arguing the importance of accessibility
- the development and implementation of an accessibility policy
- the cost implications of accessibility solutions
- identifying relevant stakeholders
- involving relevant stakeholders
- the importance of collaborating with relevant departments and other units internally and externally
- the skills of getting relevant departments and other units to collaborate
- the means and channels of communication used by accessibility service users
- promoting the event through traditional media
- promoting the event through online and social media in an accessible way

### **Methods of Teaching/Learning**

- reading and exercises
- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

### **Assessment**

Continuous Assessment

### **Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

## Module ACT010 Internship (10 ECTs)

<b>Overview</b>
Students will spend time as interns in public or private organisation where professional activities in the field of accessibility management are required.
<b>Structure</b>
<b>Learning Outcomes</b>
On successful completion of this module, students will have an insight into how accessibility management works in the “real world”.
<b>Teaching Contents</b>
<b>Methods of Teaching/Learning</b>
The duration of the internship should at least cover 250 work hours (= 10 ECTs) distributed over a period of time.
<b>Assessment</b>
An internship report by the student validated by a programme manager of the relevant university.
<b>Reading List and Teaching Materials</b>

## Module ACT011 Master Thesis (20 ECTs)

<b>Overview</b>			
In this module students will prepare their master thesis on a particular topic in the field of accessibility management. The supervisor of the master thesis will support the student in this process.			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACT011001	Seminar	Research Seminar	6
ACT011002		Master thesis	14
<b>Learning Outcomes</b>			
On successful completion of this module, students will have acquired the competence to prepare a scientific treatise			
<b>Teaching Contents</b>			
<ul style="list-style-type: none"><li>• Research methods</li><li>• Theories on accessibility</li></ul>			
<b>Methods of Teaching/Learning</b>			
<ul style="list-style-type: none"><li>• Research seminar</li><li>• Interim reports by students on the progress of work</li></ul>			
<b>Assessment</b>			
Integrated Assessment (evaluating the written thesis and an oral defence of the master thesis as the final exam of the master programme).			
<b>Reading List and Teaching Materials</b>			
See attachment with starter bibliography & MOOC			

## Overview Postgraduate Curriculum: 60 ECTS

<b>Module Code</b>	<b>Module Name</b>	<b>ECTs</b>
Semester 1		
<b>ACTPG001</b>	Introduction to Accessibility	6
<b>ACTPG002</b>	Venue Accessibility	6
<b>ACTPG003</b>	Media Accessibility I - General: Interlingual Translation, Accessible Material, Web Accessibility, Assistant/Companion	9
<b>ACTPG004</b>	Media Accessibility II - Audio Access Subtitling/Surtitling, Subtitling for the Deaf and Hard-of-hearing, Sign Language Interpreting, Hearing Loop	9
Semester 2		
<b>ACTPG005</b>	Media Accessibility III - Visual Access Audio Introduction, Audio Description, Audio Subtitling, Braille, Touch Tour	9
<b>ACTPG006</b>	Accessibility Management & Promotion	6
<b>ACTPG007</b>	Internship	15

## Module ACTPG001 Introduction to Accessibility (6 ECTs)

Overview			
<p>This module serves as an introduction to the course. In this module, students will learn about the basic concepts of inclusion and accessibility, the requirements of an accessible event, different types and degrees of disability, and public procurement. They will also be introduced to different methods of achieving accessibility and relevant national and international legislation on accessibility.</p>			
Structure			
Course Code	Course Type	Course Name	ECTs
ACTPG001	Lecture & Seminars	Introduction to Accessibility	6
Learning Outcomes			
<p>On successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"><li>• understand the basic concepts of inclusion and accessibility</li><li>• explain the requirements for an accessible event</li><li>• describe the basic types and degrees of disability</li><li>• distinguish different forms of accessibility</li><li>• know about national and international legislation and other requirements</li><li>• demonstrate critical understanding of the concept “inclusion”</li></ul>			
Teaching Contents			
<ul style="list-style-type: none"><li>• the definition of inclusion and accessibility, the relation between the two concepts and barriers to be overcome</li><li>• the definition of ‘Universal Design’ or ‘Design for All’</li><li>• the basic principles to create an accessible environment</li> <li>• different types of events and their accessibility requirements</li><li>• requirement of an accessible for all event</li> <li>• the different types of disabilities</li><li>• the needs of each type of disability</li><li>• methods of identifying the needs of visitors</li> <li>• the solutions for each type of disability</li><li>• methods of dealing with large number of different needs</li> <li>• the international legislation on accessibility and the local impact</li><li>• the European legislation on accessibility and the local impact</li><li>• legislations applicable to the local context</li><li>• current situation of local accessibility</li></ul>			
Methods of Teaching/Learning			
<ul style="list-style-type: none"><li>• presentation</li></ul>			

- reading and exercises
- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

**Assessment**

Continuous assessment

**Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

## Module ACTPG002 Venue Accessibility (6 ECTs)

Overview			
<p>In this module, students will learn about the accessibility requirement of accessible public transport and parking, toilets, stage, seating, rain/wind/sun shelters, signs/maps/information, lighting, furniture, circulation within the venue, and space. The student will also learn about the accessibility requirements for companions, assistance animals and architectural risks of the venue. The students will also learn about the health and safety requirements and emergency plans, and will learn to communicate those to his/her team and the end users.</p>			
Structure			
Course Code	Course Type	Course Name	ECTs
ACTPG002	Lecture & Seminars	Venue Accessibility, Venue Accessibility Evaluation	6
Learning Outcomes			
<p>On successful completion of this module, students will be able to assess</p> <ul style="list-style-type: none"><li>• the requirements for accessible public transport and parking</li><li>• the accessibility requirements for toilets, stage and seating</li><li>• the accessibility requirements for rain/wind/sun shelters</li><li>• the accessibility requirements for signs/maps/information</li><li>• the accessibility requirements for lighting, furniture and space</li><li>• the accessibility requirements for assistance animals and companions</li><li>• the architectural risks of the venue including challenges related to mobility of persons</li></ul> <p>On successful completion of this module, students will also be able to:</p> <ul style="list-style-type: none"><li>• instigate adaptation of the venue in question to ensure it complies with all the above requirements</li><li>• communicate these changes to the team of the venue (see also Module 9 on communication and management)</li></ul>			
Teaching Contents			
<ul style="list-style-type: none"><li>• Access to the venue:<ul style="list-style-type: none"><li>- standard national regulations concerning accessible public transport and parking</li><li>- requirements of accessible parking in terms of location, design, size in combination with access by public transport</li><li>- availability or improvement of public transport to the venue, insight into any imperative changes and know-how to (help) implement them</li><li>- advice on transport as related to specific needs</li></ul></li><li>• Access at the venue:<ul style="list-style-type: none"><li>- standard national regulations concerning the accessible entrance of the venue</li><li>- standard national regulations relating to the organisation of space</li><li>- standard national regulations concerning accessible stairs, escalators and lifts</li></ul></li></ul>			

- points of concern relating to space at the venue
- points of concern relating to general access, doors, doorways, passage ways, stairs, escalators and lifts
- standard national regulations concerning accessible sanitary facilities
- standard national regulations relating to the distribution and use of furniture in the venue
- points of concern relating to the distribution and use of furniture at the venue
- points of concern considering lighting at the venue
- points of concern considering the sanitary facilities at the venue
- standard national regulations concerning the accessible movement of people within the public areas of the venue
- points of concern considering the accessible circulation within the public areas of the venue
- points of concern considering the accessible seating in the auditorium(s) and rooms of the venue
- points of concern considering the services and ticketing at the venue
- Outdoor locations
  - standard national regulations concerning the accessibility requirements for rain shelters, wind shelters and sun shelters
  - points of concern and assessment of adaptations required relating to all such shelters at the venue
- Signposting
  - exhaustive inventory of symbols, available in venues, offering general information to both able and disabled persons, concerning e.g. evacuation, emergency, entrances, etc
  - standard national regulations considering accessible signs of different types
  - overall points of concern considering accessible signs, maps, accessible information related to the venue more generally
- Live assistance: humans and animals
  - general points of concern considering staff
  - types of assistance animals, animals that can be trained for assistance, the difference between pets and assistive animals, and the definitions of all these
  - link between type of disability and assistive animal
  - international, European and local umbrella organizations for assistance animals
  - international, European and local regulations and laws concerning assistance animals
- Content and use of checklists and case studies for checking the availability of all of the above services at the venue, as related to building, humans and animals.

### **Methods of Teaching/Learning**

- reading and exercises
- self-study of theory

- case studies to relate theory to practical examples
- audiovisual material
- empathy activity 'accessibility for all'
- seminar discussion

**Assessment**

Continuous Assessment

**Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

**Module ACTPG003 Media Accessibility I - General:  
Interlingual Translation, Accessible Material, Web Accessibility, Assistant/Companion  
(9 ECTs)**

<b>Overview</b>			
<p>In this module, students will learn about accessibility services which can be used by a variety of audiences regardless of a specific disability. The module will include interlingual translation, accessible material, web accessibility, and assistant/companion.</p>			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACTPG003001	Lecture & Seminars	Interlingual Translation	2
ACTPG003002	Lecture & Seminars	Accessible Material	3
ACTPG003003	Lecture & Seminars	Web Accessibility	2
ACTPG003004	Lecture & Seminars	Companion/Assistance	2
<b>Learning Outcomes</b>			
<p>On successful completion of course 001, students will be able to</p> <ul style="list-style-type: none"> <li>• understand what interlingual translation is and what its applicable scenarios are</li> <li>• describe the competences and skills of interlingual translation providers</li> <li>• deal with multilingualism and obtain materials in different languages</li> <li>• understand the diversity of the target audience of interlingual translation</li> </ul> <p>On successful completion of course 002, students will be able to</p> <ul style="list-style-type: none"> <li>• prepare large print /easy-to-read accessible materials</li> <li>• understand the diversity of the target audience of large-print/easy-to-read accessible materials</li> </ul> <p>On successful completion of course 003, students will</p> <ul style="list-style-type: none"> <li>• know what web accessibility is and its applicable scenarios</li> <li>• know how to make websites accessible for a diverse audience</li> </ul> <p>On successful completion of course 004, students will be able to</p> <ul style="list-style-type: none"> <li>• assess the roles of: (1) an assistant/companion employed by the venue; and (2) a personal assistant/companion who accompanies a disabled person to a venue</li> <li>• to coordinate with assistants/companions</li> </ul>			
<b>Teaching Contents</b>			
<p>Interlingual Translation</p> <ul style="list-style-type: none"> <li>• the definitions of interlingual translation</li> <li>• different forms it can take for live events</li> </ul>			

- applicable scenarios of interlingual translation
- the different skills and competences of an interlingual translator

#### Accessible Material

- large print materials and the target audience
- easy-to-read accessible materials and the target audience
- the application of large-print and easy-to-read accessible materials in facilitating access to live events
- the importance of providing large-print and easy-to-read accessible materials to ensure access for all
- clear print guidelines
- other practical considerations (e.g. equipment, costs)
- accessible materials in different languages and the target audience
- the application of accessible materials in different languages
- the importance of providing accessible materials in different languages to ensure access for all
- the sourcing and reception of accessible materials in different languages

#### Web Accessibility

- the definition of web accessibility
- the features of an accessible website
- the importance of ensuring web accessibility
- methods to make a website accessible for people with varying linguistic requirements
- methods to make a website accessible for people with varying visual requirements
- methods to make a website accessible for people with varying hearing requirements
- methods to make a website accessible for people with varying cognitive requirements
- methods to make a website accessible for people with varying physical requirements

#### Companion/Assistance

- the definition of personal assistance in terms of venue accessibility
- the constitution of a companion in the context of live performance accessibility
- the help a personal assistant/companion provide for a patron with access requirements
- methods to promote efficient teamwork amongst the assistants/ companions
- methods of communication

#### **Methods of Teaching/Learning**

- reading and exercise
- self-study of theory
- case studies to relate theory to practical examples

- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

**Assessment**

Continuous Assessment

**Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

**Module ACTPG004 Media Accessibility II - Audio Access:  
Subtitling/Surtitling, Subtitling for the deaf and hard-of-hearing, Sign Language  
Interpreting, Hearing Loop (9 ECTs)**

<b>Overview</b>			
<p>In this module, students will learn about accessibility services which can be used by audiences with varying access to the audio content of the event or performance. This includes subtitling or surtitling, subtitling for the deaf and hard-of-hearing, sign language interpreting and the use of hearing loops.</p>			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACTPG004001	Lecture & Seminars	Subtitling or Surtitling	2
ACTPG004002	Lecture & Seminars	Subtitling for the Deaf and Hard-of-hearing	3
ACTPG004003	Lecture & Seminars	Sign Language Interpreting	2
ACTPG004004	Lecture & Seminars	Hearing Loops	2
<b>Learning Outcomes</b>			
<p>On successful completion of course 001, students will</p> <ul style="list-style-type: none"> <li>• know the technical difference between subtitling and surtitling and its applicable scenarios</li> <li>• know the competences and skills of subtitles/surtitles providers</li> <li>• understand the diversity of the target audience of subtitling and surtitling</li> </ul> <p>On successful completion of course 002, students will</p> <ul style="list-style-type: none"> <li>• know what subtitling for the deaf and hard-of-hearing is and its applicable scenarios</li> <li>• know the competences and skills of subtitling for the deaf and hard-of-hearing providers</li> </ul> <p>On successful completion of course 003, students will:</p> <ul style="list-style-type: none"> <li>• know what sign language interpreting is and its applicable scenarios</li> <li>• know the competences and skills of sign language interpreting providers</li> <li>• understand the diversity of the target audience of sign language interpreting</li> </ul> <p>On successful completion of course 004, students will:</p> <ul style="list-style-type: none"> <li>• know what a hearing loop is and its applicable scenarios</li> <li>• know the available products on the market</li> </ul>			
<b>Teaching Contents</b>			
<p>Subtitling or Surtitling</p> <ul style="list-style-type: none"> <li>• the definition of subtitling and surtitling</li> </ul>			

- different types of audiovisual products and contexts that surtitling is used/needed for
- different skills and competences a surtitler needs

#### Subtitling for the Deaf and Hard-of-hearing (SDH)

- the definition of SDH/captioning
- types of audiovisual products and contexts SDH/captioning is used/needed
- different skills and competences of an SDH provider

#### Sign Language Interpreting

- the definition of sign language interpreting
- different types of audiovisual products and contexts where sign language interpreting is needed/used for
- different skills and competences a sign language interpreter needs

#### Hearing Loops

- the definition of a hearing loop
- types of loop systems and applicable scenarios
- the usage of different types of loop system
- target users of loop systems
- the importance of providing hearing loops to ensure access for all
- other practical considerations need to be taken into account (e.g. installation and maintenance work, costs)
- currently available hearing loop systems
- how loop systems are sourced

#### **Methods of Teaching/Learning**

- reading and exercises
- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity 'accessibility for all'
- seminar discussion

#### **Assessment**

Continuous Assessment

#### **Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

**Module ACTPG005 Media Accessibility III - Visual Access:  
Audio Introduction, Audio Description, Audio Subtitling, Braille, Touch Tour (9 ECTs)**

<b>Overview</b>			
<p>In this module, students will learn about accessibility services which can be used by audiences who have varying access to the visual content of the event or performance. This includes audio introduction, audio description, audio subtitling, Braille and touch tour.</p>			
<b>Structure</b>			
Course Code	Course Type	Course Name	ECTs
ACTPG005001	Lecture & Seminars	Audio Introduction	2
ACTPG005002	Lecture & Seminars	Audio Description	2
ACTPG005003	Lecture & Seminars	Audio Subtitling	2
ACTPG005004	Lecture & Seminars	Braille	1
ACTPG005005	Lecture & Seminars	Touch Tour	2
<b>Learning Outcomes</b>			
<p>On successful completion of this course 001, students will:</p> <ul style="list-style-type: none"> <li>• know what audio introduction is and its applicable scenarios</li> <li>• know the competences and skills of audio introduction providers</li> <li>• understand the diversity of the target audience of audio introduction</li> </ul> <p>On successful completion of this course 002, students will:</p> <ul style="list-style-type: none"> <li>• know what audio description is, types of audio description, and the applicable scenarios</li> <li>• know the competences and skills of audio description providers</li> <li>• understand the diversity of the target audience of audio description</li> </ul> <p>On successful completion of this course 003, students will:</p> <ul style="list-style-type: none"> <li>• know what audio subtitling is and its applicable scenarios</li> <li>• know the competences and skills of audio subtitling providers</li> <li>• understand the diversity of the target audience of audio subtitling</li> </ul> <p>On successful completion of this course 004, students will:</p> <ul style="list-style-type: none"> <li>• know what Braille is, its applicable scenarios and how Braille materials can be obtained</li> </ul> <p>On successful completion of this course 005, students will:</p> <ul style="list-style-type: none"> <li>• know what a touch tour is and its applicable scenarios</li> <li>• know the competences and skills of a touch tour guide</li> <li>• understand the diversity of the target audience of touch tours</li> </ul>			

## Teaching Contents

### Audio Introduction

- the definition of audio introduction
- different types of audiovisual products and situations that audio introductions are used for
- different skills and competences an audio introduction provider's needs

### Audio Description

- the definition of audio description  
different types of audiovisual products and contexts that audio description is needed/used for  
main types of audio description
- different skills and competences an audio describer needs

### Audio Subtitling

- the definition of audio subtitling
- different types of audiovisual products and situations that audio subtitling is used for
- different voicing techniques
- different skills and competences required for the production of audio subtitling
- different specialists that may be required

### Braille

- the definition of Braille
- the applicable scenarios of Braille
- the target users of Braille
- how Braille is used to facilitate access to live events
- the importance of providing Braille to ensure access for all
- the advantages and disadvantages of different Braille services
- skills required for different types of Braille translation and services
- how Braille translations and services are sourced and received
- other practical considerations need to be taken into account (e.g. equipment, costs)

### Touch Tour

- the definition of touch tour
- where touch tours take place
- who involves in a touch tour
- how touch tours work
- the importance of providing touch tours to ensure access for all
- the benefits and risks of touch tours
- skills a touch tour guide need
- other practical considerations need to be taken into account (e.g. health and safety, costs)

<b>Methods of Teaching/Learning</b>
<ul style="list-style-type: none"><li>• reading and exercises</li><li>• self-study of theory</li><li>• case studies to relate theory to practical examples</li><li>• audiovisual material</li><li>• empathy activity 'accessibility for all'</li><li>• seminar discussion</li></ul>
<b>Assessment</b>
Continuous Assessment
<b>Reading List and Teaching Materials</b>
See attachment with starter bibliography & MOOC

## Module ACT006 Accessibility Management and Promotion (6 ECTs)

Overview			
<p>In this module, students will learn: firstly, how to manage a live event, the process of which includes pre-event planning, the coordination during events, and the post-event management. Secondly, how to argue the importance of accessibility and develop and implement an accessibility policy.</p>			
Structure			
Course Code	Course Type	Course Name	ECTs
ACT005001	Lecture & Seminars with exercises	Accessibility Management	3
ACT005002	Lecture & Seminars with exercises	Accessibility Promotion	3
Learning Outcomes			
<p>On successful completion of this course 001, students will know</p> <ul style="list-style-type: none"><li>• the planning of an accessible event</li><li>• the coordination of during an event</li><li>• the administration after the event</li><li>• other skills needed in the management of an event</li></ul> <p>On successful completion of this course 002, students will know</p> <ul style="list-style-type: none"><li>• how to present the needs and benefits of accessibility</li><li>• how to involve relevant stakeholders to facilitate accessibility</li><li>• how to collaborate with relevant organisational units</li><li>• how to promote an accessible event</li></ul>			
Teaching Contents			
<p>Accessibility Management</p> <ul style="list-style-type: none"><li>• existing devices, technologies and software that provide accessibility solutions</li><li>• identify target audiences with accessibility needs</li><li>• the planning and organization of accessibility services based on potential demand</li><li>• the calculation of the costs for accessibility services needed</li><li>• the preparation of accessibility services before the events</li><li>• the coordination of accessibility service providers during the event</li><li>• common potential accidents and unexpected situations during the event</li><li>• the coordination of the return of equipment and handle payment</li><li>• the analysis and summary of feedback for improvement</li><li>• training for staff relating to audience diversity, e.g. autism and dementia awareness</li><li>• factors that promote good team communication and their implementation</li><li>• skills of working with heterogeneous teams</li><li>• factors that may lead to conflict and measures resolve conflict situations</li><li>• the motivation and training of a team with accessibility issues in mind</li></ul> <p>Accessibility Promotion</p>			

- the skills of arguing the importance of accessibility
- the develop and implement an accessibility policy
- the costs implication of accessibility solutions
- identifying relevant stakeholders
- involving relevant stakeholders
- importance of collaborating with relevant departments and other units internally and externally
- the skills of getting relevant departments and other units to collaborate
- the means and channels of communication used by accessibility service users
- promoting the event through traditional media
- promoting the event through online and social media in an accessible way

### **Methods of Teaching/Learning**

- reading and exercises
- self-study of theory
- case studies to relate theory to practical examples
- audiovisual material
- empathy activity ‘accessibility for all’
- seminar discussion

### **Assessment**

Continuous Assessment

### **Reading List and Teaching Materials**

See attachment with starter bibliography & MOOC

## Module ACT010 Internship (15 ECTs)

<b>Overview</b>
Students will spend time as interns in public or private organisation where professional activities in the field of accessibility management are required.
<b>Structure</b>
<b>Learning Outcomes</b>
On successful completion of this module, students will have an insight into how accessibility management works in the “real world”.
<b>Teaching Contents</b>
<b>Methods of Teaching/Learning</b>
The duration of the internship should at least cover 250 work hours (= 10 ECTs) distributed over a period of time.
<b>Assessment</b>
An internship report by the student validated by a programme manager of the relevant university.
<b>Reading List and Teaching Materials</b>