ACCESSCULT

Intellectual Output IO2:

EDUCATIONAL MODULE FRAMEWORK AND DESIGN

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More information on the ACCESCULT Project can be found at:

https://www.accesscult.eu/

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1. HIGHER EDUCATIONAL MODULE AND ONLINE ADULT TRAINING: "ACCESSIBLE CULTURAL HERITAGE FOR ALL".

1.1. Competences the student must acquire when taking the course.

C1.- To understand and recognize the importance of environmental factors as elements that can facilitate or inhibit the use of cultural environments, goods and services.
C.2.- To understand and recognize the characteristics and needs of people with physical, mental and sensory disabilities, as well as the accessibility needs of other groups that may require it.
C.3.- To identify environmental factors that can cause culture accessibility issues.
C.4.-To conduct environmental assessment and adaptation to promote fair participation in culture.
C.5.-To understand the different theories of functioning, personal autonomy, functional adaptation of the environment and transfer them to everyday personal practice.
C.6.- To apply environment analysis, new technologies and existing technologies to promote accessibility to culture.
C.7.- To learn the definition and generalities of design for all and universal accessibility concepts.
C.8.- To learn the specific needs of people with disabilities based on the type of disability they have.
C.9.- To recognize the professional role of the cultural centres and services employees in supporting people with disabilities.
C-10.- To gain the knowledge needed to apply accessibility principles in different cultural fields.
C.11.- To learn assessment tools related to accessibility and cultural environments.
C.12.- To understand support products and the environment roles.

1.2. Course program.

1.2.1. Theoretical part.

- o Part 1 – Contemporary Museology and Heritage Discourses.
- o Part 2 – Pedagogical-Psychological Part.
- o Part 3 - Participation of people with disabilities in the cultural heritage discourses. Collaboration and co-creation of resources with people with disabilities.

1.2.2. Practical part.

- o Architectural, urban, transport and communication Barriers assessment.
- o Assessment and adaptation of spaces: accessibility adapted to the user.
- o New technologies applied to Accessibility.

1.3. Teaching and learning methodology and its relationship with competences to be acquired by the student.

Methodology	Related competences.	Work time (in hours)
Frontal education (lectures) and discussions.	C2, C3, C5, C7, C8, C11, C12	30 hours
Practical classes	C1, C4, C9, C12	
Individual projects/activities	C2, C3, C6, C11	60 hours
Assimilate and strengthen the course´s contents.	C5, C7, C8, C10	
TOTAL		90 hours

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1.4. Learning outcomes for the course.

By the end of the course, we hope cultural professionals will be able to:

1.- Prepare diverse visitors for their visit by adapting their pre-visit communication.
2.- Plan routes to the museum for visitors with specific needs using scenarios
3.- Communicate with visitors with additional needs on arrival using aids suitable for each user group.
4.- Design "during visit" material such as sensory maps with routes through the museum for those with avoidance strategies and those who can adapt.
5.- Develop exhibitions, events and activities which are accessible to all.
6.- Create social stories explaining gallery etiquette in the museum.
7.- Know where to go for further help.
8.- Take into account and involve people with disabilities in the whole process.

1.5. Evaluative process of the module.

To pass the course, it will be necessary to pass all the procedures indicated below. To pass these procedures it will be necessary to obtain, at least, half of the total score (in each procedure).

EVALUATION PROCEDURES/ACTIVITIES.
Compulsory activities.
Voluntary activities.

PROCEDURE	PERCENTAGE IN THE EVALUATIVE PROCESS.
Online test.	40%
Individual activities.	40%
Active participation.	20%
TOTAL	100%

1.6. Learning resources and tutorial support.

Individualized tutorial support.
Tutorial support in the preparation and presentation of work and reports as well as in the management of groups.
People with disabilities collaboration.
Audiovisual media; platform; bibliographic references.
Specific accessibility manuals.

1.7. Calendars and schedules.

The module must have defined a calendar with the start and end dates, as well as the necessary intermediate dates; these may be:

CALENDAR EVENTS
Initial module date
Final module date
Intermediate dates (if appropriate)
Theoretical test date.
Activities deadlines.

1.8. Module languages.

English, Italian, Lithuanian, Spanish, Slovenian.

APPENDIX 1: ACCESSIBILITY GUIDELINES

Accessibility is the feature that environments, goods, products and services must comply with, which allows all people to access, understand, use and enjoy in a standardized, comfortable, safe and efficient way. That is, it is related to the different dimensions of human activity. And, therefore, ensuring that any user can carry out these activities means being on the path to accessibility.

Museums, within their educational role, have an important mission of attracting wider audiences. Interaction with the community and the promotion of its heritage are a fundamental part of this educational role.

The museums and staff working in them shall:
- Ensure public access for all people to the centre and all its premises without discrimination.
- Ensure that each person has equal opportunities for participation and use of museum elements.
- Treat all people equally, with honesty and respect

To this end, the following guidelines of action are proposed:

1. **Accessibility policy:** There must be a defined universal accessibility policy with which the center is committed.

    1.1.   Evaluate the accessibility of the centre and periodically set and review universal accessibility objectives. People with disabilities should be involved in this evaluation.

    1.2.   Provide resources and ensure their availability, as well as define those responsible for accessibility.

    1.3. Co-creation of resources with disabilities.

    1.3.   Train accessibility staff, especially those who have a direct relationship with users with accessibility needs.

    1.4.   Establish methods to discover the degree of user satisfaction in accessibility in collaboration with people with disabilities.

2. **Accessibility information at the centre.**

    2.1.   All existing measures to ensure accessibility should be reported

    2.2.   There should be a pre-visit accessibility information mechanism available to those who need it.

    2.3.   Publicising access information online including useful practical information helps visitors to know that they can access the museum and its facilities.

2.4.   There will be a range of accessible and appropriate ways for users to access information on the services both in print media and via online resources.

2.5.   Inform about the accessibility to the surrounding environment: how to get there, possible accessible transport, reserved parking spaces, etc.

3. **Access and mobility.** It refers to the entry and movement from one site to another that allows the person to reach the places and objects to be used.

   3.1.   Improve the physical, sensory and intellectual access to the collections, information about your collections and access to the buildings and their rooms; identifying priorities, timescales and resources.

   3.2.   Basic consideration should be given to circulation zones, approach spaces, rest areas, plane changes and pavements.

   3.3.   Signage, lighting, pavement, and auxiliary services should be taken into account for the location and identification of places and objects.

   3.4.   Spaces must comply with universal accessibility recommendations.

   3.5.   Define specifically, within the emergency plans, the action to be carried out with people with accessibility needs.

4. **Use and handling.** It refers to the action of operating with the hands or other parts of the body or with other elements, necessary for the use of items, products and services

   4.1.   The governing body should ensure that institutional standards of health, safety and accessibility apply to its personnel and visitors.

   4.2.   Having a range of learning and discovery activities will ensure that a broad range of people will be able to engage with your collections and programmes.

   4.3.   Elements should be considered for localization, location, design, and auxiliary services.

   4.4.   Establish various ways to use the same element to ensure that people with different needs can use it.

5. **Communication.** It refers to the transmission and receipt of information on goods and services that is carried out both through material means and personnel.

   5.1.   Keeping up to date with the best and most effective ways to communicate with your users ensures that they can engage well with the museum.

   5.2.   The information provided should include the provision made for users with additional access needs.

5.3.   Means for non-interactive communication: panels, other graphic and written media adapted for users with different needs (braille, pictograms...), audiovisual media, light, acoustic and tactile signals.

5.4.   Means for interactive communication: computer, optical reader, sign language, staff training, etc.

5.5.   Informational elements should be available in more ways than one, for example, accessible by different sensory pathways or with varying degrees of difficulty.

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ACCESSCULT

WHO *WE ARE*

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INFANCIA Y ADOLESCENCIA
MADRES Y DISCAPACIDAD

Univerza *v Ljubljani*

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