USERS
AS
EXPERTS

Model curriculum for a user expertise course in web accessibility

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1 Background

1.1 Aim and purpose of the model curriculum for Users as Experts

The aim of the Users as Experts project is to develop support to VET providers for providing courses that enable participants with disabilities to convert personal experiences of living with a disability into recognised areas of expertise. This idea, which we refer to as 'user expertise', promotes increased inclusion of persons with disabilities in society by addressing two identified gaps. Firstly, there is a need for professionals working with services and products for the public to have a better understanding of how their services or products affect persons with disabilities. This insight can be best provided by people with personal experiences of disabilities. Secondly, a course to develop expert skills among persons with disabilities will also help to promote employment opportunities for this group.

The project has both a general and a specific reach. On the general level it investigates and provides guidelines for converting user experience in any subject into expertise. These insights are then put into practice in the more specific field of web accessibility. The topic has been chosen on the basis that this is an area where previous studies have shown that there is a need for more expertise on web accessibility in the European public sector at this moment, following the implementation of the new legislation on web accessibility. With an EU directive currently being implemented in member states that requires certain private sector providers to have accessible websites, the need for web accessibility expertise will continue to grow in the future.

Within this context, one of the key tools provided by the project is a model curriculum that VET providers can adapt and use to train persons with disabilities to become experts in web accessibility. The curriculum has been developed for use as a stand-alone tool. However, for an increased understanding of the idea of converting experiences into user expertise, the curriculum can be read and used in conjunction with the other outputs of the project including:

- A repository of best practices for making use of personal experiences of disability and inaccessibility (IO1)
- A methodological toolkit for the conversion of personal experiences into recognised areas of expertise (IO2)
- A typology of web accessibility competences for persons with disabilities (IO3)

When carried out as a course, the curriculum is intended to lead to the professionalisation of individual experiences.

1.2 Development of the model curriculum for User Experts

In the development of the curriculum, the team has sought to build on and integrate the key learnings from the other outputs of the project.

1.2.1 IO1: Repository of best practices

In terms of Intellectual Output 1, a repository of best practices for making use of personal experiences of disability and accessibility, the project identified a number of key success factors from the examples included in the repository. The following success factors have been considered particularly suitable for the development of the model curriculum:

- Clearly defined and delimitated scope of the expertise. In the transformation of experiences to expertise it has shown to be important to set clear expectations of what a user expert can and cannot do. This is important both for the experts themselves and for the persons using their services. The ambition is not to substitute other professionals in the field, but to bring a different type of expertise to the table. This key learning is reflected in the division of the course into three modules with different levels of abstraction.

- Many of the projects identified in the repository integrate peer learning as a key method of sharing and transferring experiences between participants. The peer learning aspect is a cornerstone of the pedagogical framework of the model curriculum as it allows participants to broaden and generalise their knowledge beyond their individual experiences.

- Projects that successfully managed to train users to provide expertise to public services also included collaboration with public services in the training and sometimes also in the development of the training programme. Since the curriculum is intended to be used on a broad basis, there is no specific target group of organisations that have been singled out for collaboration. However, the curriculum includes practical assignments that are designed to be completed in cooperation with public and private organisations in need of web accessibility expertise. The objective of the cooperation is both to provide the experts with relevant working experience, and to create and understanding among public and private organisations on how the user experts can fulfil their needs.

1.2.2 IO2: Methodological Toolkit and Draft Guidelines

In terms of Intellectual Output (IO2), “Methodological Toolkit & Draft Guidelines” several areas were highlighted with the identification of distinct needs in terms of knowledge, skills and attitudes to be used as the basis for the curriculum, in order to promote diversity and inclusion. A variety of theoretical learning components was also included to provide options such as Experiential Learning, Transformational Learning, Immersive Learning, and Situated Learning to fit the needs us existing and aspiring User Experts. In addition, obstacles to the path of User Expertise were identified and described in order to be taken into account when designing learning paths and learning experiences.

1.2.3 IO3: Typology of Web Accessibility User Expertise among Persons with Disabilities

Intellectual Output (IO) 3 "Typology of Web Accessibility User Expertise among Persons with Disabilities" was intended as a conceptual model and aimed to define competences and competence levels in the field of web accessibility and relate them to practical application areas. The typology linked this level to existing and acquired knowledge that people with disabilities who want to develop into user experts should bring with them or learn.

A distinctive feature of the typology was that, in addition to traditional web accessibility expertise and helpful personal traits, it specifically considers the experiential knowledge of people with disabilities that is valuable to web accessibility user expertise and should be addressed and built upon. The competences or practical application areas were additionally mapped to existing accessibility training and certifications.

The aim of IO 3 was to show that lived experience is a good basis on which professional training can build to develop deeper understanding and more professional skills beyond the user's own experience. Knowledge can thus be gradually or selectively extended, for example to other types of disabilities and user needs, or - for users familiar with the more technical aspects of web accessibility - towards testing web content against web accessibility standards.

1.3 Target groups and Pedagogical framework

The target group in this initiative are adults with an experience of exclusion resulting from inaccessible web-based structures. The pedagogical framework is therefore a mode of adult-education which considers the existing experience and perspectives of the participants. The underlaying imagery of the knowledges that are intended to be

developed cannot be represented solely as readymade body of knowledge that is supposed to transmitted from the pedagogue to the participant but demands a participatory approach. The aim is to through the pedagogical framework empower the target group to develop the role of User Experts.

The role of a User Expert does have important demands of propositional knowledge, but it is also built by the development of an empowered identity and role. The course is in this perspective also intended to invite the participants to appropriate an empowering narrative in which they can take the role of evaluating digital structures in relation to their levels of accessibility. The underlaying pedagogical task is thus not solely to provide a content, a set of pre-existing perspectives or claims, but also to attempt to invite the participant to formulate their experiences as a narrative. The participatory conversation in which participants can narrativise their perspectives is in other words at the heart of the curriculum and the expected learning outcomes.

In many forms of education there is a lingering asymmetrical relation in which the pedagogue has the advantage of being adult and the participants are children. The pedagogue in this course must find an authority which does not take its base in such an asymmetry of status but rather strives towards a more equal encounter between non-hierarchical partners. The dialogue that can spring from such an encounter needs a leading figure that establishes secure frames, in which a group can explore their experiences and possibly also open for a vulnerability.

The participants are to be considered experts on their own life, and their own conditions, but during the course they are expected to transcend such a perspective and gain access to a role of representation for other people and groups. There is also an ambition in these formulations to provide a flexibility and a space in which different participants can develop different expertise, or points of focus, and for example be more technical or more social.

2 Modules and learning outcomes

Table 1: Modules of learning outcome

	Module: Awareness	**Module: The User Expert**	**Module: Web accessibility**	***Level of abstraction***
Ambassador basic level	Understand, identify	Represent self, own group	Demonstrate	Practical, Self Specific
Expert intermediate level	Use, explain	Represent others	Basic testing	
Champion advanced level	Spread, shape	Develop	Advanced testing and consulting	Theoretical General Abstract
Aspects of competence	Social		Technical	

2.1 Three modules

The curriculum consists of three modules: Awareness, The User Expert and Web accessibility. They are not hierarchical or in a linear axis of development, but as three parallel paths. The modules focus on different aspects of the role of a User Expert in web accessibility on a sliding scale from human to technical focus. Each module is described in more detail in sections 3-5. The suggested use for this curriculum is that the three modules are used together as a one-year training package where the levels of learning outcomes objectives are adjusted based on the current target group. They can all be used in training online, on-site or a combination of them.

In training for future User experts, the participant's own experiences are the foundation for further development of knowledge and skills. By alternating themes that focus on

reflection and identifying and formulating one's own and others' needs (Module: Awareness) with fact-based knowledge about web accessibility (Module: Web Accessibility), the participants can develop a foundation for exploring and elaborating what the role of user expert can mean for them (Module: The User Expert).

The standardisation of such a matrix is still done with a consciousness of the variation among the participants as well as a variation in the role of a User Expert. Participants may have different focuses, for example being mostly interested or skilled in the human encounter and the interaction with people, or with the technical dimension and the actual testing or construction of web-based structures. The course takes into account that all participants have some basic skill even outside of their areas of strengths, but they can have different focus and specialize in different aspects of the user expert role.

2.2 Three levels of learning outcomes

Within each module there are three different levels of abstraction; from a basic level where knowledge and skills are specific, practical with focus on one's own experiences, to a general and theoretical with focus on abstract aspects of the subject. We have named the different levels of learning outcomes Ambassador, Expert and Champion level and they describe knowledge and skills developed during the course.

Depending on prior knowledge and interest, different modules can aim for different levels of knowledge and skills, alternatively, the participants' individual prerequisites may be the starting point for which level of abstraction becomes relevant for that particular individual. With a starting point in Expert level, peer-to-peer learning is still rewarding if some participants have Ambassador level and/or Champion level. Within all modules, the level of abstraction and the goal of learning can be adjusted based on the individual so that there is a heterogeneity in terms of abstraction level in the group.

The three different levels of knowledge; Ambassador, Expert and Champion, are related to EQF, the European Qualifications Framework. The purpose of the EQF is to be able to compare qualifications from different types of European education in different countries.

EQF describes eight levels of qualifications and learning outcomes in terms of knowledge, skills and responsibility / autonomy. Knowledge is defined as theoretical and/or factual, skills as cognitive and practical (i.e. using methods and material) and autonomy / responsibility is the ability to apply skills and knowledge with autonomy and responsibility.

The three levels of learning to be developed in the Users as Experts curriculum correspond to EQF in the following way:

- Ambassador level corresponds to EQF level 2 (school leaving certificate)
- Expert level corresponds to EQF level 4 (upper secondary diploma)
- Champion level corresponds to EQF level 6 (bachelor degree)

2.3 Transferability

2.3.1 Germany

The eight levels of the European Qualifications Framework (EQF) are comparable with the German Qualifications Framework (DQR – Deutscher Qualifikationsrahmen). They are structured slightly differently: The DQR identifies four categories (knowledge, skills, social competence, autonomy) in order to characterise learning outcomes.

2.3.2 Cyprus

Although the Cypriot VET system is compatible to the EQF standards, it also offers the option for short-term Vocational Education & Training programs under the auspices of the Human Resources Development Authority, that is addressed to existing employees or people looking to enter into employment. As such, these short-term programs (1-3 days training or even longer) can provide flexible solutions for professional training and increase in knowledge, skills and attitudes, and they can either be customized for the employees of one company only or designed to accommodate participants from different sectors and industries. These HRDA training programs, are heavily subsidized by the government limiting the financial burden for participants and companies, becoming the go-to training solution for a lot of new topics and are also a driving force for changing outdated practices and promoting diversity and integration in the workplace.

2.3.3 Sweden

The Swedish educational context has been actively adapted to the European frameworks of qualification (EQF) and the otherwise free Folkhighschool has also had increasing directives to follow the standards. The procedure of realizing a course for Users as Experts is however difficult to place in such a standardized context, and deduce its transferability, since there are multiple variables to consider. A frame of reference to the levels in the course is the conditions offered by the situation of the participants. The represented disabilities and the consequent needs can both be used as a main topic in the course. Depending on cognitive

disabilities the level of abstraction may have to be adapted, but the inclusion of a varied set of needs provides a value and depth to the teaching. The consequence of such adaptations may however be that the same course provides content on multiple levels of abstractions simultaneously.

2.4 Peer-to-peer learning

A crucial component in creating and sustaining User Expertise as a competence area, as well as existing and aspiring User Experts within organizations, businesses, and institutions, is peer-to-peer learning that can help User Experts address their colleagues, but also their fellow User Experts.

2.4.1 How to facilitate peer-to-peer learning:

- Everyone participates on equal terms, and based on the principles of tolerance, acceptance, respect, and open mildness. Empathy and active listening are highly encouraged.

- The teacher's / facilitator's main responsibility is to facilitate peer-to-peer learning with questions and engaging prompts for discussion, by creating an inclusive environment, and by exhibiting genuine curiosity, and a willingness to explore new paths and experiences that may be different than the ones he/she has had in their personal and professional career. Teachers and facilitators should not engage from a position of authority and absolute knowledge, but rather from an inquisitive and tolerant viewpoint.

- The roles of students and teachers are not fixed, they may change during the course, allowing participants to benefit from the expertise and knowledge of each other, and by exploring different lived experiences and different perspectives. Although the exchange of roles is encouraged, this should be taking place within a framework that enables all learners to participate and to explore issues of relevance in different contexts.

- The learners and the teacher / facilitators are co-creating the learning experience by voicing their needs, expectations, and goals while also sharing their contributions and backgrounds. Flexibility, adaptability, reflectivity and rapport are encouraged and highly desirable.

- The teacher / facilitator is mindful in designing an inclusive learning experience and in selecting the appropriate means of delivery to suit the needs of the learning group. Issues of accessibility, technical equipment, technical requirements, accessibility prerequisites, software and other equipment need to be vetted and tested prior to their use with each learning group. In cases where methods, tools, content, delivery means, software or any other element is proved to be mismatched to the participants, corrective actions should be taken swiftly.

2.4.2 Suggestions for learning activities

- Make sure to become familiar with your group of learners prior to the beginning of the training / learning journey. A good way to do this is to include some introductory questions in the registration form or in the registration process. Once your list of participants is finalized, make the necessary arrangements and select your methods and tools to ensure a good fit to their needs.

- Communicate to your learners prior to the beginning of the course and provide them with all the information they will need to access the learning program (whether face-to-face or online), introduce yourself and offer some ways of communicating (email, phone, social media, etc).

- Start every lesson with a round of “check-in.” Ask everyone what’s on their mind and an icebreaker question. That can make it easier to be an active participant during the lesson. Remain mindful of the interactions within the group and encourage people who appear less engaged. In cases of larger groups. Check in and check out can also take place in smaller groups.

- Finish lessons with checking out. Ask everyone what learnings they got from the lesson, what they enjoyed, what changes -if any- they would like to see, how the learning experience made them feel.

- During the learning process (both in online and face-to-face settings) make sure to engage all participants and to support the sharing of knowledge and experience. Encourage interaction and discussion and avoid dismissive comments or judgement.

- Remain mindful about physical, mental, or cognitive limitations that may hinder the learning process and be prepared to offer alternatives in cases where participants are struggling with elements of the learning.

- Be prepared to manage conflict appropriately and to foster an environment of mutual support, respect, and team effort.

- Set boundaries and clear expectations about the learning process, along with your participants, make sure to co-create an amicable and efficient learning context.

- In cases where formal assessment is part of the learning process, take steps to ensure that the framework, design, content and delivery of the assessment is suitable and well fitted to the needs and skills of the participants, taking into account any challenges they may be facing.

- Be prepared to lobby and advocate for the needs of the learners and take an active stance in promoting a diversity and inclusion agenda throughout the sector in which you are active as a teacher / facilitator.

- Design and implement an evaluation system that will allow you to gain honest and accurate feedback in order to improve your learning experience and refine your knowledge and skills as a teacher / facilitator.

2.5 The Accessibility of the Learning Management System (LMS) and learning content

It is important that the online learning environment (both the technical framework and the content offered in different formats, e.g. HTML, PDF, video, audio etc.) is accessible. It is generally recommended to work with an accessible LMS. Which aspects of accessibility the learning materials must have can be coordinated with the participants. Further Information from the W3C Web Accessibility Initiative: How to Make Your Presentations and Meetings Accessible to All.

3 Module 1: Awareness

3.1 Required competencies

Participants

- Personal experience of exclusion and poor web accessibility.
- Openness to learn about the experiences of others and willingness to engage in peer-to-peer-learning.

Pedagogues

- Openness to student inclusion and peer-to-peer learning.
- Able to facilitate personal reflection of previous experiences.

3.2 Expected learning outcomes

3.2.1 Ambassador: Understand and identify

Skills

To identify experiences of exclusion and to discuss their causes and consequences. To be able to articulate the experiences and needs in terms that can be understood in the specific context.

Knowledge

To relate specific experiences of exclusion to the legal, technical and/or social contexts, awareness of the participant's own experiences of exclusion and/or poor accessibility, understand the participant's personal needs and limitations.

Autonomy/responsibility

Reflections and peer-to-peer discussions based on questions and practical guiding from the pedagogue.

3.2.2 Expert: Use and explain

Skills

To communicate how poor accessibility, e.g. web accessibility, affects people with permanent or temporary limited ability of some kind. Be able to explain adaptive strategies. Understand and explain needs and limitations on a structural level.

Knowledge

Detailed understanding of own needs in relation barriers of web accessibility. Basic knowledge of other disabilities and/or temporary obstacles in relation to web accessibility and the implications of those.

Autonomy/responsibility

To apply different strategies to communicate experiences of exclusion as well their causes and effects both in technical terms and in relation to individual experiences.

3.2.3 Champion: Spread and shape

Skills

To able to contribute to the development of formal disability rights as well as the spread of public awareness and inclusive values, to strengthening and develop democracy in a formal way.

Knowledge

Disability rights, national and international. Mechanisms of inclusion and exclusion.

Autonomy/responsibility

To contribute to the formulation and applications of rights in new contexts, as well as the spread of the knowledge to new groups in various forms.

3.3 Suggestions for learning activities

- Presentations of life stories to the group.
- To describe and discuss situations and experiences of poor accessibility.
- To describe and discuss needs for accessibility and adaptive strategies related to various forms of disabilities.
- Identify and understand material on disability rights.
- Identify and analyse accessibility needs in relevant contextual frameworks; legal, technical, social.
- Communication in theory and practice, adjusted to different mediums and target groups.

3.4 Example of sources for the development of course material

Body of Knowledge for the CPACC certification, developed by the International Association of Accessibility Professionals, IAAP.

In particular the chapters on:

- theoretical models of disability,
- categories and characteristics of disabilities and associated barriers,
- assistive technologies and adaptive strategies,
- international declarations and conventions on disability rights.

Sources on disability rights:

UN Convention on the Rights of Persons with Disabilities

European Commission – links to EU policies and strategy relating to disabilities

European Disability Forum – your rights in the EU

4 Module 2: The User Expert

4.1 Required Competencies

Participants

- Personal experience of exclusion and poor web accessibility.
- Openness to learn about the experiences of others and willingness to engage in peer-to-peer-learning.
- Basic technical knowledge (how to use a computer and a smartphone).
- Know how to use assistive technology where it is applicable to the person.
- Interest in web accessibility and want to contribute to make a more inclusive society.

Pedagogues

- Openness to student inclusion and peer-to-peer learning.
- Basic technical knowledge, some theoretical knowledge of web accessibility.

4.2 Learning outcomes

4.2.1 Ambassador: Represent self and own group

Skills

To describe own experiences of web accessibility, and/or barriers to web accessibility, from a personal perspective. To give feedback and communicate deficiencies to web owners.

Knowledge

Based on awareness of the participant's own experiences of exclusion and/or poor accessibility, understand the participant's personal needs and limitations.

Autonomy/responsibility

Take responsibility for completion of tasks. Use existing guidelines and adapt strategies for problem solving when changes or unpredictable difficulties appear.

4.2.2 Expert: Represent others

Skills

To explain how poor web accessibility affects people from a personal perspective and from a general perspective (different limitations). To adapt the model for communication to different audiences. To network with other professionals.

Knowledge

To know the implications of and adaptive strategies for different disabilities and/or temporary obstacles in relation to web accessibility; limited ability to see, hear, limited motor skills and cognitive ability.

Autonomy/responsibility

Able to manage projects and development processes to create including services, products and activities. Knowledge of different approaches to influencing and actively participating in the development of society.

4.2.3 Champion: Develop and design

Skills

Analyse, propose, modify, evaluate and generate products and processes.

Knowledge

In-depth knowledge of web accessibility in relation to usability related to laws and standards as well as needs that is outside of the legal context.

Autonomy/responsibility

Ability to develop guidelines that can work as frameworks for projects and initiatives to test and promote web accessibility.

4.3 Suggestion for learning activities

- The User Expert in the labor market:
- Mapping competencies:
  - Fields of work
  - The consultant role
  - Meet the employers / internship

- Practical assignments together with public and private organisations
- Blog or other external communication in practice
- Validation of general knowledge
- Process management
- Practical applications: How do user experts work (alone or in teams)?
  - E.g. Test team with blind test expert and sighted assistant, an accessibility consultant with motor impairments who advises public sector bodies on the implementation of national accessibility laws, a team of several testers: each of them tests a single standard requirement, and together they produce a common result, user experts who give workshops on the use of their assistive technology or are hired for task-based user testing, etc. What can I derive from those examples for myself?

4.4 Example of sources for the development of course material

Case studies on web accessibility, highlighting different user needs in specific situations, from the EU-funded IWAC project

This source contains exercises for students to practically identify and analyse user needs in different professional contexts

Toolkit for digital accessibility from the EU-funded DA4You project

This source contains information on user needs and assistive technology

Information on the workings of the Web Accessibility Directive

5 Module 3: Web accessibility

5.1 Required Competencies

Participants

- General technical knowledge
- Know how to use needed assistive technology where it is applicable to the person
- Interest in web accessibility
- Openness to learn about the experiences of others and willingness to engage in peer-to-peer-learning
- Basic technical knowledge (how to use a computer and a smartphone)
- For User Expert and Champion level: Be able to understand written English

Pedagogues

- General and some in-depth knowledge of web accessibility
- Expert knowledge of web accessibility
- General knowledge of how to plan, implement, and interpret web accessibility audits

5.2 Learning outcomes

5.2.1 Ambassador: Demonstrate

Skills

Can identify some aspects of poor web accessibility, formulate the deficiency, compare to current laws and standards and have an understanding of what is covered and not.

Knowledge

What is web accessibility, why does it exist, what is covered. Basic knowledge of laws and standards in the field, web accessibility target group and objects, understand basic technical language and concepts.

Autonomy/responsibility

To participate in activities to share experiences of inaccessibility. Reflections on own experiences with pedagogical guidance.

5.2.2 Expert: Basic testing

Skills

Use relevant tools and follow basic procedures for manual and automatic testing, interpret and communicate the results in writing and orally.

Knowledge

General knowledge of laws, standards and technical requirements in the field. Limitations in basic user tests (i.e. effects of assistive technology, how general / specific is the result).

Autonomy/responsibility

Plan and organize basic testing. Can work as a consultant in a testing-team, with guidelines and mostly predictable contexts. Take responsibility for evaluation, quality and improvement.

5.2.3 Champion: Advanced testing and consulting

Skills

Use relevant tools and follow extensive procedures for manual and automatic testing, interpret and communicate the results in writing and orally. Conduct standard-based audits with assistance or independently (on the basis of success criteria e. g. of the WCAG or EN 301 549 (Web Content)) as partial audits or as full audits (conformance evaluation). Use of evaluation tools for web accessibility (web developer tools of browsers, bookmarklets, screen reader etc). Being able to document test results in a comprehensible way.

Knowledge

Technical skills close to developer level. Detailed knowledge of laws and standards and how they are developing. Detailed knowledge of standardised test procedures, Web Accessibility specifications and techniques.

Autonomy/responsibility

Management / professional consultant. Recommend strategies and/or techniques for fixing issues (best practices). Provide recommendations on the feasibility of solutions or whether it makes more sense to fix or to redesign. Recommend strategies for the implementation of sustainable accessibility in organizations.

5.3 Suggestions for learning activities

- Understand the criteria of WCAG 2.1 and EN 301 549 (Web), e.g. get to know personas with disabilities and match their needs with the WCAG Success Criteria.
- Understand the accessibility obligations of national legislations and try to communicate them in a sample consultation for a public sector body. Collect and present tips and tricks for the efficient and sustainable implementation of web accessibility.
- Learn which procedures are used to check websites for accessibility: Identify accessibility issues on sample pages where "barriers" have been built in and/or try to self-test a real website for accessibility (on the basis of success criteria e. g. of the WCAG or EN 301 549 (Web Content)), preferably in collaboration with an experienced mentor. Learn to document barriers and appropriate solutions.
- Learn how a screen reader works: Have a native screen reader user show you and/or try it yourself (e.g., with open source screen readers like NVDA, Narrator, or VoiceOver / TalkBack).

5.4 Example of sources for the development of course material

Body of Knowledge for the Web Accessibility Specialist certification, developed by the International Association of Accessibility Professionals, IAAP.

In particular the chapters on:

- Understand and interpret accessibility specifications and techniques
- Use accessibility testing tools effectively

European Harmonised Standard EN 301549 on accessible products and services

W3C guidance documents to WCAG

Open educational resources from the MOOCAP project

Including courses on accessible web, assistive technologies and user-centred design for accessibility

Learning and exploration module from the COMPARE project

6 Suggested themes in the User experts training

1. Introduction to the training
    a. About the course: Objectives
    b. Personal goals
    c. Pedagogical premises
    d. Peer-to-peer learning
2. Group and individual
    a. Group processes
    b. Identification and development of roles
    c. Team building
3. Personal experiences of inaccessibility and exclusion
    a. Life Story
    b. Mapping of competencies
4. Disabilities
    a. Different types of disabilities: Knowledge overview
    b. Needs or preferences
    c. Implications in relation to web accessibility
    d. Assistive technology and adaptive strategies
    e. Disability rights
5. The User expert Role
    a. Aim
    b. What is expertise?
    c. Representation
    d. Specialist language
    e. My limitations
    f. Applying knowledge in the labour market
    g. The consultant role

6. Communication
    a. Theories of communication
    b. Internal and external communication
    c. Including communication; written and orally
    d. Visual aids
    e. Adjust your message to the audience
    f. Managing suppression techniques
    g. To make an impact
    h. To share and change perspective
7. Institutions
    a. Public stakeholders
    b. Institutions and Institutionalisation
    c. Interpreting information, e.g. legal texts
    d. Equality and discrimination
8. Introduction to web accessibility
    a. What is it?
    b. Why does it exist?
    c. Who is covered?
    d. Working with web accessibility
9. Web accessibility: Target groups and objects
    a. Target groups
        - According to laws and standards
        - In practice
        - Aids used by target groups
    b. Objects (design and content)
        - Framework
        - Templates

- Forms
- Tables
- Video
- Images and illustrations

10. Web accessibility laws and standards
    a. Relevant laws and standards and their requirements
    b. Actors covered by the law
    c. Regulatory authority and control
    d. Supervisory methodology; qualitative and quantitative control
    e. Self-declaration and disproportionate burden
    f. Technical requirements

11. Audits
    a. Using tools and manual methods
    b. Interpreting and communicating results
    c. Quality control

12. Practical assignment with web owner
    a. Audits
    b. Meeting professionals

13. Project
    a. Life story: Personal experiences of accessibility and inaccessibility
    b. In depth-work on preferred subjects
    c. Audits
    d. Create a personal presentation on web accessibility