

Case Study 1

How might the DDA influence the set-up of institutional IT provision to students?

Points to consider:

- Physical access to IT
- Accessibility of operating systems
- Customisation (do students have 'roaming profiles' so that wherever they login on campus their preferences are remembered?)
- Basic Software accessibility (browser etc)

Case Study 2

How might the DDA influence purchasing and contracting decisions relating to IT?

Points to consider:

- Accessibility of software
- Purchase of web content

Case Study 3

How might you support DDA compliance by staff who produce on-line learning and teaching resources?

Points to Consider:

- Role in VLE choice and maintenance
- Web authoring tools
- Availability of assistive technology for testing learning resources
- Networked accessibility checking tools (free or commercial)

Case Study 4

How might the DDA influence control of the use of institutional web space?

Points to consider:

- Accessibility policy for on line content
- Monitoring of accessibility of on-line content
- Role of the web in general institutional disability policy

Case Study 5

How might DDA compliance influence the relationship between IT Services and institutional disability support?

Points to Consider:

- Availability of the latest access technology
- Integration of computing facilities in disability support environments to the campus network (ie avoiding the situation where they are stuck with an older version of the campus operating system and software)
- Availability of assistive technology as testing tools (also discussed in Case Study 3)