[=]LTA
LiveTextAccess

UNIT 1

Elements 1 to 3

TRAINER'S GUIDE

LTA TRAINER'S GUIDE: UNIT 1

Understanding accessibility

This project is supported by funding from the European Union.

 Erasmus+

Dissemination level

Abbreviation	Level	X
PU	Public	X
PP	Restricted to other programme participants (including the Commission Services)	
RE	Restricted to a group specified by the consortium (including the Commission Services)	
CO	Confidential, only for members of the consortium	

History Chart

Issue	Date	Changed page(s)	Cause of change	Implemented by
1	5-10-2019			SDI
2	06-07-2021	Several	Final version	SDI-EFHOH

Validation

No.	Action	Beneficiary	Date
1	Prepared	SDI (Rocío Bernabé Caro)	22-10-2019
2	Approved	EFHOH (Aida Regel Poulsen and Marcel Bobeldijk)	22-06-2021
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Table of contents

1   Why a Trainer's Guide

LTA Trainer's Guides aim to provide prospective trainers with an overview of a training unit and to support them by the design and delivery of their own trainings.

The LTA Curriculum provides you with an overview of the training for each of the 6 Units:

- Unit 1. Understanding accessibility
- Unit 2. Linguistic competence
- Unit 3. IT competence
- Unit 4. Entrepreneurship and Service competence
- Unit 5. Respeaking
- Unit 6. Velotyping

All LTA Trainer's Guides are grounded on the rationale behind the LTA curriculum and build upon the three elements of the pedagogical framework which was developed as part of Intellectual Output 2 by Carlo Eugeni[1] (SSML Pisa, Intersteno):

1   Aims and objectives
2   Training and learning methods
3   Assessment

In brief, training needs to be contextualised and adapted to the type of training institution, vocational or academic, and type of trainee. Learning outcomes (LO) should be used to describe the knowledge, skills, and abilities that trainees should have acquired by the completion of a unit and a course. Lastly, training should follow a clear progression which, together with suitable training tasks and assessment tools, will enable trainers and trainees to monitor their achievements along the learning process.

All documents related to LTA training (Trainers' Guides and training materials) can be downloaded at www.ltaproject.eu. If you have any difficulties or would like to share with us your experience with the materials, please contact the project leader rocio.bernabe@sdi-muenchen.de.

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[1] Contact person: IO2 leader: carloeugeni@gmail.com
The full IO2 report is accessible here: https://ltaproject.eu/?page_id=2989

2   Overview of Unit 1

This section includes general information about how to organise training and descriptions of the unit structure, contents, learning outcomes, available training resources, and tasks.

The recommendations, workload, and resources provided in this section pertain to the design of a 30 ECTS course as described in the LTA Course video and the videos about the Respeaking track and the Velotyping track. https://ltaproject.eu/

2.1   Aims

On completion of this unit, trainees will have acquired the necessary knowledge and skills to explain essential underlying concepts related to accessibility (e.g. disability, accessibility, usability, multimodality, Universal Design). They will also be able to explain the needs and preferences of persons with hearing loss and to set up suitable working environments for each LTA working context (TV, conferences, education, parliamentary assemblies, and at the workplace).

The table below provides an overview of the unit structure and requisites.

Table 3: Overview Unit 1

Name	Understanding accessibility
ECTS/ECVETS	3
N. of Elements	3
Level of difficulty	**Beginners level** Learning outcomes in Elements 1 and 3 **Intermediate level** Element 2, LO3: Use sign language to communicate in basic job-related situations such as greeting.
Workload	75 hours (27 class hours and 48 self-study)
Requirements	None
Name of the Elements	E1. Basic concepts: accessibility, disability multimodality and Universal Design E2. Target users and their needs E3. How to embed accessibility in real-time intralingual subtitling working environments

<http://www.ltaproject.eu/>

When to teach Unit 1	Unit 1 provides an introduction to accessibility. The general concepts taught and the insights revealed by end-users and professionals will raise awareness among trainees and provide them with a better understanding of the needs and expectations of end-users.
	LTA partners recommend trainers to teach Unit 1 at an early stage of the training. Since this unit is a more theoretical one, we recommend to combine it with some practical exercises from Units 5 or 6 (Respeaking and Velotype).

2.2   Learning outcomes

On completion of the unit, trainees should be able to demonstrate knowledge and skills in each of the three units:

- Element 1: Basic concepts: accessibility, disability, multimodality and universal design
- Element 2: Target users and their needs
- Element 3: How to embed accessibility in real-time intralingual subtitling working environments

The knowledge, skills, and abilities to be acquired are stated below as learning outcomes (LO).

Element 1: Basic concepts: accessibility, disability, multimodality and Universal Design

LO 1. Distinguish between the medical and social model of disability.

LO 2. Explain the concepts of disability, accessibility, Universal Design and multimodality, and the differences among them from the perspective of the social model of disability.

LO 3. Design accessible working settings for the provision of real-time intralingual subtitles by applying the principles of Universal Design and Design for All.

Element 2: Target groups and their needs

LO 1. Explain the needs and cultural preferences of the hard-of-hearing, deaf, and deaf-blind community, and other end users of real-time subtitles.

LO 2. Explain the concepts of hearing, hearing loss and assistive technology and how they relate to the needs of end-users of real time subtitles: hard-of-hearing, deaf, and deaf-blind community.

LO 3. Use sign language to communicate in basic job-related situations.

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Element 3. How to embed accessibility in real-time intralingual subtitling working environments

LO 1. Explain the role and competences of the real-time translator as communication mediators for each LTA trained working contexts

LO 2. The trainee can classify real-time intralingual working contexts according to transversal accessibility features that facilitate participation for all.

LO 3. Advise customers about how to best set up an accessible real-time working environment for persons with hearing loss in the trained working contexts (education, broadcasting services, cultural events, at work and parliamentary assemblies) and settings (face-to-face and online).

2.3   Training contents

The table below provides an overview of the training

Table 4: Training contents for Unit 1

Element	Content
Basic concepts	• Models of disability • Types of disability • Accessibility • Usability • Multimodality • The 7 principles of Universal Design • Accommodations • Access services
Target users and their needs	• Needs and preferences of the Deaf and Hard-of-Hearing, Late-Deafened, and Deaf-Blind community • Hearing: how does it work, types and levels of hearing loss • Audiograms • Audiological treatments • Assistive Listening Systems for persons with hearing loss
	Basic knowledge about International Sign

Element	Content

	- What is International Sign?
	- Basic job-related situations: how to sign:
	   ▪ Colloquial sentences in IS
	   ▪ Some practical questions and signs about how to display the subtitles
	   ▪ Words and expressions for virtual meetings
	   ▪ Counting and numbers
	- Other languages: Croatian, Danish, Flemish-Dutch, French, German, Greek, Italian, Lebanese, Nepali, Norwegian, Polish, Spanish, Turkish, Vietnamese.

How to embed accessibility in working environments	• The figure of the real-time intralingual subtitler: skills, competences, and role as mediator
	• Hearing accessibility features of working contexts
	• Code of conduct of the profession
	• Testimonials by professionals about to set up accessible working contexts and settings:
	   o Conferences
	   o Cultural events
	   o Education
	   o Live TV
	   o Meetings
	   o Online settings
	   o Parliament
	   o Virtual meetings

2.4 Training and learning methods

- Lectures to introduction theory and concepts

- Discussions based on research articles, project, etc.

- Discussion of guidelines

- Implementation of guidelines

3 Unit 1: Recommended materials for trainers

LTA training units include:

1 LTA materials which are fully accessible for trainees with and without disabilities; and

2 training materials created by external authors or institutions.

For copyright reasons, we kindly ask prospective trainers not to modify the provided training materials without the expressed written consent of the authors and to always cite the source.

3.1 Types of material

Each LTA unit provides different types of training materials (e.g. core videos[2], recommended readings, tasks, assessments). Though the number and type may vary depending on the topic all units include:

- Class-work material: core material to be used "in the class" (be it physical or virtual) by trainers to achieve an LO;

- Self-study material: material to be used outside classes by the trainees to further develop an LO;

- Accompanying material: subtitles in .SRT format, presentations in .PPT format, transcripts in .PDF format and other materials created during the LTA project;

- Suggested readings: websites, academic papers, laws, etc. providing information which can be useful in diverse settings and contexts, though not essential to acquire an LO;

- Tasks: material especially created by LTA partners or made available by third parties to be able and accomplish a technique-specific or general LO.

- Tests: material used to both assess one's background and achieved results after a Unit/Element and after the full course.

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[2] All LTA videos are subtitled in English and available at the LTA YouTube channel:
https://www.youtube.com/channel/UCW4Tp6hLEG8dty1KJTNMP0Q/featured.

3.2 Element 1. Disability, accessibility, multimodality and Universal Design

This element includes the following training materials ordered by topic:

Disability, Accessibility, usability, multimodality and Universal Design

1 LTA Video lecture and Presentation: Disability models

WHAT: Overview of different models of disability

WHY: Explains the concept of disability (i.e., mystical, medical, social, and biopsychosocial) and how the understanding of disability has changed through the years.

WHERE: class-room or self-study

DURATION: ca. 13 minutes.

WHO: Internationale Hochschule SDI München

2 LTA Video lecture and Presentation: Types of disability and Access Services

WHAT: Overview of access barriers depending on the type of disability

WHY: Explains the concepts of accessibility, disability, the social and medical model of disability, and provides an overview of access barriers typically associated to a certain profile and explain how Universal design can support accessibility.

WHERE: class-room or self-study

DURATION: ca. 14 minutes

WHO: Internationale Hochschule SDI München

3 LTA Video lecture and Presentation: Accessibility, usability, and Universal Design: Part 1 and Part 2.

WHAT: Overview of these concepts concerning inclusive design and thinking.

WHY: Explains the concepts of accessibility, usability, and Universal Design.

WHERE: class-room or self-study

DURATION: Part 1: ca. 11 minutes; Part 2: ca. 11 minutes.

WHO: Internationale Hochschule SDI München

4   LTA Video lecture and Presentation: Multimodality

WHAT: Multimodality and its role in real-time subtitling.

WHY: Explains the concepts of audiovisual translation, multimodal messages, diamesic translation. The video lecture also explains the role of time, space and latency in real-time contexts.

WHERE: class-room or self-study

DURATION: ca. 11 minutes.

WHO: Internationale Hochschule SDI München

5   LTA Video lecture and Presentation: Universal-Design and real-time settings

WHAT: Applying the principles of Universal Design in real-time working settings.

WHY: The video lecture navigates through the principles and provide examples of features that support their implementation in real-time working settings.

WHERE: class-room or self-study

DURATION: ca. 16 minutes.

WHO: Internationale Hochschule SDI München

6   YouTube video: What is disability?: Introduction to disability #1.2

https://youtu.be/YmuUaJJ4tVY

WHAT: Introduction to the concept of disability and the meanings that this concept has undergone in the past.

WHY: The video explains the current social model of disability which sees disability not only as a physical condition, but also a social condition where society plays the largest role.

WHERE: Classroom

DURATION: 3.17 minutes

WHO: Spectrum Ability

7   YouTube video: Social model of disability

https://www.youtube.com/watch?v=24KE__OCKMw

WHAT: Social model of disability

WHY: The video explains how disability is approached nowadays, the types of barriers, and actors in society who are responsible for providing access**.**

WHERE: Classroom or self-study

DURATION: 2.43 minutes

WHO: National Disability Arts Collection and Archive in Collaboration with Disability History Month

8   Testimonials about the social model of disability

https://youtu.be/0e24rfTZ2CQ

WHAT: Testimonials about how persons with disabilities see the social model of disability.

WHY: The video helps to understand the implications of the social model in the life of persons with disabilities.

WHERE: Classroom or self-study

DURATION: 3.07 minutes

WHO: Scope - Equality for disabled people

9   TED Talk: I am not your inspiration

https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much

WHAT: Testimonial: I am not your inspiration, thank you very much

WHY: The speaker explains what disability is not.

WHERE: Classroom or self-study

DURATION: 9:11 minutes

WHO: Stella Young in TED

10   PowerPoint presentation: Convention on the Rights of Persons with Disabilities

https://www.isl-ev.de/attachments/article/910/CRPD-basics-UN-PPP.ppt.

WHAT: Slides about the Convention on the Rights of Persons with Disabilities

WHY: The slides provide an overview of the aims and articles of the Convention

WHERE: Classroom

DURATION: 32 slides

WHO: OHCHR

11 PowerPoint presentation: Convention on the Rights of Persons with Disabilities: Children education

https://www.cec.sped.org/~/media/Files/Policy/Convention/2013/UN%20Convention%20CEC%202013.ppt.

WHAT: Slides presentation on the Convention on the Rights of Persons with disabilities.

WHY: The slides show the evolution of the CRPD and reflect on the impact and reasons for countries to adopt the convention. The focus of the slide is on children' education

WHERE: self-study

DURATION: 48 slides

WHO: Deborah A. Ziegler, Ed.D Associate Executive Director for Policy and Advocacy Council for Exceptional Children

12 Webpage: Disability Simulator by Funkify

www.funkify.org

WHAT: How is it when..?

WHY: To improve trainees understanding of disability

WHERE: Classroom or self-study

DURATION: ca. 10 minutes.

WHO: LTA project / Funkify – Disability Simiulator

13 Webpage: Common barriers to participation

https://www.cdc.gov/ncbddd/disabilityandhealth/disability-barriers.html

WHAT: Common Barriers to Participation Experienced by People with Disabilities

WHY: The article explains how access barriers have often a greater impact for people with disabilities and highlights that these barriers are more than just physical ones.

WHERE: Classroom or self-study

DURATION: 6 pages, ca. 11 minutes

WHO: National Center on Birth Defects and Developmental Disabilities, Centers for Disease Control and Prevention

14 YouTube video: assistive technology for people with disabilities

https://youtu.be/mskj1JxlzoU

WHAT: Top 6 Assistive Technology For People With Disabilities:

WHY: Access to assistive technology helps to overcome barriers

WHERE: Homework

DURATION: 10:10 minutes

WHO: ENON Techbox

15 YouTube video: Accessibility for the Deaf

https://www.youtube.com/watch?v=rIc7zIN5yAU

WHAT: Accessibility for the Deaf

WHY: The video provides an overview of the development of accessibility for persons with hearing loss

WHERE: Classroom

DURATION: 18:40

WHO: AVA CEO in SmartRecruiters

16 Specialized article about accessibility, usability and inclusion

https://www.w3.org/WAI/fundamentals/accessibility-usability-inclusion/

WHAT: Accessibility, Usability, and Inclusion

WHY: The article explains the differences between these concepts and how they relate to each other.

WHERE: Self-study

DURATION: 7 pages

WHO: W3C Web Accessibility Initiative

17   Web document. Accessibility of TV and on-demand audiovisual media services. An Overview of Regulatory trends: background document.

https://cdn.epra.org/attachments/files/3611/original/WG_III_Update_on_Accessibility_of_TV_and_on-demand_audiovisual_media_services_vfinal_181219.pdf

WHAT: Accessibility of TV and on-demand audiovisual media services. An Overview of Regulatory trends: background document.

WHY: Provides an update on developments in the area of regulating accessibility of audiovisual services for people with disabilities.

WHERE: Self-study

DURATION: 15 pages

WHO: European Platform of regulatory authorities (EPRA)

18   Scientific article about how multimodality supports accessibility

https://www.researchgate.net/publication/304190822_Multimodal_Accessibility_for_Deaf_Students_Using_Interactive_Video_Digital_Repository_and_Hybrid_Books

WHAT: Multimodality

WHY: The article shows how multimodality supports accessibility

WHERE: Classroom

DURATION: 8 pages

WHO: Vassilis Kourbetis's Lab

19   Scientific article about the core concepts of multimodality

https://revistas.udistrital.edu.co/index.php/calj/article/view/8403

WHAT: Multimodality

WHY: The article introduces the core concepts of multimodality including semiotic resources, modes of communication, and intersemiotic relationships. The paper is contextualised in language teaching but provides interesting insights.

WHERE: Classroom, **self-study**

DURATION: 18 pages

WHO: José Aldemar Álvarez Valencia

20 **Vimeo video illustrating barriers affecting audiovisual media**

https://vimeo.com/206126225

WHAT: Accessible Audiovisual Media: Video and Audio Barriers

WHY: Video that illustrates barriers experienced by people with specific disabilities when they encounter audiovisual media.

WHERE: Classroom

DURATION: 7:39 minutes

WHO: University of Southampton

21 **Webpage: The 7 principles of Universal Design**

http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/

WHAT: The 7 principles of Universal Design

WHY: How to use the principles of Universal Design to create or evaluate accessibility

WHERE: Classroom

DURATION: 5 pages

WHO: Centre for Excellence in Universal Design

22 **Webpage: The disability archive**

https://disability-studies.leeds.ac.uk/library/

WHAT: Archive that provides access to the writings about topics about disability

WHY: For readings prior to lectures, for projects and group work activities.

WHERE: Classroom/self-study

DURATION: -.-

WHO: The Disability Archive created by Professor Colin Barnes, University of Leeds.

3.3   Element 2: Target users and their needs

23 LTA Video lecture and Presentation: Deaf-Blindness and its impact to the person – Part 1 and Part 2 by Peter Vanhoutte.

WHAT: The impact of deaf-blindness: a testimonial

WHY: Peter Vanhoutte refers to himself as deafblind. He shares what it means living with these two disabilities and how he participates in activities.

WHERE: class-room or self-study

DURATION: 2 lectures of about 16 minutes.

WHO: EFHOH, Internationale Hochschule SDI München and Velotype

24 LTA Video lecture and Presentation: Late deafness

WHAT: Definition of late-deafness and impact to the person and their families.

WHY: Darja Pajk shares her knowledge and experience with late deafness and how communication works. She also talks about speech-to-text interpretation and subtitles, and their relevance for the community. .

WHERE: class-room or self-study

DURATION: ca. minutes.

WHO: EFHOH and Internationale Hochschule SDI München

25 LTA Video lecture and Presentation: Audiological treatments

WHAT: Audiological treatments and aided hearing.

WHY: Professionals working as real-time subtitlers need to know and understand the different types of audiological treatments and how they relate to the needs of persons with hearing loss. In this video lecture we will discuss this topic.

WHERE: class-room or self-study

DURATION: 30 minutes.

WHO: EFHOH and Internationale Hochschule SDI München

26 **LTA Video lecture and Presentation: Needs and preferences of persons with hearing loss**

WHAT: One day in the life of a person with hearing loss.

WHY: Professionals working as real-time subtitlers need to know and understand the needs of persons with hearing loss. In this video lecture we show this topic.

WHERE: class-room or self-study

DURATION: 30 minutes.

WHO: EFHOH

27 **LTA Video lecture and Presentation: Hearing aids and real-time subtitles: Part 1 and 2**

WHAT: These two tools complement each other.

WHY: Aida Regel Poulsen and Marcel Bobeldijk explain how facilitating hearing accessibility goes beyond the use of one single tool or solution.

WHERE: class-room or self-study

DURATION: Two interviews of about 25 minutes.

WHO: EFHOH and Internationale Hochschule SDI München

28 **LTA Video lecture and Presentation: International sign: expressions for the job**

WHAT: Basic expressions to communicate in the job.

WHY: Many users of real-time subtitles also use sign language. Real-time subtitlers should have basic skills in sign language.

WHERE: class-room or self-study

DURATION: about 9 minutes

WHO: EFHOH and Internationale Hochschule SDI München

29 **LTA Videos in native sign language of the expressions in the international sign video.**

WHAT: Basic expressions to communicate in the job.

LANGUAGES: Croatian, Danish, Flemish-Dutch, French, German, Greek, Italian, Lebanese, Nepali, Norwegian, Polish, Spanish, Turkish, and Vietnamese

WHY: Many users of real-time subtitles also use sign language. Real-time subtitlers should have basic skills in sign language.

WHERE: class-room or self-study

DURATION: about 9 minutes each.

<http://www.ltaproject.eu/>

WHO: See single videos.

30   Webpage: Key facts about deafness and hearing loss

<https://www.who.int/news-room/fact-sheets/detail/deafness-and-hearing-loss>

WHAT: WHO Fact sheets: Deafness and hearing loss

WHY: Overview of facts and figures concerning deafness and hearing loss. It is published in different languages.

WHERE: Self study

DURATION: 5 pages, non-academic, approx. 45 minutes or 1 class hour

WHO: World Health Organization

31   Webpage: What is deafblindness?

<https://deafblind.org.uk/information-advice/what-is-deafblindness/>

WHAT: Background information about deaf-blindness

WHY: Because dear-blindness is more than the sum of being Deaf and being Blind

WHERE: self-study

DURATION: depends on the activity

WHO: deafblind.uk

32   Web document: Working with students who are late-deafened

<https://www.nationaldeafcenter.org/sites/default/files/Working with students who are late-deafened.pdf>

WHAT: The article provides strategies and raises awareness.

WHY: To increase awareness and improve our personal hearing accessibility skills.

WHERE: self-study/classroom

DURATION: 2 pages

WHO: PEPNet – National Deaf Center

33   Article: Hearing care systems in Europe: can we do more?

WHAT: Differences across Europe with regards to the access to hearing case

WHY: Raise awareness

WHERE: self-study

DURATION: 3 pages

WHO: Lidia Best for ENT & Audiology news, volume 28, issue 3.

34 **Web document: Hearing accessibility guidelines by IFHOH**

WHAT: Position paper by the International Federation of Hard-of-Hearing People

WHY: End-user's perspective

WHERE: self-study/classroom

DURATION: 17 pages

WHO: International Federation of Hard-of-Hearing People

3.4 Element 3: How to embed accessibility in working environments

The role of the real-time intralingual subtitler

35 **LTA Video lecture and Presentation: Competence profile of Real-Time-Intralingual Subtitlers**

WHAT: Explains the roles and competences of real-time subtitlers as communication mediators.

WHY: To improve the understanding of the profession and the role. .

WHERE: Classroom

DURATION: 11 minutes

WHO: Internationale Hochschule SDI München

36 **LTA Video lecture and Presentation: Classifying working contexts**

WHAT: Transversal accessibility features that facilitate participation for all.

WHY: Hearing accessibility features go beyond the use of real-time subtitles. The video shows these features that range from the right lighting and acoustics to the speech abilities of a speaker.

WHERE: Classroom

DURATION: 2 videos of about 14 minutes.

WHO: Internationale Hochschule SDI München

How to set up accessible working contexts

37   LTA Video lecture and Presentation: Parliament and Live TV: Testimonial by D'Arcy McPherson

WHAT: Real-time subtitling at the parliament and TV.

WHY: D'Arcy McPherson is now the director of Hansard Services, at the Legislative Assembly of British Columbia, in Canada. He is also a broadcast captioner and court reporter from Canada. During his career, he also worked in other countries.

WHERE: Classroom

DURATION: 2 videos of about 14 minutes.

WHO: Internationale Hochschule SDI München

38   LTA Video lecture and Presentation: Conferences, Meetings and Live TV: Testimonial by Evan Dorrestein

WHAT: Real-time subtitling at conferences, meetings and live TV.

WHY: Evan Dorrestein is from the Netherlands. He has medium long, brown hair and a beard. He started his career as a real-time subtitler for the Deaf and Hard of Hearing at the Dutch national broadcaster NPO in 2001. Since 2006, he has been a freelance subtitler and respeaker and he has worked at conferences and other live events, both on-site and remotely.

WHERE: Classroom

DURATION: 2 videos of about 14 minutes.

WHO: Internationale Hochschule SDI München

39   LTA Video lecture and Presentation: Cultural events: Testimonial by Enrico Pigliacampo

WHAT: Real-time subtitling at cultural events.

WHY: Enrico answered some questions about how a real-time subtitler provides accessibility in cultural events. In particular, he discusses about the equipment and the preparation that a real-time subtitler should have when working in this context. Then, he highlights the differences between working on-site and online. Finally, Enrico shared his suggestions for future professionals.

WHERE: Classroom

DURATION: about 7 minutes.

WHO: Internationale Hochschule SDI München

40 LTA Video lecture and Presentation: Education: Testimonial by Mohammed Shakrah

WHAT: Real-time subtitling in education.

WHY: Mohammed Shakrah is from Sweden. He has medium long, brown hair and a beard. He has been working as a real-time subtitler for 15 years. He is the founder of Svensk Skrivtolkning, a company which provides real-time subtitles services across Sweden since 2013.

WHERE: Classroom

DURATION: Two videos of 20 and 24 minutes.

WHO: Internationale Hochschule SDI München

41 LTA Video lecture and Presentation: Education: Testimonial by Sharita van der Meulen

WHAT: Real-time subtitling in education.

WHY: In the testimonial, Sharita gives us an overview about how a real-time subtitler provides accessibility in the educational setting, in particular in schools. She will talk about the importance of introducing yourself, your role and duties with teachers and classmates. Then, she shows how she provides subtitles using a Text on Top stick and how subtitles are shown. Finally, she gives other useful information about her role and what she needs in order to provide the best service possible.

WHERE: Classroom

DURATION: Two videos of 20 and 24 minutes.

WHO: SUBTi-Access and the Internationale Hochschule SDI München

42 **LTA Video lecture and Presentation: Online settings and live TV: Testimonial by Veerle Haverhals**

WHAT: Real-time subtitling in online settings and in live TV.

WHY: In these testimonials, Veerle will explain how to best prepare for an online assignment. The preparation can differ according to the additional information that the real-time subtitler has. Then, Veerle will highlight the differences between an online and an on-site assignmentabout her role and what she needs in order to provide the best service possible.
In the testimonial about live TV, Veerle takes you to her office and the TV studio and shows the equipment they use at work.

WHERE: Classroom

DURATION: Two videos of 15 minutes.

WHO: Internationale Hochschule SDI München

43 **LTA Video lecture and Presentation: Virtual meetings: testimonial by Høreforeningen**

WHAT: Real-time subtitling in online meetings.

WHY: The video collects the testimonials of Mette Lundgaard, a web and communication assistant from Høreforeningen, and of end-users who have used real-time subtitles in different online settings. For example, in school and in working environments. We would like to thank them for providing us with the necessary rights.

WHERE: Classroom

DURATION: Two videos of 15 minutes.

WHO: Høreforeningen and EFHOH

44 **Web document: Making Meetings and Events Accessible to Disabled People**
https://www.disability.admin.cam.ac.uk/files/meetings.pdf

WHAT: Accessible meetings

WHY: The document provides information about how to make meetings and events accessible to disabled People

WHERE: Classroom

DURATION: 6 pages

WHO: University of Cambridge

45 https://www.omssa.com/docs/OMSSA_Conducting_Accessible_Meetings.pdf

WHAT: Checklists and tips for meetings Planning accessible conferences

WHY: The document provides guidelines for organization and conduction of meetings as well as tips for the speakers and room set-up

WHERE: Classroom or self-study

DURATION: 32 pages

WHO: An EnAbling Change partnership project with the Government of Ontario

46 Web document: a planning guide for accessible conferences

http://www.accessiblecampus.ca/wp-content/uploads/2016/12/A-Planning-Guide-for-Accessible-Conferences-1.pdf

WHAT: Accessible conferences

WHY: Checklists and tips for meetings Planning accessible conferences

WHERE: Classroom/Homework

DURATION: 36 pages

WHO: Council of Ontario Universities

47 Web document: a guide to accessible events

https://www.tcd.ie/disability/assets/doc/pdf/Accessible_Events.pdf

WHAT: Accessible events in Higher Education

WHY: Accessible Events: A good practice guide for staff organising events in Higher Education

WHERE: Classroom/Homework

DURATION: 36 pages

WHO: Anglia Polytechnic University – National Disability Team

48 LTA video about accessible online meetings

https://ltaproject.eu/?page_id=2418

WHAT: Accessible online meetings

WHY: Online meetings have become quite common. The video shows how real-time intralingual subtitles can be provided in these situations. The video triggers and answers many questions such as what platforms provide a real-time subtitling option? What devices do users need to connect. How does the real-time intralingual subtitler experiences online situations as compared to face-to-face ones?

WHERE: Classroom/Homework

DURATION:

WHO: Internationale Hochschule SDI München

4 Recommended exercises

All Units have exercises. You can find the exercises in the PowerPoint files.

5 Recommended readings for trainees

We recommend you share the reading list of this unit with your trainees.

You can download the Reading list here: https://ltaproject.eu/

6 Assessment

The assessment methodology of this Unit includes:

- **A pre-assessment.** The pre-assessment test can be taken at the ECQA platform:

  http://ecqa.org/

- **A peri-assessment.** The peri-assessment is an assessment that takes place during the learning process of the course: after a general unit, or after each Element of technique specific units. By doing this, you or your trainer can evaluate your progress before the completion of the unit. Section 6.1 down below includes some questions provided by the LTA partners.

- **A post-assessment.** The post-assessment takes place after the course. If you have not used the assessment questions in section 6.1, you can use them for this purpose, i.e., to evaluate your knowledge and skills upon completion of the whole course.

- **ECQA-Intersteno certificate exam.** On top of a trainer's guide, exercises and assessment questions, the LTA consortium has also created an internationally-recognised certificate that a professional can obtain as a proof of their acquired skills in any of the above working contexts.

The exam questions for the certificate are only available on the ECQA platform. The exam includes questions from Unit 1 to 4 and from Unit 5 or 6 depending on your specialization. We recommend you take the exam upon completion of the LTA course. The LTA materials are aimed at training professionals in real-time intralingual subtitling, through respeaking or velotyping, for the following working contexts:

- TV subtitling

- conference subtitling, or speech-to-text interpreting;

- parliamentary subtitling;

- personalised access in daily life (school, work, public administration…).

The certificate will follow these steps to be taken through the ECQA platform:

- Multiple-Choice Questionnaire (MCQ): the candidate answers to questions related to LTA learning outcomes, by selecting the correct answer from a list;

- MARS test: through an online software, the candidate listens to a speech and transcribes it verbatim as accurately and rapidly as possible;

- Oral exam: the candidate discusses – face to face or online – topics related to the profession with the certificate committee. ECQA refers to this part of the exam as "focus group".

These steps are to be taken in the above order, but do not need to be taken at the same time. The candidate – a professional or a student – must take them individually, either the same day or over a set period of days after having passed the MCQs.

Upon request from a educational institution, association or single trainers, ECQA will set up a certification session by gathering internationally-recognised experts in the field the certification is required, in collaboration with the International Federation for Information and Communication Processing INTERSTENO. The committee will prepare the certification materials and monocratically assess the results.

6.1 Peri-assessment questions for the peri-assessment

This section provides questions for self-assessment. This self-assessment can be used by both: trainers in order to activate and test trainees' previous knowledge at the beginning of the course, and trainees who are willing to use the training materials auto-didactically.

Element 1. LO1

1. Ronald Mace inspired the concept of:

    A. The Web Content Accessibility Guidelines.

    B. The Universal Design.

    C. Plain Language.

2. What model is an example of the individual approach?

    A. The social model.

    B. The medical model.

    C. The biopsychosocial model.

Element 1. LO2

Which of the following is not a principle of the Universal Design?

    A. Tolerance for error.

    B. Flexibility in use.

    C. Mechanical use.

Element 1. LO3

If someone speaks too fast, the subtitler can: (more options possible)

    A. Type faster.

    B. Ask the person to speak slower.

    C. Abbreviate or cut the sentences.

Element 2. LO1

For a deafblind person, familiarity is an important aspect.

    A. True.

    B. False.

Element 2. LO2

Which of the following is a major category of hearing loss?

    A. Moderate.

    B. Severe.

    C. Profound.

    D. All of them.

Element 2. LO3

International Sign uses grammar and vocabulary:

    A. From French Sign Language and American Sign Language only.

    B. From all different native sign languages.

    C. From any other Sign Language.

Element 3. LO1

The online survey conducted within the framework of the LTA project showed that:

    A. Real-time subtitlers re-create meaning, ensuring the accuracy of a message.

    B. Real-time subtitlers need background knowledge about accessibility.

    C. Real-time subtitlers can choose the right strategy to convey a particular meaning, according to users' needs.

    D. All of the above options.

Element 3. LO2

Which of the following features facilitate hearing accessibility?

    A. Paying attention to your pace and prosody when talking.

    B. Keeping the microphone close to your mouth.

    C. Facilitating lip-reading.

    D. All of the above options.

Element 3. LO3

When working as a real-time subtitler in educational contexts, it is important to clarify what your role is as an interpreter.

    A. True.

    B. False.

    C. It depends on the school.

6.2   Keys to the peri-assessment questions

This section provides the keys to the peri-assessment, ordered by Elements:

Element 1: b, c, a-b

Element 2: a, d, b

Element 3: d, d, a

6.3   Can I skip the unit?

We recommend to take the self-assessment test at the ECQA platform.

7   ECQA Certification and compliance

This Unit is part of the certified LTA course.

8 References to this guide

CEDEFOP (2017). Defining, writing and applying learning outcomes - A European handbook. Retrieved 06/07/2019 from: https://www.cedefop.europa.eu/en/publications-and-resources/publications/4156

Kennedy, D. (2007). Writing and using learning outcomes: a practical guide. Retrieved 06/7/2019 from: https://cora.ucc.ie/bitstream/handle/10468/1613/A%20Learning%20Outcomes%20Book%20D%20Kennedy.pdf?sequence=1#page=26&zoom=auto,-5,487

Sheffield Hallam University. (2015). How to write learning outcomes. Retrieved 06/07/2019 from: https://academic.shu.ac.uk/assessmentessentials/wp-content/uploads/2015/09/How-to-write-Learning-outcomes-2015.pdf

9 Disclaimer, acknowledgement and copyright information

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10 Additional metadata[3]

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[3] The scheme used is an adaptation of the format provided by the EU project 2014-1-DE01-KA203-000679