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| Name of Organisation | **iSolutions – Digital Learning Team** |
| Title of Internship | Accessibility Allies |
| Location of Internship | B35 Room 2025 – Highfield Campus/remote working |
| Duration of Internship (total weeks) | 11 weeks |
| Start Date | 12/07/21 |
| End Date | 29/09/2021 |
| **Full-time** (35 hours a week) or **Part-time** (if part time please state hours) | Full-time (flexible) |
| Salary (p/h) |  |

**JOB DESCRIPTION**

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| **Job purpose** *Please outline the particular project(s) on which the intern(s) will be working, and how this contributes to the long term strategy of your organisation. The more information you are able to provide, the better understanding students will have of the role and your organisation.* |
| We want to employ several interns with excellent IT skills to work closely with Academic and Professional Services staff across the University to assist with the review and upgrading of digital learning materials to ensure they are accessible to those with a wide range of disabilities.  Day-to-day, the work will involve checking and amending the following aspects of Word documents, PowerPoints, PDFs and other file types:   * heading structure * labelling of data tables * image descriptions * accessible colour contrast * meaningful link text   Automatic captions will need to be generated and corrected for video files.  You will also work alongside Learning Designers to provide advice on how to create accessible content.  We are looking for people who are empathetic and sensitive to the difficulties faced by a wide range of users, not just those with visible disabilities.  Successful candidates will gain a range of transferable skills as well as a valuable insight into ‘digital inclusion’.  We need to recruit across the range of disciplines. *Please state in your application if you have knowledge of subjects that use technical notation such as chemistry, physics or maths etc.* |

| **Key accountabilities/primary responsibilities** | |
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|  | Work as part of a small team of interns in the Digital Learning team and liaise with iSolutions colleagues in the Digital Learning team and Education Applications. |
|  | Liaise with partners in Centre for Higher Education Practice (CHEP), the Library and named academic staff (Team of 25; ADE/DHoSE). Provide advice and support to customers with technical accessibility issues and requests. Promote the benefits of accessible content creation practices. |
|  | Undertake training and personal development to further develop digital skills and knowledge of IT services at Southampton. Constantly seek to develop by learning new technologies and sharing these with the team through mentoring and teaching. Make inclusivity, diversity and (inter)cultural awareness core to your actions and decision-making. |
|  | Maintain administration documentation to monitor progress towards accessibility targets. |
|  | Working primarily with digital learning materials hosted on Blackboard, use software tools to identify potential accessibility issues and make corrections. Create alternatives for media content, such as image descriptions and figure captions. |
|  | Report on progress. |
|  | Support the Digital Learning Team with other relevant tasks. Develop assets required to embed best practice on accessibility, such as guides, policies and processes, working in collaboration with other stakeholders as necessary. |

**PERSON SPECIFICATION**

*In the table below please outline skills and behaviours which are required/desired to undertake the above role, students will be shortlisted based on their ability to demonstrate an aptitude for these.* ***It is essential that all skills and behaviours required for the role are listed here.***

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| **Criteria** | **Essential** | **Desirable** |
| Qualifications, knowledge & experience | Understanding of the use of technology for teaching and learning.   Confident use of Microsoft tools for content creation. Demonstrable skill with using the accessibility checker in Microsoft Office.  Confident use of email and online platforms. | Experience of online learning as a student, including using Blackboard Learn VLE.  Knowledge of developments and best practice in accessibility including standards and guidelines such as WCAG 2.1, BS8878, Public Sector Bodies (Web and Mobile Applications) (no. 2) Accessibility Regulations.  Experience of using assistive technologies (such as screen readers, screen magnifiers, text-to-speech and speech control).  Ability to work with PDFs in Adobe Acrobat. |
| Planning & organising | Methodical approach to project planning. |  |
| Problem solving & initiative | Ability to identify issues and creative approaches to problem-solving.   Ability to work independently and in a self-directed way on projects and objectives outlined by senior staff. |  |
| Management & teamwork | Ability to work in a team and understand team dynamics.  Ability to communicate with team members and understand work schedules and deadlines. |  |
| Communicating & influencing | High-level communication skills including sound oral and written presentation skills.  Confidence in building rapport and working with internal clients and collaborators of diverse ages and backgrounds. | Ability to break down a complex topic to make it understandable to stakeholders. |
| Other skills & behaviours | Methodical, calm and clear-thinking under pressure.  Detail-oriented. |  |
| Special requirements | Knowledge of the broad accessibility needs and concerns of people with disabilities.  Knowledge of the benefits of, or experience in, building an inclusive environment. | An understanding of how anyone regardless of their ability may benefit from assistive technologies and techniques.  Experience of accessibility testing and troubleshooting. |