



THE
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FEDERATION

schools online curriculum content initiative

ACCESS PROFILE VOCABULARY

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Introduction

This vocabulary is used to describe the accessibility of learning content. An access profile is assigned within the metadata when content has been specifically designed for learning experiences that support the profile.

Access profile	Definition
Visual independence	<p>Content supports this profile if it has been specifically designed to facilitate the learning experience for visually impaired users. Content supporting this profile is not, however, guaranteed to be suitable for all visually impaired learners.</p> <p>Vision impairment includes tunnel vision, loss of vision in different parts of a person's visual field, colour blindness, poor acuity, loss of centralised vision and severe vision impairment.</p>
Colour independence	<p>Content supports this profile if it has been specifically designed to facilitate the learning experience of users with impairments to colour perception. Content supporting this profile is not, however, guaranteed to be suitable for all learners with impairments to colour perception.</p> <p>Colour blindness is a common type of vision impairment. Approximately one in ten boys has some degree of colour blindness. Although there are various types of colour blindness, nearly all colour-blind people have difficulty distinguishing between red and green. Most colour-blind people can detect black and white accurately. The majority can also distinguish between shades of blue and yellow.</p> <p>Note: if content supports the 'Visual Independence' profile it also supports this profile.</p>
Hearing independence	<p>Content supports this profile if it has been specifically designed to facilitate the learning experience for hearing impaired users. Content supporting this profile is not, however, guaranteed to be suitable for all hearing impaired learners.</p> <p>Hearing impairment ranges from difficulty to hear some sounds through to complete deafness.</p>
Physical independence	<p>Content supports this profile if it has been specifically designed to facilitate the learning experience for physically impaired users. Content supporting this profile is not, however, guaranteed to be suitable for all physically impaired learners.</p> <p>There are many different types of physical impairments. People can have more than one type of physical impairment. These may include fine and gross motor impairment, sporadic and intermittent movement, limited movement and limited motion, or the ability to manipulate objects and to interact with the physical world may be affected. People may have an acquired a brain injury through accident or trauma, and may experience limited movement to the arms, legs or trunk. They may have conditions such as cerebral palsy, spina bifida, arthrogryposis or degenerative conditions such as muscular dystrophy, Batten-Mayou disease or Friedreich's ataxia.</p>
Device independence	<p>Content supports this profile if it has been specifically designed to be device independent. That is, a user should be able to interact with the content with their preferred input (or output) device. Content supporting this profile is not, however, guaranteed to support all input or output devices.</p>
Cognitive support	<p>Content supports this profile if it has been specifically designed to facilitate the learning experience for cognitively impaired users. Content supporting this profile is not, however, guaranteed to be suitable for all cognitively impaired learners.</p> <p>Cognitive impairments affect mental processing, reasoning, language and memory. These impairments may also exist in combination with other impairments</p>
Generic	<p>Content supports accessibility principles in general, but not necessarily any specific profile(s).</p>