

Student Services Redesign

Ema Devcic

Accessibility Personas



Conor Blake

Ability: requires more time to learn and focus

Attitude: finds struggling a part of his life, but has never let it stop him

Assistive technology & software: text preference settings

"While most tasks are difficult, nothing is impossible"

Pains

- Struggles to read with accuracy and comprehension
- Difficulty reading complex sentences and making sense out of longer texts
- Attention and concentration - trouble staying focused on a task
- Struggles with time management, takes him longer time to complete a task and keep track of assignments and deadlines

Gains

- Overcome the challenge of being dyslexia and earn a collage degree

Role: graphic design student
Age: 24
Family: parents

Goals

- Overcome his struggles and earn a graphic design degree
- Self improvement & confidence

Info

Conor moved with his family to Ireland a few years back, he is still learning to master the English language and was recently diagnosed with dyslexia. Being dyslexic and bilingual has made it difficult for him to keep up concentration, and stay focused on collage assignments. Although Oscar has always done well in school, he often worries he wont be able to keep up with his peers. He likes the information presented visually which is one of the major reasons he choose a career in graphic design.



Oscar Woods

Aptitude: occupational therapy and cognitive behavioral therapy

Attitude: believes in persistence and hard work to achieve his goals

Assistive technology & software: pen a with special grip

"Experience has taught me that no goal is unreachable"

Pains

- Navigating the websites with cluttered UI and clear organization
- Overwhelmed by the resources and literature
- Struggling to type quickly and accurately on a keyboard, making online assignments and communication challenging
- Managing a full time job, family and collage

Gains

- Website that are easy to use and accessible for those with limited motor skills.

Role: broadcast production student
Age: 48
Family: wife & two children

Goals

- Finding time for personal life and his family
- Getting better with the use of technology

Info

Oscar has a good job within a large TV broadcast company, he wants get a better position within his company. He's decided to get a bachelor's degree in production in order to land his dream job a broadcasting producer. Oscar is a father of two teenage girls and values finding the time for his family. When he was young he was diagnosed with dyspraxia and a result mas reduced motor skills and restricted movement in his hands.



Sophie O'Donnell

Aptitude: motivated and willing to put in the work necessary to succeed

Attitude: Strives to be more independent

Assistive technology & software: JAWS (text to speech) screen reader, voice-over, audio note-taker and Siri for voice input

"I'm not flawed, technology is!"

Pains

- Objects online that don't work with her screen reader
- Lack of proper description (alt text)
- Sites that don't have good hierarchy headings
- Features that don't work well with her screen reader
- Information that is exclusively visual
- Websites that are difficult to navigate using a keyboard
- Complex navigation

Gains

- Web content that work seamlessly with a screen reader
- To learn and to do assignments independently without asking for help

Role applied psychology student
Age: 20
Family: sister & mother

Goals

- Complete a degree in psychology and become a counselor
- She is passionate about helping people and believes that her experiences with disability and neurodiversity could be an asset in her future profession.

Info

Sophie lost most of her sight as a child due to genetic condition. She was al feels at an disadvantage because it takes her longer access and learn course material, then it does to other students. She is also saving up for a brail display. Preferers word documents as they work better with her screen reader. iPhone voice-over and speak screen help her find her way around her phone and MacBook. Uses a keyboard to navigate websites. Complex websites can be challenging to use and difficult to understand.

User Interview

User Interview

- **How do you interact with websites as a visually impaired user?**

I interact with websites using standard devices such as laptops, tablets and a phone. However I also use a Hims Braillesense 6 Notetaker. You can google this one. I don't often use it but occasionally it's necessary. In the case of the laptop, phone and tablet, they are equipped with a screen reader. This is software which allows me to navigate websites using the keyboard. It sends the information to a speech synthesiser or Braille display. It also speaks everything I type into things like forms etc.

- **What are the biggest challenges you face when using websites?**

A very good question. It honestly depends on the website. Some issues are badly used headings or other HTML tags (like nav, div/span, etc.). Also, images with no alt-text can be a problem. Link text which is not descriptive can make things confusing. When it comes to interactive sites, forms which haven't been labelled correctly can really prove challenging. Also, there is a tendency in modern web development to use JavaScript libraries with pre-made components or form controls. For example: a country list in JavaScript which hasn't been coded correctly won't be accessible, so you won't be able to select the country. This can be really problematic. For a great example of this, try booking a flight on Ryanair just using the keyboard... nothing else (no mouse etc.) and see how you get on. (hint: it can't be done).

- **How often do you encounter platforms that are not accessible to blind users?**

That's hard to answer. Lots of platforms have accessibility issues and you need to develop work-arounds. However it's rare to find something totally inaccessible. Both Ryanair and AerLingus are inaccessible for different reasons. For example: as I said in the previous question, I can't book a flight on Ryanair because I can't enter the destination airport from the keyboard. If I try to book a flight on Aerlingus, I can do it on Windows using a screen reader but not on Mac. The reason is that the screen listing flight options doesn't work with Voiceover or Safari.

- **What are some of the specific assistive technologies or tools you use to access websites?**

Okay so on Windows I use either JAWS or NVDA. On Mac I use the standard voiceover screen reader. Same on iOS and iPad.

- **Are there any specific design elements or features that you find particularly helpful in a website as a visually impaired user?**

Really good use of headings, lists and other semantic HTML elements. Use ARIA as little as possible, and only when you need to. Ensure images have alt text (or blank alt text if decorative). Use of regions (nav, main etc.) is helpful too.

- **Is there anything that I didn't ask, that you might think would be beneficial for me to know?**

When designing a website always consult with users. Make sure that you include people with disabilities in that consultation process

Frustrations: bad headings and labeling, link text which doesn't have a description, JavaScript forms,

Best practices: Good headings, alt text and labeling

Navigation via keyboard

Advice: include users in reserach

Accessibility Practices - Research Insights

- Use semantic HTML: Semantic HTML is HTML that describes the meaning of the content, rather than its presentation. This helps screen readers to understand the structure of your content.
- Provide alternative text for images: Screen readers cannot interpret images, so provide alternative text (alt text) for all images on your website. The alt text should be descriptive and give blind users a clear picture of what the image is conveying.
- Use proper heading hierarchy: Use heading tags (H1, H2, H3, etc.) to structure your content properly. Blind users rely on heading tags to navigate your website using keyboard commands.
- - Avoid using images for important information: Blind users cannot see images, so avoid using images for important information such as logos, buttons, or navigation. Use text instead.
- Use descriptive link text: Use descriptive link text instead of generic text such as "click here". Blind users use screen readers to navigate links, so the link text should describe where the link goes.
- Provide clear and simple language: Use clear and simple language that is easy to understand. Avoid using jargon or complex words that may be hard for blind users to comprehend.
- Use keyboard navigation: Blind users rely on keyboard commands to navigate your website, so ensure your website is keyboard accessible.
- Test your website with a screen reader: Testing your website with a screen reader can help ensure that it is accessible to blind users. Try to use a variety of screen readers to ensure compatibility.

Provide enough color contrast

Don't rely on color only to convey meaning

Avoid text over background images

People can choose their own way to interact with a site. Some people work best with tactile controls - buttons and other controls they can feel - while others work best with pointing devices. All of this adds up to giving people the ability and means of to control their own environment, the time an space to work at their own pace in their own way, and the software and hardware that works best for them.

61% of user reported that the first thing they did on a page was scan the headings using the navigation tools in their assistive technology

Enable manual font size adjustment

Prioritize important information

Test website with for keyboard accessibility

Clear and consistent model, this practice especially benefits users who use screen readers and other technologies that read the page linearly. Consistent place of elements helps users create mental models.

Use clean presentation where people can clearly perceive and understand element in the design

Add relevant alt text

Organize content with useful headings

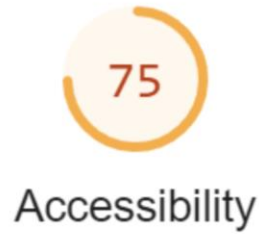
Reduce ads

The experience should be intuitive, structured, and simple to use for people with visual impairments. Elements must be well-organized, labeled appropriately, and optimally designed with a limited amount of navigation required. This user experience journey map offers an accessible and inclusive approach to designing digital platforms that cater to people with visual impairments.

Do's & Don'ts of Designing for Accessibility

	DONT	DO
CONTROLS	<ul style="list-style-type: none"> • Use "select" for actions, because it can be difficult for those using a keyboard. • Use Drag & Drop as the only option - this kind of interaction requires a pointing device and use of dexterity. • Add changes to the UI that are not triggered by an user request (example, carousel). Uncontrolled motion in an interface is distracting and impacts comprehension. 	<ul style="list-style-type: none"> • Use select/activate model, where elements are selected and identified and then activated by the user. • Let users control the operation of the UI (load the first image and let users with clear controls for further advancing.) • Offer a keyboard-accessible alternative approach to move items from one side to the other. • Show which element has keyboard focus - keyboard users can also benefit from a clear indicator showing which element currently has focus. • Allow for different display requirements - user can modify the display (example enlarge text)
LANGUAGE	<ul style="list-style-type: none"> • Use passive sentences that can sound weak and don't make a good call to action. Example: "The product was ordered on March 20, 2023" • Hide action in a noun - use fewer words, emphasizes the action and sounds better. Example: "Make a payments using a credit card" 	<ul style="list-style-type: none"> • Use active writing when appropriate. Example: "You ordered this product on March 20, 2023 " • Put the action in the verbs - uses fewer words, emphasizes the action and sounds better. Example: "Pay by credit card" • Talk to the readers - if appropriate get personal an talk directly, using "you". this leads to a better conversation • Use plain language with clear purpose (know what you are trying to say), solid structure (use semantic markup for content elements) and clear presentation (make content readable in both word and design)
HIERARCHY	<ul style="list-style-type: none"> • Clutter the UI - remove unnecessary distraction, so users can focus on the task 	<ul style="list-style-type: none"> • Organize information in a sequence that's logical for the users • Break up clock of text into short paragraphs with headings • Use bullets and tables to make lists easier to identify and read • Use a lot of (useful) headings - add meaningful heading for each section • Use heading tags in correct order (h1 to h6) • Use introductory phrases or sentences to announce the topic before diving into details
COLOR & CONTRAST	<ul style="list-style-type: none"> • Rely on color alone to convey meaning - this includes relying on background color to define different sections 	<ul style="list-style-type: none"> • Use color contrast to separate foreground from the background - maximize color differences
TYPOGRAPHY	<ul style="list-style-type: none"> • Use absolute value for text size 	<ul style="list-style-type: none"> • Use relative value for text size - check stylesheets and fonts to make sure all text enlarges properly • Use Sans-Serif fonts with distinct letter shapes that help people with dyslexia and other vision disabilities read more easily.
GRAPHICS & MULTIMEDIA	<ul style="list-style-type: none"> • Use graphic images for textual elements - example: links 	<ul style="list-style-type: none"> • Provide alternative text (alt) - describe the content or meaning of the media • Add closed caption - captions and video description make video accessible to people who cannot hear the audio • Add closed caption - captions and video description make video accessible to people who cannot hear the audio • Identify the target of the link - if the image is a link, in alt text write the link destination • Provide an alternative to media - if if need add a separate alternative to existing media, like a transcript
TOLERNACE FOR ERROR	<ul style="list-style-type: none"> • Provide instructions that rely only on visual ques - don't use descriptions of the color, shape or location of an element as the only cue for how to find it. 	<ul style="list-style-type: none"> • Use consistency - consistent designs are easier to use because one learned, the interaction model can be applied through the platform • Location - inform the user about his location on the website • Provide strong orientation clues, when users follow a link they need to know where they have landed and what's available on the page.

Student Services Analysis



- Buttons do not have an accessible name
- Form labels do not have associated labels
- Links do not have a discernible name
- On some places background and foreground colors do not have a sufficient contrast ratio
- Heading elements are not in a sequentially-descending order

Source: Google Lighthouse
<https://iaadt.ie/services/institute-student-services/>

The screenshots illustrate various accessibility issues on the Student Services website:

- 1** Missing title telling the user that he is on Student Services part of the website.
- 2** Difficult to find content.
- 3** Possibly a search bar.
- 4** Inconsistent contact details.
- 5** Main page is the same as other content.
- 6** Inconsistent content, needs rewriting.
- 7** Writing should be more clear and simple.

- No breadcrumbs or indicator what is users location on the website
- Missing title telling the user that he is on Student Services part of the website
- Difficult to find content
- Possibly a search bar
- Inconsistent contact details
- Main page is the same as other content
- Inconsistent content, needs rewriting.
- Writing should be more clear and simple

Information Architecture Analysis

2	Page ID	Page Name
3	0	IADT - Student Services
4	1	PATH Initiative at IADT
5	2	Information point
6	3	Access Service
7	3.1	Community Outreach
8	3.2	Hear Scheme
9	3.3	FETAC Entrants
10	3.4	Mature Students
11	3.5	Post-Entry Supports
12	3.6	Dublin Learning City
13	4	Careers Centre
14	4.1	Careers Information
15	4.2	Employability Statement
16	4.3	Graduate Outcomes Surveys 2011 - 2021
17	4.4	Career Videos
18	5	Student Learning Centre
19	5.1	Student Learning Resources
20	5.2	Maths Support
21	6	Disability Support Service
22	6.1	DARE Scheme
23	7	Assistive Technology
24	7.1	Grammarly
25	7.2	Blackboard Ally in IADT
26	7.3	Text to Speech & Writing Software
27	7.4	Read and Write Training & Support
28	7.5	Note Taking Technologies
29	7.6	Voice Recognition Technologies
30	7.7	Mobile & Web Apps
31	8	First Year Focus / Student Services
32	9	Health Centre IADT
33	10	Student Counselling
34	10.1	Mental Health Information
35	10.2	50808 Crisis Text Line
36	10.3	Mindfulness & Relaxation Techniques
37	10.4	Bereavement
38	10.5	External Courses
39	11	Student Finance & Scholarships
40	11.1	IADT Laptop Loan Scheme for COVID-19
41	11.2	Access Scholarships for Asylum Seekers/Refugee Applicants
42	11.3	Student Assistance Fund
43	11.4	1916 Bursary

2	Page URL
3	https://iadt.ie/services/institute-student-services/
4	https://iadt.ie/services/institute-student-services/path-initiative-at-iadt/
5	https://iadt.ie/services/institute-student-services/information-point/
6	https://iadt.ie/services/institute-student-services/access-social-inclusion/
7	https://iadt.ie/services/institute-student-services/access-social-inclusion/community-outreach/
8	https://iadt.ie/services/institute-student-services/access-social-inclusion/hear-scheme/
9	https://iadt.ie/services/institute-student-services/access-social-inclusion/fetac-entrants/
10	https://iadt.ie/services/institute-student-services/access-social-inclusion/mature-students/
11	https://iadt.ie/services/institute-student-services/access-social-inclusion/post-entry-supports/
12	https://iadt.ie/services/institute-student-services/access-social-inclusion/dublin-learning-city/
13	https://iadt.ie/services/institute-student-services/careers-advisory-service/
14	https://iadt.ie/services/institute-student-services/careers-advisory-service/careers-information/
15	https://iadt.ie/services/institute-student-services/careers-advisory-service/employability/
16	https://iadt.ie/services/institute-student-services/careers-advisory-service/graduate-destination/
17	https://iadt.ie/services/institute-student-services/careers-advisory-service/youtube-videos/
18	https://iadt.ie/services/institute-student-services/learning-supports/
19	https://iadt.ie/services/institute-student-services/learning-supports/useful-learning-support/
20	https://iadt.ie/services/institute-student-services/learning-supports/useful-learning-support/
21	https://iadt.ie/services/institute-student-services/disability-support-services/
22	https://iadt.ie/services/institute-student-services/disability-support-services/dare-scheme/
23	https://iadt.ie/services/institute-student-services/assistive-technology-services/
24	https://iadt.ie/services/institute-student-services/assistive-technology-services/services-institute-student-services-assistive-technology-services-grammarly/
25	https://iadt.ie/services/institute-student-services/assistive-technology-services/blackboard-ally/
26	https://iadt.ie/services/institute-student-services/assistive-technology-services/text-to-speech-wr/
27	https://iadt.ie/services/institute-student-services/assistive-technology-services/text-to-speech-software-read-and-write-training-support/
28	https://iadt.ie/services/institute-student-services/assistive-technology-services/note-taking-techn/
29	https://iadt.ie/services/institute-student-services/assistive-technology-services/voice-recognition-techn/
30	https://iadt.ie/services/institute-student-services/assistive-technology-services/mobile-web-apps/
31	https://iadt.ie/first-year-focus/
32	https://iadt.ie/services/institute-student-services/health-centre/
33	https://iadt.ie/services/institute-student-services/student-counselling/
34	https://iadt.ie/services/institute-student-services/student-counselling/information-on-the-web/
35	https://iadt.ie/services/institute-student-services/student-counselling/50808-crisis-text-line/
36	https://iadt.ie/services/institute-student-services/student-counselling/relaxation-techniques/
37	https://iadt.ie/services/institute-student-services/student-counselling/bereavement/
38	https://iadt.ie/services/institute-student-services/student-counselling/external-courses/
39	https://iadt.ie/services/institute-student-services/student-finance/
40	https://iadt.ie/services/institute-student-services/student-finance/iadt-laptop-loan-scheme-for-covid-19/
41	https://iadt.ie/services/institute-student-services/student-finance/access-scholarships-for-asylum-seekers-refugee-applicants/
42	https://iadt.ie/services/institute-student-services/student-finance/student-assistance-fund/
43	https://iadt.ie/services/institute-student-services/student-finance/1916-leaders-and-learners-bursary/

2	Intended Audience	Subject or Topic
3	Students	Student support
4	Students	Consortium for higher education
5	Students, visitors, families	Information point services
6	Students	Learning for diverse students
7	Students	Programs for students
8	Students	Scheme for students from disadvantaged backgrounds
9	Prospective students	Students applying for QQI/FETAC scheme
10	Prospective students	Support for mature students
11	Students	Help for financial or student wellbeing
12	Students	Promoting learning in Dublin
13	Students, employers	Help with career planing
14	Students	External link for career support
15	Students	Career support statement
16	Prospective students, families	Information on life of students after graduation
17	Students	Interview & CV support
18	Students	Learning support
19	Students	Links to learning resources
20	Students	Support in learning maths
21	Students	Support for students with disabilities
22	Prospective students	DARE scheme information
23	Prospective students, students	Training & help with assistive technology
24	Students	Tool for grammar support
25	Students	Tool for creating alternative files
26	Students	Tool for reading/writing software
27	Students	Software for reading/writing
28	Students	Technologies for taking notes
29	Students	Technologies for voice recognition
30	Students	Assistive technologies for mobile & web apps
31	Students	First year students information
32	Students	Medical support
33	Students	Counselling for students
34	Students	Mental health external links
35	Students	Messaging support service
36	Students	External links for relaxation techniques
37	Students	Grief counselling information
38	Students	External link to mental health
39	Students	Finance scholarship information
40	Students	Laptop loaning
41	Students	Scholarships for refugee students
42	Students	Support for students with financial difficulties
43	Students	Bursary information

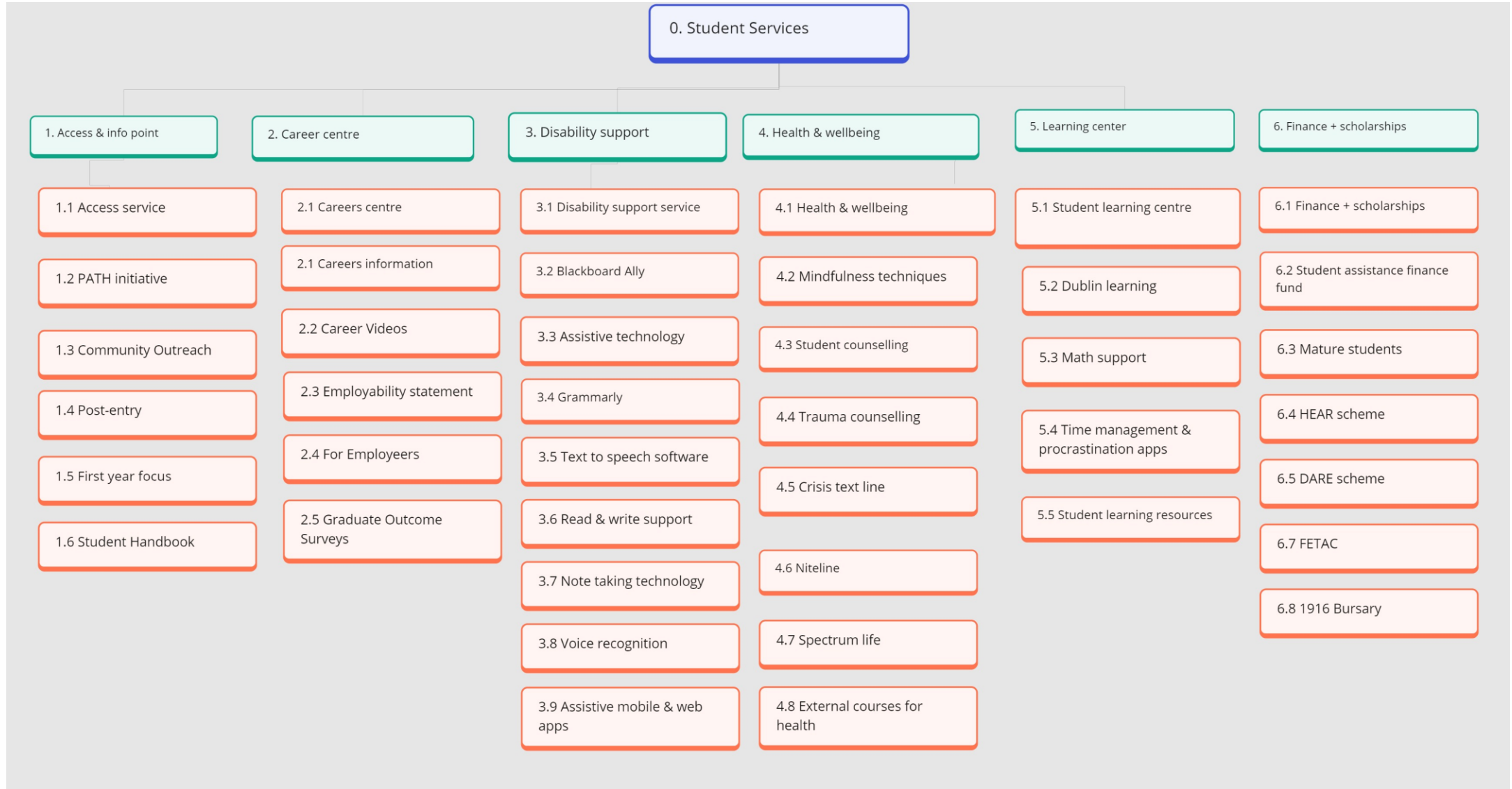
2	Plain Language	Clear Headings	Chunking	Clarity of Message	Tone of Voice
3	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
4	1 - NO	3 - YES	3 - YES	2 - SOMEWHAT	2 - SOMEWHAT
5	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
6	2 - SOMEWHAT	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES
7	3 - YES	3 - YES	2 - SOMEWHAT	2 - SOMEWHAT	3 - YES
8	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
9	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
10	2 - SOMEWHAT	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES
11	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
12	3 - YES	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES
13	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
14	3 - YES	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES
15	2 - SOMEWHAT	3 - YES	3 - YES	1 - NO	2 - SOMEWHAT
16	3 - YES	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES
17	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
18	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
19	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
20	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES	3 - YES
21	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
22	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES	2 - SOMEWHAT
23	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
24	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
25	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
26	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
27	3 - YES	2 - SOMEWHAT	3 - YES	1 - NO	3 - YES
28	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES
29	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
30	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
31	3 - YES	2 - SOMEWHAT	2 - SOMEWHAT	3 - YES	3 - YES
32	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES
33	3 - YES	2 - SOMEWHAT	2 - SOMEWHAT	3 - YES	3 - YES
34	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
35	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
36	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
37	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
38	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
39	3 - YES	3 - YES	3 - YES	3 - YES	2 - SOMEWHAT
40	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES
41	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
42	3 - YES	3 - YES	3 - YES	3 - YES	3 - YES
43	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES	3 - YES

2	Formatting
3	3 - YES
4	3 - YES
5	3 - YES
6	3 - YES
7	2 - SOMEWHAT
8	3 - YES
9	3 - YES
10	2 - SOMEWHAT
11	3 - YES
12	3 - YES
13	3 - YES
14	3 - YES
15	3 - YES
16	3 - YES
17	3 - YES
18	3 - YES
19	3 - YES
20	3 - YES
21	3 - YES
22	3 - YES
23	3 - YES
24	3 - YES
25	3 - YES
26	3 - YES
27	2 - SOMEWHAT
28	2 - SOMEWHAT
29	3 - YES
30	2 - SOMEWHAT
31	1 - NO
32	3 - YES
33	3 - YES
34	3 - YES
35	3 - YES
36	3 - YES
37	3 - YES
38	3 - YES
39	1 - NO
40	3 - YES
41	3 - YES
42	3 - YES
43	3 - YES

Card Sorting



Hierarchical Task Analysis



Navigation Redesign

Assistive Technology ▾

- Grammarly ▶
- Time Management and Procrastination apps ▶
- Blackboard Ally in IADT ▶
- Text to Speech & Writing Software ▶
- Read and Write Training & Support ▶
- Note Taking Technologies ▶
- Voice Recognition Technologies ▶
- Mobile & Web Apps ▶
- Ebooks in the Library – Accessibility ▶



Student Services

Disability Support

- Blackboard Ally in IADT
- Assistive Technology
- Grammarly
- Text to Speech & Writing Software
- Read & Write Training & Support
- Note Taking Technologies
- Voice Recognition Technologies
- Mobile & Web Apps

Contact Redesign

Opening Hours:

From September 2022 the Information Point will be open from 9am to 4pm Monday – Friday.

Contact the Information Point via email on info@iadt.ie or tel: +35312394400.


Student Experience Manager	Student Experience Administrator
Denise McMorroW	Mary Murphy
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E-mail

Dawn O'Connor



Send a message
dawn.connor@iadt.ie
E-mail

Book now
careershub.iadt.ie
CareersHub

Student Learning Centre

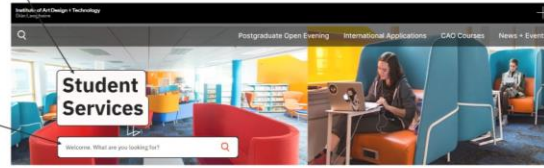
Send a message
learningdevelopment@iadt.ie
E-mail

Inspiration:

Use introductory phrases or sentences to announce the topic before diving into details

Title - location indicator

Student Services Main Page

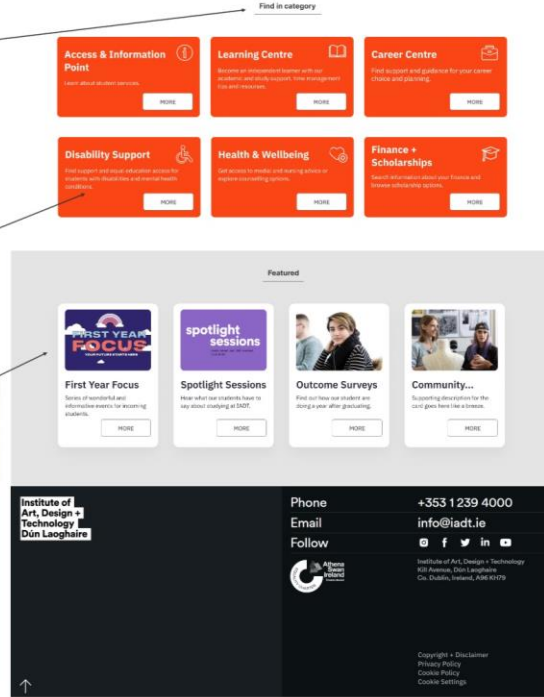


Search bar for easy access to information

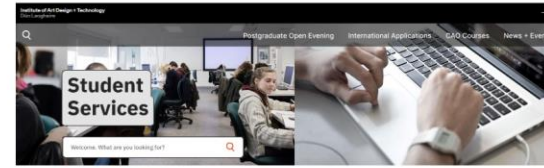
"Find in category" - active voice telling user what to do now

Description for each category, written in active voice

Featured section, latest news workshops and more



Disability Support page

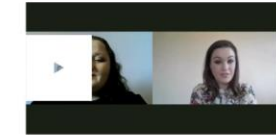


New header picture for every category

Through breadcrumbs users can find their location on the website

Disability Support

The Disability Support Service aims to promote inclusion, advocacy, and active participation in college life. The service provides equal access to education for IADT students with a range of disabilities and mental health conditions.



Improved navigation

Hierarchy: main page, category and subcategory

- Who can register with the disability support office?
- Do I need to provide documentation?
- Is there founding available?
- Who can register with the disability support office?
- How does it work?
- Who can register with the disability support office?

Location & Get in Touch always at the end of the page

Consistent contact card

Action button to get in touch via email

Location
The Disability Support Service is located in the Carriglea Building, Room C006. As you enter the building through the double doors, turn right and continue down the corridor until you reach the students services suite. The Disability Office is on the left hand side.

Get in Touch

Alexandra McDonald, Disability Officer

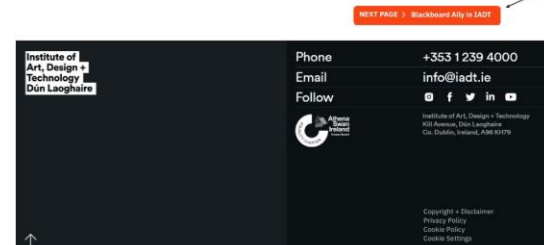
Call directly at +353 01 239 4895

Send a message disabilityservices@iadt.ie

Send

"NEXT PAGE" button

Very useful for keyboard users



Final product

Student Services

- Access & Information Point
- Learning Centre
- Career Centre
- Disability Support
- Health & Wellbeing
- Finance Scholarships

Access & Information Point

WELCOME TO THE ACCESS & INFORMATION POINT

- Access & Information Point
- Learning Centre
- Disability Support
- Health & Wellbeing
- Finance Scholarships

WELCOME TO THE ACCESS & INFORMATION POINT

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Access Service

WELCOME TO THE ACCESS SERVICE

WELCOME TO THE ACCESS SERVICE

Learning Centre

WELCOME TO THE LEARNING CENTRE

WELCOME TO THE LEARNING CENTRE

Disability Support

WELCOME TO THE DISABILITY SUPPORT SERVICE

WELCOME TO THE DISABILITY SUPPORT SERVICE

Careers Centre

WELCOME TO THE CAREERS CENTRE

WELCOME TO THE CAREERS CENTRE

Health & Wellbeing

WELCOME TO THE HEALTH & WELLBEING SERVICE

WELCOME TO THE HEALTH & WELLBEING SERVICE

Finance + Scholarships

WELCOME TO THE FINANCE + SCHOLARSHIPS SERVICE

WELCOME TO THE FINANCE + SCHOLARSHIPS SERVICE

Student Support at IADT

WELCOME TO THE STUDENT SUPPORT AT IADT

WELCOME TO THE STUDENT SUPPORT AT IADT

Access Service

WELCOME TO THE ACCESS SERVICE

WELCOME TO THE ACCESS SERVICE

Learning Centre

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WELCOME TO THE LEARNING CENTRE

Disability Support

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WELCOME TO THE DISABILITY SUPPORT SERVICE

Careers Centre

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WELCOME TO THE CAREERS CENTRE

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