

# Student Services Redesign

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# 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"**

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.

### 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



## 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"**

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.

### 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.



## 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  
research

# 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.

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.

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.

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

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

# Do's & Don'ts of Designing for Accessibility

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

# Student Services Analysis



## Accessibility

- 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://iadt.ie/services/institute-student-services/>

The screenshots show the following issues:

- Student Services:** Missing title or indicator what is user's location on the website.
- Disability Support Service:** Missing title telling the user that he is on Student Services part of the website.
- Assistive Technology:** Difficult to find content.
- Student Handbooks:** Possibly a search bar.
- Health Centre:** Inconsistent contact details.
- Disability Support Services in IADT:** Main page is the same as other content.
- Assistive Technology:** Inconsistent content, needs rewriting.
- Contact Details:** Writing should be more clear and simple.

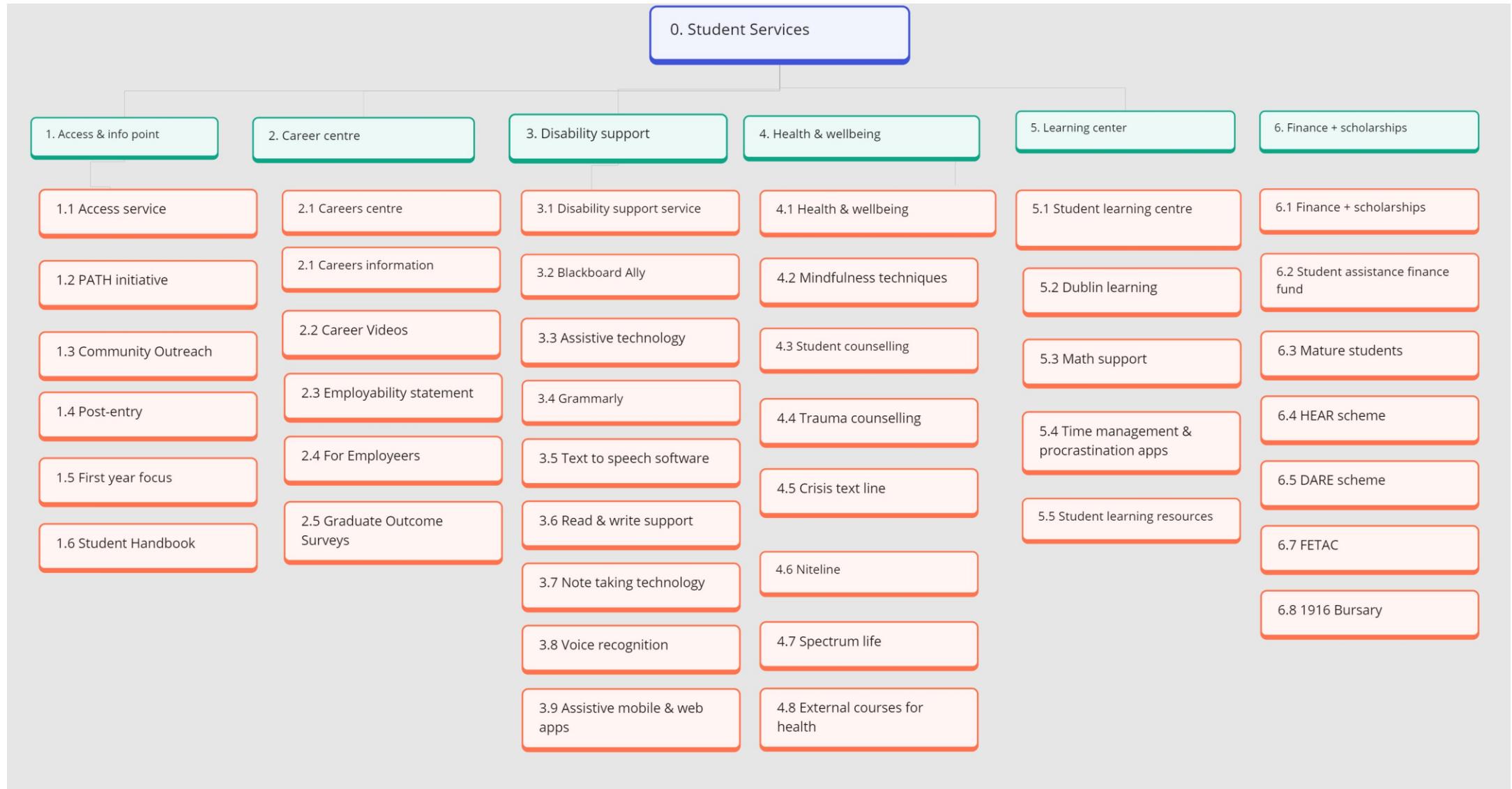
# Information Architecture Analysis

2	Page ID	Page Name	2	Page URL	2	Intended Audience	Subject or Topic	2	Plain Language	Clear Headings	Chunking	Clarity of Message Tone of Voice	2	Formatting	
3	0	IADT - Student Services	3	<a href="https://iadt.ie/services/institute-student-services/">https://iadt.ie/services/institute-student-services/</a>	3	Students	Student support	3	3 - YES	3 - YES	3 - YES	3 - YES	3	3 - YES	
4	1	PATH Initiative at IADT	4	<a href="https://iadt.ie/services/institute-student-services/path-initiative-at-iadt/">https://iadt.ie/services/institute-student-services/path-initiative-at-iadt/</a>	4	Students	Consortium for higher education	4	1 - NO	3 - YES	3 - YES	2 - SOMEWHAT	2	3 - YES	
5	2	Information point	5	<a href="https://iadt.ie/services/institute-student-services/information-point/">https://iadt.ie/services/institute-student-services/information-point/</a>	5	Students, visitors, families	Information point services	5	3 - YES	3 - YES	3 - YES	3 - YES	5	3 - YES	
6	3	Access Service	6	<a href="https://iadt.ie/services/institute-student-services/access-social-inclusion/">https://iadt.ie/services/institute-student-services/access-social-inclusion/</a>	6	Students	Learning for diverse students	6	2 - SOMEWHAT	3 - YES	3 - YES	2 - SOMEWHAT	3	3 - YES	
7	3.1	Community Outreach	7	<a href="https://iadt.ie/services/institute-student-services/access-social-inclusion/community-outreach/">https://iadt.ie/services/institute-student-services/access-social-inclusion/community-outreach/</a>	7	Students	Programs for students	7	3 - YES	3 - YES	2 - SOMEWHAT	2 - SOMEWHAT	3	3 - YES	
8	3.2	Hear Scheme	8	<a href="https://iadt.ie/services/institute-student-services/access-social-inclusion/hear-scheme/">https://iadt.ie/services/institute-student-services/access-social-inclusion/hear-scheme/</a>	8	Students	Scheme for students from disadvantaged backgrounds	8	3 - YES	3 - YES	3 - YES	3 - YES	8	3 - YES	
9	3.3	FETAC Entrants	9	<a href="https://iadt.ie/services/institute-student-services/access-social-inclusion/fetac-entrants/">https://iadt.ie/services/institute-student-services/access-social-inclusion/fetac-entrants/</a>	9	Prospective students	Students applying for QQI/FETAC scheme	9	3 - YES	3 - YES	3 - YES	3 - YES	9	3 - YES	
10	3.4	Mature Students	10	<a href="https://iadt.ie/services/institute-student-services/access-social-inclusion/mature-students/">https://iadt.ie/services/institute-student-services/access-social-inclusion/mature-students/</a>	10	Prospective students	Support for mature students	10	2 - SOMEWHAT	3 - YES	2 - SOMEWHAT	2 - SOMEWHAT	10	2 - SOMEWHAT	
11	3.5	Post-Entry Supports	11	<a href="https://iadt.ie/services/institute-student-services/access-social-inclusion/post-entry-supports/">https://iadt.ie/services/institute-student-services/access-social-inclusion/post-entry-supports/</a>	11	Students	Help for financial or student wellbeing	11	3 - YES	3 - YES	3 - YES	3 - YES	11	3 - YES	
12	3.6	Dublin Learning City	12	<a href="https://iadt.ie/services/institute-student-services/access-social-inclusion/dublin-learning-city/">https://iadt.ie/services/institute-student-services/access-social-inclusion/dublin-learning-city/</a>	12	Students	Promoting learning in Dublin	12	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES	12	3 - YES	
13	4	Careers Centre	13	<a href="https://iadt.ie/services/institute-student-services/careers-advisory-service/">https://iadt.ie/services/institute-student-services/careers-advisory-service/</a>	13	Students, employers	Help with career planning	13	3 - YES	3 - YES	3 - YES	3 - YES	13	3 - YES	
14	4.1	Careers Information	14	<a href="https://iadt.ie/services/institute-student-services/careers-advisory-service/careers-information/">https://iadt.ie/services/institute-student-services/careers-advisory-service/careers-information/</a>	14	Students	External link for career support	14	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES	14	3 - YES	
15	4.2	Employability Statement	15	<a href="https://iadt.ie/services/institute-student-services/careers-advisory-service/employability/">https://iadt.ie/services/institute-student-services/careers-advisory-service/employability/</a>	15	Students	Career support statement	15	2 - SOMEWHAT	3 - YES	3 - YES	2 - SOMEWHAT	15	3 - YES	
16	4.3	Graduate Outcomes Surveys 2011 - 2021	16	<a href="https://iadt.ie/services/institute-student-services/careers-advisory-service/graduate-destination/">https://iadt.ie/services/institute-student-services/careers-advisory-service/graduate-destination/</a>	16	Prospective students, families	Information on life of students after graduation	16	3 - YES	3 - YES	3 - YES	2 - SOMEWHAT	16	3 - YES	
17	4.4	Career Videos	17	<a href="https://iadt.ie/services/institute-student-services/careers-advisory-service/youtube-videos/">https://iadt.ie/services/institute-student-services/careers-advisory-service/youtube-videos/</a>	17	Students	Interview & CV support	17	3 - YES	3 - YES	3 - YES	3 - YES	17	3 - YES	
18	5	Student Learning Centre	18	<a href="https://iadt.ie/services/institute-student-services/learning-supports/">https://iadt.ie/services/institute-student-services/learning-supports/</a>	18	Students	Learning support	18	3 - YES	3 - YES	3 - YES	3 - YES	18	3 - YES	
19	5.1	Student Learning Resources	19	<a href="https://iadt.ie/services/institute-student-services/learning-supports/useful-learning-support-">https://iadt.ie/services/institute-student-services/learning-supports/useful-learning-support-</a>	19	Students	Links to learning resources	19	3 - YES	3 - YES	3 - YES	3 - YES	19	3 - YES	
20	5.2	Maths Support	20	<a href="https://iadt.ie/services/institute-student-services/learning-supports/useful-learning-support-">https://iadt.ie/services/institute-student-services/learning-supports/useful-learning-support-</a>	20	Students	Support in learning maths	20	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES	20	3 - YES	
21	6	Disability Support Service	21	<a href="https://iadt.ie/services/institute-student-services/disability-support-services/">https://iadt.ie/services/institute-student-services/disability-support-services/</a>	21	Students	Support for students with disabilities	21	3 - YES	3 - YES	3 - YES	3 - YES	21	3 - YES	
22	6.1	DARE Scheme	22	<a href="https://iadt.ie/services/institute-student-services/disability-support-services/dare-scheme/">https://iadt.ie/services/institute-student-services/disability-support-services/dare-scheme/</a>	22	Prospective students	DARE scheme information	22	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES	22	3 - YES	
23	7	Assistive Technology	23	<a href="https://iadt.ie/services/institute-student-services/assistive-technology-services/">https://iadt.ie/services/institute-student-services/assistive-technology-services/</a>	23	Prospective students, students	Training & help with assistive technology	23	3 - YES	3 - YES	3 - YES	3 - YES	23	3 - YES	
24	7.1	Grammarly	24	<a href="https://iadt.ie/services/institute-student-services/assistive-technology-services/services-institute-student-services-assistive-technology-services-grammarly/">https://iadt.ie/services/institute-student-services/assistive-technology-services/services-institute-student-services-assistive-technology-services-grammarly/</a>	24	Students	Tool for grammar support	24	3 - YES	3 - YES	3 - YES	3 - YES	24	3 - YES	
25	7.2	Blackboard Ally in IADT	25	<a href="https://iadt.ie/services/institute-student-services/assistive-technology-services/blackboard-ally/">https://iadt.ie/services/institute-student-services/assistive-technology-services/blackboard-ally/</a>	25	Students	Tool for creating alternative files	25	3 - YES	3 - YES	3 - YES	3 - YES	25	3 - YES	
26	7.3	Text to Speech & Writing Software	26	<a href="https://iadt.ie/services/institute-student-services/assistive-technology-services/text-to-speech-writing-software/">https://iadt.ie/services/institute-student-services/assistive-technology-services/text-to-speech-writing-software/</a>	26	Students	Tool for reading/writing software	26	3 - YES	3 - YES	3 - YES	3 - YES	26	3 - YES	
27	7.4	Read and Write Training & Support	27	<a href="https://iadt.ie/services/institute-student-services/assistive-technology-services/read-and-write-training-support/">https://iadt.ie/services/institute-student-services/assistive-technology-services/read-and-write-training-support/</a>	27	Students	Software for reading/writing	27	3 - YES	2 - SOMEWHAT	3 - YES	1 - NO	3 - YES	27	2 - SOMEWHAT
28	7.5	Note Taking Technologies	28	<a href="https://iadt.ie/services/institute-student-services/assistive-technology-services/note-taking-technologies/">https://iadt.ie/services/institute-student-services/assistive-technology-services/note-taking-technologies/</a>	28	Students	Technologies for taking notes	28	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES	28	2 - SOMEWHAT	
29	7.6	Voice Recognition Technologies	29	<a href="https://iadt.ie/services/institute-student-services/assistive-technology-services/voice-recognition-technologies/">https://iadt.ie/services/institute-student-services/assistive-technology-services/voice-recognition-technologies/</a>	29	Students	Technologies for voice recognition	29	3 - YES	3 - YES	3 - YES	3 - YES	29	3 - YES	
30	7.7	Mobile & Web Apps	30	<a href="https://iadt.ie/services/institute-student-services/assistive-technology-services/mobile-web-apps/">https://iadt.ie/services/institute-student-services/assistive-technology-services/mobile-web-apps/</a>	30	Students	Assistive technologies for mobile & web apps	30	3 - YES	3 - YES	3 - YES	3 - YES	30	2 - SOMEWHAT	
31	8	First Year Focus / Student Services	31	<a href="https://iadt.ie/first-year-focus/">https://iadt.ie/first-year-focus/</a>	31	Students	First year students information	31	3 - YES	2 - SOMEWHAT	2 - SOMEWHAT	3 - YES	31	1 - NO	
32	9	Health Centre IADT	32	<a href="https://iadt.ie/services/institute-student-services/health-centre/">https://iadt.ie/services/institute-student-services/health-centre/</a>	32	Students	Medical support	32	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES	32	3 - YES	
33	10	Student Counselling	33	<a href="https://iadt.ie/services/institute-student-services/student-counselling/">https://iadt.ie/services/institute-student-services/student-counselling/</a>	33	Students	Counselling for students	33	3 - YES	2 - SOMEWHAT	2 - SOMEWHAT	3 - YES	33	3 - YES	
34	10.1	Mental Health Information	34	<a href="https://iadt.ie/services/institute-student-services/student-counselling/information-on-the-web/">https://iadt.ie/services/institute-student-services/student-counselling/information-on-the-web/</a>	34	Students	Mental health external links	34	3 - YES	3 - YES	3 - YES	3 - YES	34	3 - YES	
35	10.2	50808 Crisis Text Line	35	<a href="https://iadt.ie/services/institute-student-services/student-counselling/50808-crisis-text-line/">https://iadt.ie/services/institute-student-services/student-counselling/50808-crisis-text-line/</a>	35	Students	Messaging support service	35	3 - YES	3 - YES	3 - YES	3 - YES	35	3 - YES	
36	10.3	Mindfulness & Relaxation Techniques	36	<a href="https://iadt.ie/services/institute-student-services/student-counselling/relaxation-techniques/">https://iadt.ie/services/institute-student-services/student-counselling/relaxation-techniques/</a>	36	Students	External links for relaxation techniques	36	3 - YES	3 - YES	3 - YES	3 - YES	36	3 - YES	
37	10.4	Bereavement	37	<a href="https://iadt.ie/services/institute-student-services/student-counselling/bereavement/">https://iadt.ie/services/institute-student-services/student-counselling/bereavement/</a>	37	Students	Grief counselling information	37	3 - YES	3 - YES	3 - YES	3 - YES	30	2 - SOMEWHAT	
38	10.5	External Courses	38	<a href="https://iadt.ie/services/institute-student-services/student-counselling/external-courses/">https://iadt.ie/services/institute-student-services/student-counselling/external-courses/</a>	38	Students	External link to mental health	38	3 - YES	3 - YES	3 - YES	3 - YES	31	1 - NO	
39	11	Student Finance + Scholarships	39	<a href="https://iadt.ie/services/institute-student-services/student-finance/">https://iadt.ie/services/institute-student-services/student-finance/</a>	39	Students	Finance scholarship information	39	3 - YES	3 - YES	3 - YES	3 - YES	32	3 - YES	
40	11.1	IADT Laptop Loan Scheme for COVID-19	40	<a href="https://iadt.ie/services/institute-student-services/student-finance/adt-laptop-loan-scheme-for-covid-19/">https://iadt.ie/services/institute-student-services/student-finance/adt-laptop-loan-scheme-for-covid-19/</a>	40	Students	Laptop loaning	40	3 - YES	3 - YES	2 - SOMEWHAT	3 - YES	33	3 - YES	
41	11.2	Acess Schoraships for Asylum Seekers/Refugee Applicants	41	<a href="https://iadt.ie/services/institute-student-services/student-finance/access-scholarships-for-asylum-seekers-refugee-applicants/">https://iadt.ie/services/institute-student-services/student-finance/access-scholarships-for-asylum-seekers-refugee-applicants/</a>	41	Students	Scholarships for refugee students	41	3 - YES	3 - YES	3 - YES	3 - YES	34	3 - YES	
42	11.3	Student Assistance Fund	42	<a href="https://iadt.ie/services/institute-student-services/student-finance/student-assistance-fund/">https://iadt.ie/services/institute-student-services/student-finance/student-assistance-fund/</a>	42	Students	Support for students with financial difficulties	42	3 - YES	3 - YES	3 - YES	3 - YES	35	3 - YES	
43	11.4	1916 Bursary	43	<a href="https://iadt.ie/services/institute-student-services/student-finance/1916-leaders-and-learners-bursary/">https://iadt.ie/services/institute-student-services/student-finance/1916-leaders-and-learners-bursary/</a>	43	Students	Bursary information	43	3 - YES	2 - SOMEWHAT	3 - YES	3 - YES	36	3 - YES	

# Card Sorting



# Hierarchical Task Analysis



# Navigation Redesign

- Assistive Technology
  - Grammaly
  - 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
- Grammaly
- Text to Speech & Writing Software
- Read & Write Training & Support
- Note Taking Technologies
- Voice Recognition Technologies
- Mobile & Web Apps

#### 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](mailto:info@iadt.ie) or tel: +35312394400.

Student Experience Manager	Student Experience Administrator
Denise McMorrow	Mary Murphy
01 239 4819	01 239 4428

#### Contact

Colm Olwill,  
Assistive Technology Officer,  
01-2394795,  
[colm.olwill@iadt.ie](mailto:colm.olwill@iadt.ie)



# Contact Redesign

Orla McCormack, Information Point Coordinator



Call directly at  
+35312394400

Send a message  
[info@iadt.ie](mailto:info@iadt.ie)

E-mail

Dawn O'Connor



Send a message  
[dawn.connor@iadt.ie](mailto:dawn.connor@iadt.ie)

E-mail

Book now  
[careershub.iadt.ie](http://careershub.iadt.ie)

CareersHub

Student Learning Centre

Send a message  
[learningdevelopment@iadt.ie](mailto:learningdevelopment@iadt.ie)

E-mail

**Student Services Main Page**

**Inspiration:**

- Title - location indicator**: A yellow callout pointing to the 'Student Services' banner at the top of the page.
- Search bar for easy access to information**: A yellow callout pointing to the search bar in the header.
- "Find in category" - active voice telling user what to do now**: A yellow callout pointing to the 'Find in category' button.
- Description for each category, written in active voice**: A yellow callout pointing to the descriptions under the category cards.
- Featured section, latest news workshops and more**: A yellow callout pointing to the 'Featured' section at the bottom of the page.

**Student Services Main Page**

**Access & Information Point**  
Learn about student services  
[MORE](#)

**Learning Centre**  
Become an excellent learner with our academic support services, time management tips and resources.  
[MORE](#)

**Career Centre**  
Find lecturers and guidance for your career choice and planning.  
[MORE](#)

**Disability Support**  
Find support and equal educational access for students with disabilities and/or mental health conditions.  
[MORE](#)

**Health & Wellbeing**  
Get access to medical and nursing advice or explore our mental health options.  
[MORE](#)

**Finance + Scholarships**  
Find out information about your Finance and Finance Scholarships options.  
[MORE](#)

**Featured**

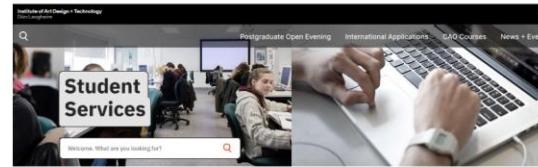
- First Year Focus**  
Series of wonderful and informative events for incoming students.  
[MORE](#)
- Spotlight Sessions**  
How what our students have to say about studying at IADT.  
[MORE](#)
- Outcome Surveys**  
Find out how our students are doing a year after graduating.  
[MORE](#)
- Community...**  
Supporting description for the card goes here (a bit less).  
[MORE](#)

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Email: [info@iadt.ie](mailto:info@iadt.ie)  
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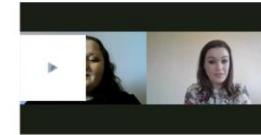
## Disability Support page



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.



New header picture for every category

Improved navigation

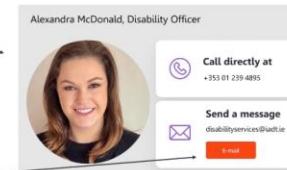
Hierarchy: main page, category and subcategory

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

### 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 student services suite. The Disability Office is on the left hand side.

### Get in Touch



"NEXT PAGE" button

Very useful for Keyboard users

**Student Services Main Page**

**Access & Information Point**  
Learn about student services  
[MORE](#)

**Learning Centre**  
Become an excellent learner with our academic support services, time management tips and resources.  
[MORE](#)

**Career Centre**  
Find lecturers and guidance for your career choice and planning.  
[MORE](#)

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Find support and equal educational access for students with disabilities and/or mental health conditions.  
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Get access to medical and nursing advice or explore our mental health options.  
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# Final product

The image displays a grid of 20 screenshots illustrating the final design of a Student Services website. The website is organized into several main sections:

- Home Page:** Features a large banner image of students in a common room, followed by a grid of service cards: Student Services, Access & Information Point, Learning Centre, Career Centre, Disability Support, Health & Wellbeing, Finance & Scholarships, and Student Support at IADT.
- Access & Information Point:** A detailed page with a video, contact information, and a 'Get in Touch' section featuring a form for disability support registration.
- Learning Centre:** A page with a video, contact information, and a 'Get in Touch' section featuring a form for disability support registration.
- Disability Support:** A page with a video, contact information, and a 'Get in Touch' section featuring a form for disability support registration.
- Careers Centre:** A page with a video, contact information, and a 'Get in Touch' section featuring a form for disability support registration.
- Health & Wellbeing:** A page with a video, contact information, and a 'Get in Touch' section featuring a form for disability support registration.
- Finance + Scholarships:** A page with a video, contact information, and a 'Get in Touch' section featuring a form for disability support registration.
- Student Services Sub-pages:** Detailed pages for each service, such as 'Student Services', 'Access & Information Point', 'Learning Centre', 'Career Centre', 'Disability Support', 'Health & Wellbeing', 'Finance + Scholarships', and 'Student Support at IADT'. These pages include videos, contact information, and 'Get in Touch' sections.
- Mobile Device Screenshots:** Mockups of the website displayed on various mobile devices, including phones and tablets, showing the responsive design and contact forms.