

## Introduction

This is one of two closely related professional profiles: (1) accessibility manager and (2) accessibility coordinator.

Their basic skills are the same. The main distinction between the two functions reside in the context within which the two specialists operate. The accessibility manager must, in fact, have an additional skill: be flexible and be able to transfer his knowledge and competences to different environments. This applies to his/her material skills (i.e. related to the venue) and to his/her interpersonal skills. This explains the rather limited number of differences between the two skill cards.

## IO2 Skills Card -2 Accessibility Manager

This skills card is designed for those who are in charge of cultural event management with a focus on accessibility. However, they are not based in any venues, such as a theatre. An accessibility manager may be in charge of coordinating accessibility at various venues within his or her local district. This work will involve collaborating with accessibility coordinators at individual venues where such a role exists. If there is no accessibility coordinator for any given individual venues (such as in smaller venues), the accessibility manager will oversee accessibility across these venues. They shall have basic knowledge on accessibility and are able to decide accessibility policies or adequacy when choosing venues or productions.

<b>Accessibility Manager</b>		
<b>English</b>		
<b>SKILL UNIT (U)</b>		
<b>ACT.U1</b>	<b>UNDERSTANDING ACCESSIBILITY</b>	
	<b>Learning Element (E)</b>	
<b>ACT.U1.E1</b>	<b>What is Accessibility?</b>	
	<b>Performance Criteria (PC)</b>	
	ACT.U1.E1.PC1	S/he understands the basic concepts of inclusion and accessibility.
	ACT.U1.E1.PC2	S/he understands the requirements for an accessible event.
<b>ACT.U1.E2</b>	<b>What is an Accessible Event?</b>	
	ACT.U1.E2.PC1	S/he understands the basic types and degrees of disability.
	ACT.U1.E2.PC2	S/he understands the basic concepts of accessibility and its different forms.
	ACT.U1.E2.PC3	S/he understands that there are national and international legislation and other requirements.
	ACT.U1.E2.PC4	S/he demonstrates critical understanding of the concept of accessibility for everyone.
<b>ACT.U2</b>	<b>VENUE ACCESSIBILITY</b>	

	<b>ACT.U2.E1</b>	<b>Venue Accessibility (indoor and outdoor)</b>	
		ACT.U2.E1.PC1	S/he knows the requirements for accessible public transport and parking.
		ACT.U2.E1.PC2	S/he knows the accessibility requirements for toilets, stage and seating.
		ACT.U2.E1.PC3	S/he knows the accessibility requirements for rain/wind/sun shelters.
		ACT.U2.E1.PC4	S/he knows the accessibility requirements for signs/maps/information.
		ACT.U2.E1.PC5	S/he knows the accessibility requirements for service animals.
		ACT.U2.E1.PC6	S/he understands the architectural risks of the venue.
		ACT.U2.E1.PC7	S/he knows the accessibility requirements for lighting, furniture and space.
		ACT.U2.E1.PC8	S/he is able to evaluate the current accessibility conditions of a venue and identify areas requiring improvement.
<b>ACT.U3</b>	<b>ACCESSIBILITY SERVICES 1</b>		
	<b>ACT.U3.E1</b>	<b>Audio Description (AD)</b>	
		ACT.U3.E1.PC1	S/he knows what audio description is, types of AD, and the applicable scenarios.
		ACT.U3.E1.PC2	S/he knows the competences and skills of audio description providers.
	<b>ACT.U3.E2</b>	<b>Subtitling for the Deaf and the Hard-of-hearing (SDH)</b>	
		ACT.U3.E2.PC1	S/he knows what SDH is and the applicable scenarios of SDH.
		ACT.U3.E2.PC2	S/he knows the competences and skills of SDH providers.
	<b>ACT.U3.E3</b>	<b>Sign Language Interpreting</b>	
		ACT.U3.E3.PC1	S/he knows what sign language interpreting is and its applicable scenarios.
		ACT.U3.E3.PC2	S/he understands the competences and skills of sign language interpreting providers.
	<b>ACT.U3.E4</b>	<b>Surtitling</b>	
		ACT.U3.E4.PC1	S/he knows what surtitling is and its applicable scenarios.
		ACT.U3.E4.PC2	S/he understands the competences and skills of surtitles providers.
	<b>ACT.U3.E5</b>	<b>Audio Subtitling</b>	
		ACT.U3.E5.PC1	S/he knows what audio subtitling is and its applicable scenarios.
		ACT.U3.E5.PC2	S/he understands the competences and skills of audio subtitling providers.
	<b>ACT.U3.E6</b>	<b>Audio Introduction</b>	
		ACT.U3.E6.PC1	S/he knows what audio introduction is and its applicable scenarios.
		ACT.U3.E6.PC2	S/he understands the competences and skills of audio introduction providers.
	<b>ACT.U3.E7</b>	<b>Interlingual Translation</b>	
		ACT.U3.E7.PC1	S/he knows what interlingual translation is and its applicable scenarios.
		ACT.U3.E7.PC2	S/he understands the competences and skills of interlingual translation providers.
	<b>ACT.U3.E8</b>	<b>Vibrating Chairs</b>	
		ACT.U3.E8.PC1	S/he knows what a vibrating chair is and its applicable scenarios.
		ACT.U3.E8.PC2	S/he knows the available products on the market.
<b>ACT.U4</b>	<b>ACCESSIBILITY SERVICES 2</b>		
	<b>ACT.U4.E1</b>	<b>Braille</b>	

	ACT.U3.E1.PC1	S/he knows what braille is and its applicable scenarios.
	ACT.U3.E1.PC2	S/he understands the competences and skills of braille providers.
<b>ACT.U4.E2</b>	<b>Touch Tour</b>	
	ACT.U4.E2.PC1	S/he knows what a touch tour is and its applicable scenarios.
	ACT.U4.E2.PC2	S/he understands the competences and skills of a touch tour guide.
<b>ACT.U4.E3</b>	<b>Hearing (Induction) Loop</b>	
	ACT.U4.E3.PC1	S/he knows what a hearing loop is and its applicable scenarios.
	ACT.U4.E3.PC2	S/he knows the available products on the market.
<b>ACT.U4.E4</b>	<b>Accessible Materials</b>	
	ACT.U4.E4.PC1	S/he knows how to prepare large print /easy-to-read accessible materials.
	ACT.U4.E4.PC2	S/he knows how to prepare accessible materials in different languages.
<b>ACT.U4.E5</b>	<b>Web Accessibility</b>	
	ACT.U4.E5.PC1	S/he knows what web accessibility is and its applicable scenarios.
	ACT.U4.E5.PC1	S/he knows how to make websites accessible.
<b>ACT.U4.E6</b>	<b>Assistant/Companion</b>	
	ACT.U4.E6.PC1	S/he knows what an assistant/companion from the venue does.
	ACT.U4.E6.PC2	S/he knows how to coordinate with assistants/companions.
<b>ACT.U4.E7</b>	<b>Maximize the Functions of Different Accessibility Services</b>	
	ACT.U4.E7.PC1	S/he knows how different accessibility services can be combined to maximize user experience.
	ACT.U4.E7.PC2	S/he is able to evaluate the existing accessibility services and facilities at a venue.
	ACT.U4.E7.PC3	S/he knows how to choose different accessibility products and service providers based on the situation of a venue and/or s/he is able to advise the organizers on the matter.
<b>ACT.U5</b>	<b>ACCESSIBILITY MANAGEMENT FOR LIVE EVENTS</b>	
<b>ACT.U5.E1</b>	<b>Pre-event Planning</b>	
	ACT.U5.E1.PC1	S/he is familiar with existing devices, technologies and software that provide accessibility solutions.
	ACT.U5.E1.PC2	S/he is able to identify target audiences with accessibility needs.
	ACT.U5.E1.PC3	S/he knows how to plan and organize accessibility services based on potential demand.
	ACT.U5.E1.PC4	S/he is able to calculate the costs for accessibility services needed.
	ACT.U5.E1.PC5	S/he is able to ensure that accessibility services are ready before the events.
<b>ACT.U5.E2</b>	<b>Coordination during Events</b>	
	ACT.U5.E2.PC1	S/he is able to coordinate accessibility service providers during the event.
	ACT.U5.E2.PC2	S/he is able to handle common potential accidents and unexpected situations during the event.
<b>ACT.U5.E3</b>	<b>Post-event Management</b>	
	ACT.U5.E3.PC1	S/he knows how to coordinate the return of equipment and handle payment.
	ACT.U5.E3.PC2	S/he knows how to analyse and summarize feedback for improvement.
	ACT.U5.E2.PC3	S/he is able to facilitate training for staff relating to audience diversity, e.g. autism and dementia awareness
<b>ACT.U5.E4</b>	<b>Other Managerial Skills</b>	

		ACT.U5.E4.PC1	S/he is familiar with the factors that promote good team communication and can implement them.
		ACT.U5.E4.PC2	S/he knows how to work with heterogeneous teams.
		ACT.U5.E4.PC3	S/he is familiar with the factors that may lead to conflict and measures resolve conflict situations.
		ACT.U5.E4.PC4	S/he knows how to motivate and train a team with accessibility issues in mind.
		ACT.U5.E4.PC5	S/he can assess the specific challenges of different venues, adapt to them and solve access issues.
		ACT.U5.E4.PC6	S/he can assess the know-how of local teams, collaborate with them and supply them with required input on accessibility.
<b>ACT.U6</b>	<b>PROMOTING ACCESSIBILITY</b>		
	<b>ACT.U6.E1</b>	<b>How to present the needs and benefits for accessibility</b>	
		ACT.U6.E1.PC1	S/he is able to argue the importance of accessibility.
		ACT.U6.E1.PC2	S/he knows how to develop and implement an accessibility policy.
		ACT.U6.E1.PC3	S/he is aware of the costs implication of accessibility solutions.
	<b>ACT.U6.E2</b>	<b>How to involve relevant stakeholders</b>	
		ACT.U6.E2.PC1	S/he knows how to identify relevant stakeholders.
		ACT.U6.E2.PC2	S/he knows how to involve relevant stakeholders.
	<b>ACT.U6.E3</b>	<b>How to collaborate with cultural event venues</b>	
		ACT.U6.E3.PC1	S/he knows the importance of collaborating with cultural event venues
		ACT.U6.E3.PC2	S/he knows how to get relevant departments and other units to collaborate internally and externally.
	<b>ACT.U6.E4</b>	<b>How to promote an accessible event</b>	
		ACT.U6.E4.PC1	S/he is familiar with the means and channels of communication used by accessibility service users.
		ACT.U6.E4.PC2	S/he knows how to promote the event through traditional media.
		ACT.U6.E4.PC3	S/he knows how to promote the event through online and social media in an accessible way.