

**COURSE DATA****Data Subject**

Code	42326
Name	Design for all and accessible environments
Cycle	Master's degree
ECTS Credits	8.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
2071 - M.U.Investigación en Didácticas de las CC Experiment.(2007)	Faculty of Psychology and Speech Therapy	1	Second term

Subject-matter

Degree	Subject-matter	Character
2071 - M.U.Investigación en Didácticas de las CC Experiment.(2007)	5 - Design for all and accessible environments	Obligatory

Coordination

Name	Department
BADENES RIBERA, LAURA	267 - Behavioral Sciences Methodology
GALIANA LLINARES, LAURA	267 - Behavioral Sciences Methodology

SUMMARY

The module 'DESIGN FOR EVERYBODY AND ACCESSIBLE ENVIRONMENTS' introduces a way to analyze activities and interaction with environments by analyzing dependence and the environment and orienting it to the promotion of personal autonomy.

In this module the general map of the phenomenon in Spain will be presented while opening clues for the subsequent analysis of its different dimensions.

This module will deepen the analysis of the dependency. For this, it will be necessary to define the characteristics of the societies in which it occurs, the causes, the most prominent features and their implications, deepening the knowledge of the social reality of the Spanish State at the beginning of the 21st century and the future perspectives that show population projections.



This module will deepen the knowledge of the legal and ethical bases on design for all and accessibility measures, and in the different studies that have analyzed it.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

No previous knowledge is needed.

OUTCOMES

2071 - M.U.Investigación en Didácticas de las CC Experiment.(2007)

- To be able to integrate knowledge and make complex judgments based on information that remains incomplete or limited, but include social and ethical responsibility reflections linked to the application of their knowledge and judgments, from a gender perspective.
- Saber aplicar los conocimientos adquiridos y ser capaces de resolver problemas en entornos nuevos o poco conocidos dentro de contextos más amplios (o multidisciplinares) relacionados con la atención a la dependencia.
- Diseñar servicios de atención sociosanitaria a la dependencia que cumplan unas especificaciones desde diferentes puntos de vista: Económico, ético, social, medioambiental, sostenible, etc.
- Identificar, formular y resolver problemas de los servicios de atención sociosanitaria a la dependencia.
- Desarrollar sensibilidad y compromiso hacia la calidad en el desarrollo profesional.
- Ser capaz de analizar y gestionar necesidades y recursos en la atención a las situaciones de dependencia.
- Ser capaz de observar como los diseños de servicios y productos pueden agravar o atenuar la dependencia.
- Ser capaz de manejar diferentes herramientas para el conocimiento en profundidad la influencia del contexto físico en las situaciones de dependencia.

LEARNING OUTCOMES

1. The students will improve their ability to observe the effect of design from a perspective of use.
2. The student will develop the sensitivity necessary to improve the quality of life and well-being with the use of products and services with the added value of complying with the design standards for everybody.



3. The student will develop the ability to analyze needs and technical demands in the care of people in situations of dependency.
4. The student will develop knowledge of the technical resources for the care of people in situations of dependency and the ability to manage personal and social resources.
5. The student will develop the ability to plan, design and evaluate computer programs, computer access, etc. with people in situations of dependency in different areas.
6. The student will develop the ability to assess and evaluate dependence.
7. The student will develop the ability to select and build indicators and use measurement techniques to evaluate the usability of products and services.
8. The student will develop the ability to select and apply the most appropriate instruments for assessing contexts in the area of dependency.
9. The student will develop the ability to select and apply the most appropriate assessment instruments.
10. The student will develop the ability to evaluate products and services in the area of dependency.
11. The student will develop the ability to handle statistical sources.
12. The student will develop the ability to perform bibliographic searches that allow him to deepen the study of dependence.

DESCRIPTION OF CONTENTS

1. Analysis of design principles for everybody

- Concept and design principles for everybody
- Usability evaluation of products and services

2. The empowerment of independence through technology

- Basic concepts
- HAAT intervention model

3. Technical aids for activities of daily living

- Technical help concepts
- Handling aids
- Travel aids
- Other support for activities of daily living

4. Augmentative and Alternative Communication Systems

- Communication and dependence
- Sign and symbol systems
- Supports and automatic means of communication

**5. Design of accessible and intelligent physical environments**

- Concept
- Accessibility regulations for public buildings
- Smart environments

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	25,00	100
Classroom practices	20,00	100
Seminars	15,00	100
Internship		100
Tutorials	5,00	100
Group work	5,00	100
Attendance at events and external activities	6,00	0
Development of group work	55,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	21,00	0
Preparation of practical classes and problem	23,00	0
Resolution of case studies	15,00	0
TOTAL	200,00	

TEACHING METHODOLOGY

1. Theoretical classes

- Master lessons
- Tutoring
- Student work at home (summary of texts, elaboration of works, concept maps, critical reflections of the documents delivered, exam preparation)

2. Practical classes:

- Seminars
- Tutorials



- Individual and classroom work / outside of it (group discussions, documentary viewings, critical reading of texts and documents, case analysis, project design)

EVALUATION

The evaluation and qualification of this module will be subject to the provisions of the **Reglament d'Avaluació i Qualificació de la Universitat de València (ACGUV 108/2017)**.

The evaluation of the learning will include the follow-up of the student's attendance to the compulsory sessions, as well as the verification of the theoretical and practical knowledge acquired and the completion of the tasks assigned.

The student has the right to two examinations (Art. 5).

Procedure and evaluation criteria (Art. 6): The qualification of the subject is based on the essays, case analysis, critical analysis of texts. To pass at least a 50% in each of these works is needed in order to pass the module.

CLASS ASSISTANCE (80% MINIMUM) IS NECESSARY TO PASS THE MODULE.

“Not Presented” Qualification (Art. 6): On the first call, if the student has not submitted any of the tests, the qualification will be Not Presented (NP).

When in the second call the student has not submitted to ANY test, the grade will be Not Presented (NP).

In both calls, if there is a qualification that does not reach the minimum requirements, the “no Pass” grade and the numerical note in base 10 of the qualification of this section 1 will be recorded.

Development of the evaluation tests (Art. 11): The teaching staff may require at the beginning of the tests to be carried out in the classroom the identification of the students by means of an official photo document. Non-accreditation of identity may be grounds for exclusion from the test. The teaching staff will allow access to the classroom during the first 15 minutes from the official start time of the exam, except if during this time any of the students had left the classroom. In the event that the student leaves the classroom after the test has been distributed, they will be asked to identify themselves in the classroom and will be considered presented in that call.

Fraudulent performance of evaluation tests (Art. 13): The student is obliged to comply during the tests with the rules and procedures that guarantee the authenticity of the exercise and its privacy. Behaviors or acts that contravene these rules may involve the delivery of the evidence at the time they are detected and their expulsion from the classroom (Art. 13).

The student must abstain from the use or cooperation in fraudulent procedures in the evaluation tests and in the work done (Art. 2).



In any case, when there is evidence of a fraudulent performance in a test or in a part of it, the evaluation test may be graded with a zero (Art. 13).

The copy or plagiarism in any student evaluation work may be scored with the numerical grade of zero, regardless of initiating the appropriate disciplinary procedures.

System and qualification criteria (Art. 16): The results corresponding to the different evaluation activities as well as the final result obtained by the student in the subject, will be scored on a numerical scale from 0 to 10, with the expression of a decimal: $0 \leq \text{No pass} < 5$; $5 \leq \text{Approved} < 7$; $7 \leq \text{Notable} < 9$; $9 \leq \text{Outstanding} \leq 10$. The grading system is expressed by numerical grading in accordance with the provisions of the regulations (RD 1125/2003 of September 5) establishing the European credit system and the grading system in the official University degrees with validity throughout the national territory.

Mention of Honors (Art. 17): The mention of honors (Art. 17) can be awarded to the student who has obtained a grade equal to or greater than 9.0 by strict order of note in the qualification record. The number of “mentions of honors” cannot exceed 5% of the students enrolled in the subject in the academic year. These conditions will be applied in each of the groups.

In case of a tie in the total grade of the subject, the honors will be awarded to the student with the highest grade in the section with the highest weight. In the event that the sections have the same weight in the final grade, the coordinator of the subject can take an additional test to obtain the Mention of Honors.

Publication and revision of qualifications (Art. 18): The teaching staff will inform throughout the course of the results of the tests that contribute to the final qualification. The teaching staff will make public the proposal of global qualification of the subject. Together with this qualification, the place, date and time at which the revision of the same will be held must be indicated at least 24 hours in advance. All the qualifications corresponding to the different tests that contribute to the global grade will be published in the “virtual space” or “Aula Virtual” of the subject.

After conducting the review in front of the teacher, the student may request the start of a process to challenge the qualification in accordance with the regulations (Art. 21). The consultation and challenge of the qualification obtained will be subject to the Reglament d'avaluació i qualificació de la Universitat de València per a títols de grau i màster (ACGUV de 30 de maig de 2017).

This Academic Guide (Art. 4) conforms to the Title Verification Report and has been approved by the Master Academic Coordination Commission (CCA).



REFERENCES

Basic

- Instituto de Biomecánica de Valencia, IMSERSO (2005) ¡Pregúntame sobre accesibilidad y ayudas técnicas!
- Poveda Puente, R., Barberà Guillem, R., Sánchez Lacuesta, J., Prat Pastor, J., Belda Lois, J. M., López Vicente, A., y otros. (2003). Musa/IBV. Método para la selección de ayudas técnicas bajo criterios de usabilidad. IBV.
- Poveda Puente, R., Prat Pastor, J., B. i., Durá Gil, J., Laparra Hernández, J., Quesada Carmona, M., y otros. Guía básica de accesibilidad en el hogar. Integración de productos y servicios para el fomento de la vida independiente. IBV.
- UNE EN ISO 9999:2007 Productos de apoyo para personas con discapacidad: clasificación y terminología.
- Ley 1/1998 de 5 de mayo, de la Generalitat Valenciana, sobre Accesibilidad y Supresión de Barreras arquitectónicas, Urbanísticas y de la Comunicación.
- Decreto 39/2004 de 5 de marzo, por el que se desarrolla la Ley 1/98 en materia de Accesibilidad en la Edificación de Pública Concurrencia y en el Medio Urbano.
- Orden de 25 de mayo de 2004, del Gobierno Valenciano, en materia de Accesibilidad en la Edificación de Pública Concurrencia.
- Documento Básico del Código Técnico de la Edificación, de ámbito estatal, específico de Accesibilidad (BOE de 11 de marzo de 2010)
- Torres, S. (coord.) (1995): Sistemas Alternativos de Comunicación. Manual de Comunicación aumentativa y alternativa: sistemas y estrategias. Málaga: Aljibe.

Additional

- Basil, C.; Soro-Camats, E. y Rosell, C. (1998): Sistemas de Signos y Ayudas Técnicas para la Comunicación Aumentativa y la Escritura. Principios teóricos y aplicaciones. Barcelona: Masson.
- Alcantud, F. y Soto, F.J. (coord.) Tecnologías de ayuda en personas con trastornos de comunicación. Valencia: Nau llibres. (Serie: Intervención y Sistemas Aumentativos de Comunicación).
- AAATE Association for the Advancement of Assistive Technology in Europe <http://www.aaate.net>
- IBV Instituto de Biomecánica de Valencia <http://www.ibv.org>
- Sociedad Internacional para la Comunicación Aumentativa y Alternativa (ISAAC) <http://www.isaac-online.org>
- Augmentative and Alternative Communication. Revista Oficial de ISAAC. <http://www.isaac-online.org/en/publications/aac.html>
- Sociedad española para el desarrollo de los Sistemas de Comunicación Aumentativos y Alternativos (ESAAC) <http://www.esaac.org/>