

Assess an IDP for Accessibility, Cultural Relevance, and Inclusivity

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Introduction

Accessibility, cultural relevance, and inclusive practices are important considerations in instructional design, especially in workplace training programs that serve diverse employee groups. In a retail setting, employees may differ in cultural background, language proficiency, technology experience, physical ability, and learning preferences. If these differences are not considered during the design process, the training may unintentionally create barriers that affect participation, engagement, and job readiness.

This paper evaluates the Retail Point of Sale (POS) Training Course for accessibility, cultural relevance, and inclusive practices. The evaluation uses the Web Content Accessibility Guidelines (WCAG) 2.2, the Universal Design for Learning (UDL) Guidelines, and quality standards for online and blended course design, including the Quality Matters Higher Education Rubric (CAST, 2024; Quality Matters, 2023; World Wide Web Consortium, 2024). WCAG 2.2, UDL, and Quality Matters provide a useful evaluation framework for identifying design strengths, areas for improvement, and practical recommendations to make the course more accessible and inclusive.

IDP #3, the Retail Point of Sale Training Course, is appropriate for this evaluation because it combines technical POS system training with inclusive customer service expectations. Employees are expected to learn transaction procedures and to interact respectfully with customers from diverse backgrounds. For that reason, the course provides a useful workplace training example for examining accessibility, cultural relevance, and inclusion together.

Overview of the Selected Instructional Design Plan

The Retail Point of Sale Training Course is designed for new retail employees aged 18 to 35. The course focuses on POS system navigation, sales transactions, returns and exchanges,

inclusive customer service, and the POS system's accessibility features. The training is delivered through online learning, blended formats, and hands-on practice sessions.

The instructional methods include lectures, demonstrations, role-playing scenarios, interactive simulations, group discussions, and quizzes. This combination of direct instruction, practice, and assessment is appropriate because POS training requires both understanding and performance. Employees need to know the steps, but they also need enough practice to perform those steps accurately in a real customer service environment.

Overall, the IDP provides a strong foundation through varied instructional materials, applied practice, and customer-service-focused learning objectives. The plan also includes post-training evaluation aligned with Kirkpatrick's four evaluation areas: participant response, learning gains, behavior change, and results. However, the course would be stronger if accessibility standards, cultural representation, and inclusive learner support were documented more clearly.

Accessibility Evaluation

Accessibility was evaluated using WCAG 2.2, general accessibility checklist criteria, and assistive technology considerations. WCAG 2.2 is especially relevant because the course includes digital modules, instructional videos, simulations, quizzes, and a training portal. These materials should be designed so all learners, including those who use assistive technologies, can navigate, understand, and complete the learning activities effectively (World Wide Web Consortium, 2024).

The course has several accessibility strengths. The blended delivery format offers learners multiple ways to participate, which may support employees with different schedules, transportation limitations, mobility needs, or learning preferences. The use of demonstrations,

simulations, and hands-on practice also supports learners who benefit from seeing and practicing tasks rather than relying only on written instructions.

Another strength is the lesson on the POS system's accessibility features. The POS accessibility features lesson helps employees understand how accessibility relates to both system use and customer service. Including accessibility in POS training reinforces the idea that accessible service is a workplace responsibility, not a separate or optional concern.

At the same time, the plan does not clearly document compliance with WCAG 2.2. It does not state whether videos include captions or transcripts, whether documents are screen-reader-compatible, whether simulations are keyboard-accessible, or whether visuals include meaningful alternative text. The plan also does not mention contrast checks, accessible headings, readable fonts, or screen-reader testing.

To improve accessibility, the course should include a formal WCAG 2.2 review before implementation. All videos should include captions and transcripts, and all documents should use accessible headings, meaningful links, and screen-reader-compatible formatting. Simulations should be keyboard accessible, images should include alternative text, and digital materials should be tested with assistive technologies.

Cultural Relevance Evaluation

Cultural relevance was evaluated by examining representation, language inclusivity, bias avoidance, and the relevance of customer service scenarios. In retail training, cultural relevance is important because employees serve customers with different communication styles, language backgrounds, ages, expectations, and cultural experiences. A culturally relevant course should help employees communicate respectfully and respond appropriately in varied customer situations.

The course includes inclusive customer service as a dedicated module, which is a clear strength. Role-playing scenarios and group discussions can help learners practice respectful communication in realistic customer interactions. The plan also identifies cultural awareness as a desired future skill, which connects inclusion directly to job performance.

However, the IDP does not explain how cultural diversity is represented in the scenarios, examples, or role-playing activities. The plan does not clearly address language barriers, regional communication differences, cultural norms, or potential bias in customer-service interactions. Without intentional scenario design, the examples may remain too general and may not fully prepare employees for diverse real-world situations.

The course should include more culturally diverse customer service scenarios. Examples could include customers with limited English proficiency, customers unfamiliar with store policies, older adults needing additional support, or customers whose communication styles differ from employee expectations. Scenario-based practice would help employees apply cultural awareness in realistic and respectful customer interactions.

The course should also include brief reflection prompts to help learners examine assumptions that may influence customer interactions. Because culturally responsive service requires awareness, knowledge, motivation, and adaptive behavior, structured reflection can help employees develop cultural intelligence in practical workplace situations (Van Dyne et al., 2012). Plain-language job aids and optional multilingual resources would also strengthen cultural relevance.

Inclusive Practices and UDL Alignment

Inclusive practices were evaluated using the UDL Guidelines, with attention to varied ways learners can engage, access content, and demonstrate what they have learned. UDL is

valuable because it helps instructional designers remove barriers and create flexible learning options for different learner needs (CAST, 2024). In workplace training, UDL supports employees with different experience levels, confidence, language proficiency, and learning preferences.

The POS course aligns with UDL because it uses several instructional methods. Demonstrations, simulations, discussions, role-playing, quizzes, and hands-on practice give learners different ways to engage with the material. Demonstrations, simulations, discussions, role-playing, quizzes, and hands-on practice are especially helpful because POS training requires employees to perform tasks accurately, not simply recall information.

The course's performance-based activities are also a strength. Role-playing allows employees to practice communication before working with real customers, while simulations allow learners to practice transactions in a safer training environment. Role-playing and simulation activities support applied learning and help employees build confidence before independent performance. They also give learners the opportunity to make mistakes, receive feedback, and improve their skills before applying for the job.

However, the course does not clearly provide flexible assessment options. Quizzes and observations are useful, but the IDP does not explain whether learners can demonstrate mastery through different formats, such as guided simulations, verbal explanation, checklist-supported performance, or repeated practice. The plan also does not clearly describe scaffolding for employees with limited technology experience.

Inclusive instructional design requires planning, evaluation, and revision throughout the design process rather than adding accommodations after development (Blick et al., 2023). To strengthen inclusion, the course should include guided walkthroughs, practice mode, job aids,

quick-reference guides, and formative feedback checkpoints. Learners should also have multiple ways to demonstrate POS competence while still meeting the same performance expectations.

Summary of Findings and Recommendations

The Retail POS Training Course has a strong foundation for accessible, culturally relevant, and inclusive workforce training. The course uses blended delivery, demonstrations, role-playing, simulations, group discussions, and hands-on practice. It also includes inclusive customer service and POS accessibility features, which align well with the goals of accessible and inclusive workplace learning.

At the same time, the course needs more explicit documentation of accessibility, cultural relevance, and inclusive practices. Accessibility should be strengthened through WCAG 2.2 review, captions, transcripts, screen-reader-compatible documents, keyboard-accessible simulations, alternative text, and assistive technology testing. Cultural relevance should be strengthened through diverse customer service scenarios, reflection prompts, plain-language materials, and optional multilingual support.

Inclusive practices should be strengthened through flexible assessment options, scaffolding, job aids, and formative feedback. Flexible assessments, scaffolding, job aids, and formative feedback would help ensure that employees with different abilities, backgrounds, and experience levels can participate meaningfully. Flexible assessments, scaffolding, job aids, and formative feedback would also help the course better model the inclusive service behaviors it expects employees to demonstrate.

Table 1

Evaluation Summary for Accessibility, Cultural Relevance, and Inclusive Practices

Area	Strength	Gap	Recommendation
Accessibility	Blended delivery and POS accessibility lesson	WCAG compliance is not documented	Add captions, transcripts, screen-reader testing, keyboard access, and alt text
Cultural relevance	Inclusive customer service module	Scenarios are not clearly diverse	Add culturally varied scenarios, reflection prompts, and plain language supports
Inclusive practices	Simulations, role-playing, and hands-on practice	Limited flexible assessment and scaffolding	Add UDL-aligned assessment options, job aids, guided practice, and feedback

Note. The table summarizes the major strengths, gaps, and recommendations for evaluating the Retail Point of Sale Training Course using accessibility, cultural relevance, and inclusive design criteria.

Conclusion

The Retail Point of Sale Training Course provides a strong foundation for preparing new employees to use the POS system while delivering respectful and inclusive customer service. Its blended format, demonstrations, role-playing, simulations, and hands-on practice support applied learning and align with inclusive instructional design principles. This alignment matters because the training teaches both technical POS skills and the workplace behaviors employees need when serving diverse customers.

The course would be stronger if accessibility, cultural relevance, and learner support were more clearly documented and implemented. WCAG 2.2 compliance, assistive technology testing, culturally varied scenarios, multilingual support, flexible assessments, scaffolding, and formative feedback would improve equity and training effectiveness. By addressing accessibility, cultural relevance, and learner variability early, the POS training course can better model inclusive service expectations while supporting employee confidence, customer satisfaction, and equitable workplace participation.

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