Accessibility checklist

- Use the checklist in conjunction with the Accessibility Guidelines (based on universal design principles).
- For 'action needed', enter description in column 1 and add a link to the exact location in the course (column 2). If the required action was undertaken, mark as completed in the last column.
- Use the accessibility checker built into Microsoft (PowerPoint, Word, Excel, etc.) to check documents for accessibility.

COURSE NAME AND CODE:

Guideline description	Notes: describe action needing to be taken	Location in course (Studio URL)	Action completed
Course design, structure, and navigation ● Minimum scrolling is required ● Content spreads horizontally over entire width of page ● Layout is consistent and simple			
Language usage ● Plain language used with no idioms or slang ● Acronyms are written out in full ● Terms are defined ● If used, jargon is defined ● Instructions are: o Simple and precise o Direct/correct pronouns are used (where required) o 'Select' or 'choose' are used instead of the word 'click' o Phrases such as 'let's hear' or 'see below' are not used ● Avoid mentioning colours. Example of assignment instructions: Indicate what is required, in what format it should be presented (Microsoft Word document of 1000 words) and when it is due.			
Font styles, font sizes and use of colour ● Standard font and same size throughout ● No/minimum coloured text is used (see Guidelines) ● Textures and patterns inside the colours to show contrast are used if required (in graphs for example) ● Colours are used responsibly (if at all) by following How to Use Color Blind Friendly Palettes to Make Your Charts Accessible.			
Images, graphics and animations ● All images (also tables and graphs) must have a descriptive alt-text (and must be referenced) ● Tables should preferably also be presented in text format (without a border and lines) ● No decorative images ● No screenshots or scanned documents/images are			

used ● Animations must serve a purpose and not have flashing elements ● Images are of a high quality/clear (approx. 300-720 pixels).			
Slides (in video or separate) ● Slides are available for download ● Images are alt-texted and attributed.			
Content presentation ● All sections have headings ● Heading indicates chunks of content (topics) ● Lists must have sequential numbering (a, 1, i) ● Content is in Word/pdf format and available for download ● Pdf documents are preferable as they are easily used for text-to-audio, for example using Adobe - Verify [PDF accessibility](#) ● Text is left-to-right aligned, not justified ● No borders around text or text in boxes.			
Videos/Multimedia ● Videos have a transcript ● Transcripts are available for download ● Videos have subtitles ● Videos allow for closed captioning ● Videos are not set to autoplay.			
Links ● Clearly described – not bolded or in italics ● Where possible, links must indicate if they open in a new tab/browser.			
Tools ● Are tools accessible by screen readers? – to be checked before a run if possible ● Vendor privacy statements are present if an external tool is used ● Learners MUST be told if their data could possibly be used in an external tool.			
Live events (it is advisable but may not be possible to do all of the below before the course starts) ● Invite learners to contact the course team in advance if they have any special learning requirements ● Use tools that provide real-time captioning – such as MSTeams ● Include subtitles and a transcript of recordings ● Verbal answers are also added in written format.			

Consulted sources: for a full reference list, please refer to the **Accessibility Guidelines for online courses development** document.