The following checklists are based on [QMUL’s Accessibility Principles](http://www.dds.qmul.ac.uk/media/disability-and-dyslexia-service-/documents/QMUL-Accessibility-Principles-for-text-and-multimedia-teaching-materials.docx) and primarily applicable to most used content in teaching such as text, multimedia and course pages. You should also use the Accessibility checker feature in Microsoft Office.

# ****Text based content (Files/Documents/Pages/Word)****

|  |  |  |
| --- | --- | --- |
| **Digital features** | **Details** | **Yes** |
| Text content is flexible | Can the font, font size and colours be changed by user? |  |
| Colour contrasts and use of colour | Have you made sure that colour contrasts work well ([WebAIM color checker](https://webaim.org/resources/contrastchecker/))? |  |
| Font style and size | Is the minimum font size 12 used on reading documents? Have sans-serif fonts been used, e.g. Arial, Calibri, Helvetica, Comic Sans? Do not use serif fonts such as: Times, Times New Roman, Courier. |  |
| Appropriate title, headings and structure used | Have you defined author, title, headings, lists, headers/footers, columns, line and paragraph spacing, word wrapping (around inserted objects) where used/applicable? |  |
| Hyperlinks | Have you made sure the text-based Hyperlinks? Use [Wikipedia](https://en.wikipedia.org/wiki/Main_Page), not Wikipedia:Click here orhttps://en.wikipedia.org/wiki/Main\_Page. |  |
| Pictures, charts or diagrams | Have you added ALT text ([Guidance on ALT text](https://support.office.com/en-us/article/video-improve-accessibility-with-alt-text-9c57ee44-bb48-40e3-aad4-7647fc1dba51?ui=en-US&rs=en-US&ad=US)) with an explanation in words underneath images, pictures and charts?  |  |
| Tables formatted for accessibility | Ensure the content, headers and reading order are accessible in your tables? [Link to video on using tables](https://support.office.com/en-us/article/video-create-accessible-tables-in-word-cb464015-59dc-46a0-ac01-6217c62210e5?ui=en-US&rs=en-US&ad=US). |  |

# ****Powerpoint for Presentation (use in addition to features mentioned above for text)****

|  |  |  |
| --- | --- | --- |
| **Digital features** | **Details** | **Yes** |
| Font type and size | Have you used large sans-serif fonts, i.e. Arial 24 pt?  |  |
| Amount of content on a slide | Have you kept minimal amount of text within your slides to either short sentences or bullet points? Use the 6 x 7 rule (6 lines per slide, 7 words per line) where possible. |  |
| Templates/themes | Did you use predefined slide layouts to keep the reading order and colour contrasts correct?  |  |

###

# ****Multimedia (Video and Images)****

|  |  |  |
| --- | --- | --- |
| **Digital features** | **Details** | **Yes** |
| Captioning | Is your video accompanied by a text based transcript and/or closed caption? [QMplus Media](https://elearning.qmul.ac.uk/guide/getting-started-with-qmplus-media/) allows you to add captions automatically. |  |
| Adaptability  | Can your videos on QMplus be displayed on desktop computers, tablets and mobile devices? You can use [QMplus Media](https://elearning.qmul.ac.uk/guide/getting-started-with-qmplus-media/) to ensure this. |  |
| Description | Have you provided alt text for images, remembering to also also repeat any text within the image in the alt text? Have you provided a description of the image/video with its purpose? |  |
| Flashing and patterns | Does your video/image/animation contain flashing lights; bold, regular patterns; or regular moving patterns? (These patterns can cause seizures, you should avoid them. If they are essential/unavoidable, then you should add a disclaimer) |  |

# ****Course Layout on QMplus****

|  |  |  |
| --- | --- | --- |
| **Digital features** | **Details** | **Yes** |
| Course format | Have you used Collapsed topic format or Grid format for your QMplus course areas? (Courses that require scrolling are not easy to navigate when using assistive technologies. Collapsed topic reduces vertical scrolling and allows you to highlight a particular section or current section. The grid format in QMplus also reduces the vertical scrolling by allowing content to be organised into sections which are accessed by clicking on the buttons). |  |
| Structure, headings and sign-posting | Have you provided informative topic headings within a course? (These will inform students what they are going to learn in a particular section. Ensure that you use labels that contain QMplus headings as this enables visually impaired students to navigate through your course using screen reading software.) |  |
| Resource/Activity names and description | Have you used short concise descriptions for activities and resources?(Adding no description provides no context to students and adding a long description risks excluding text-impaired (e.g. dyslexic) students and increase the vertical scrolling within your QMplus course.) |  |
| Completion tracking | Have you enabled completion tracking?(This allows students to see what they have previously viewed/completed. This enables them to develop their own learning plan and define their own pace of learning.) |  |