# QMUL Accessibility Principles for text and multimedia teaching materials

## Introduction

This document has been produced by the Digital Accessibility Task and Finish Group to provide Queen Mary staff with a quick reference guide to producing accessible web content, whether that be information housed on the main university website or within distinct teaching and learning domains such as QM Plus.

While it has been compiled in direct response to the [Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018](http://www.legislation.gov.uk/uksi/2018/852/contents/made), which came into force in September 2018, it is also mindful of the university’s stated objective in the Strategy 2030 to make Queen Mary “the most inclusive university of its kind, anywhere.”

Colleagues can find out more about creating accessible documents in line with WCAG principles by following the links at the end of this document, but the following set of bullet points introduces some key points to consider, as well as things best avoided.

As a general guide accessibility experts advise people to use applications like Microsoft Word in the way that they were designed, e.g. by using the headings ribbon to create ribbons (and not relying on **bolding text** or expanding the font size).

For more information about accessibility please visit the [Disability and Dyslexia Service’s ‘Advice for QMUL staff’](http://www.dds.qmul.ac.uk/staffinfo/) webpage and the [E-Learning Unit’s Accessibility guide](https://elearning.qmul.ac.uk/enhancing-your-teaching/e-learning-accessibility-top-10-plus-3/).

Simon Jarvis and Ashleigh Brownsmith, Disability and Dyslexia Service, Student and Academic Services, June 2019

## Guidelines

1. Use your content editor’s functions effectively
2. Define author, title, language(s), headings, lists, tables, columns, line and paragraph spacing, word wrapping (around inserted objects, such as images), etc. using the appropriate tools within the chosen editor
3. Add meaningful context-specific alternative text for non-text content (e.g. images, charts, etc.)
4. Ensure users can easily navigate, find content, and determine where they are
5. Use clear titles and section headings
6. Use meaningful hyperlink names so users would be able to identify the link without surrounding text.
7. Ensure text is readable, understandable and customisable
8. Use sans serif fonts and high contrast default colours (e.g. blue/yellow), which are customisable
9. Allow users to resize text and change font
10. Ensure that the sequence of information is not affected by text enlargement, etc.
11. Do not use images of text
12. Don’t use colour to convey meaning – have a text alternative
13. Use the clearest and simplest language possible, providing definitions as required
14. Text alternatives for non-text content
15. Include short context-specific text descriptions for images, charts, and diagrams.
16. Brief descriptions of non-text content such as audio and video files
17. Text-based alternative materials for any non-text content (e.g. video transcripts)
18. Captions and other alternatives for multimedia
19. Text transcripts (both video and audio)
20. Audio description of key visual information (video only)
21. *Sign language video interpretation of audio content*
22. Do not include video content that shows flashing images – if flashing content is essential then warn users and provide suitable alternative.

[The guidance within this document is based upon WCAG accessibility principles, which are available here.](https://www.w3.org/WAI/fundamentals/accessibility-principles/)

[More information about using Word to create accessible documents can be found here.](https://support.office.com/en-us/article/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d)

[More information about using Adobe Acrobat to produce accessible documents can be found here.](https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html)