

# Accessibility Checklist

## Decide on approach

- Do the minimum to pass basic requirements
- Create non-accessible version then accessible alternatives
- Make accessibility it the default

## Colours and fonts

### Text and fonts

- Typeface:** Clear and simple typeface used (Trebuchet, Arial, Verdana)
- Font size:** Large fonts used (14pt min)
- Emphasis:** *Italics* and **coloured text** avoided. **Bold** or underline used for emphasis
- Structure:** Paragraphs kept short. Broken up by headings
- Alignment:** Text left aligned (Western audience)
- White space:** Clear space between paragraphs

### Colour

- Differentiating:** Supplement to colour used to convey meaning
  - Similar hues (over distinct colours)
  - Pattern
  - Symbol
- Contrast:** Contrast in colours is high
  - Tint** used to make text standout on background
  - No text placed over busy backgrounds or patterns
- Customisation:** Choose of text and background colour offered

## Audio and Visual

- Headings** (H1, H2, etc.) have been used effectively
- Alternatives** to audio and/or video have been provided
  - A written text **transcript** is downloadable
  - **Closed captions** and **subtitles** are synchronised and error free
- Descriptive **alternative (ALT) text** has been provided on all visuals used, giving an accurate explanation of what the picture is displaying
- Images are captioned** where necessary
- Charts and tables are embedded** (not inserted as images)

## Navigation and interactions

- Complex **interactions** (such as drag and drop, sortable activities, dropdown lists, radio buttons and drop-down lists) have been avoided, or alternatives have been provided
- Scrolling content can be paused
- Time-bound and time-sensitive interactions can be turned off
- Buttons are large, with text labels
- Content can be navigated using a keyboard only

## Choice of words

- More appropriate **alternatives to 'click here'** have been used
- Links are as descriptive as possible (e.g. 'select this link to find out more about...')
- Links are self-sufficient and make sense out of context
- Longer links:** Hyperlinked text is at least two words

## Help and disclosure

- People have an opportunity to disclose accessibility requirements ahead of time (as they would dietary requirements)
- People have multiple methods of reaching out for help (i.e. click to call, email)

## Alternatives

- Alternative to audio and / or video content is available as text
  - A transcript
  - Closed captions
- Audio (podcast style) alternative to text is available
- Alternative to interactive courses (e.g. interactive videos or branching scenarios): A workbook version is downloadable, printable, and compatible on all devices

## Customisation

- People can customise the experience to their specific needs
  - People can increase/ decrease the font size
  - The colour of the text and the background colour can both be customised
  - There is a 'high contrast mode' that can be turned on and off
  - Option to add patterns, symbols, or other identifiers to anything colour-coded
  - Data tables can be turned on with graphs if needed

## Checking

- I have used a colour contrast checker
- I have printed in black and white (greyscale). Everything is legible
- Navigation tested
- I have checked any hyperlinks used all work
- Tested with a screen reader

## WCAG Compliance

To comply with WCAG guidelines your learning experience must be **perceivable, operable, understandable, and robust:**

- Perceivable
  - Is all of your content **perceivable** to **everyone**?
  - Can **all** of your learners **consume all** of your content?
- Operable
  - Can **all** users **interact** with **all** of your content?
- Understandable
  - Is the layout and navigation of your content clearly labelled and organised?
  - Does everyone **understand** their **options** and the **implications** of their choices?
- Robust
  - Is your content designed for a **range of users** on a **range of devices**?