Checklist: Inclusivity and Accessibility in Teaching & Learning

The following checklist is provided as a guide to help your practice as an educator to be inclusive and accessible. Please use this guide to keep track of the inclusivity and accessibility of your courses. This guide has been prepared to stand alone; further support is listed at the end.

The points below reflect legal obligations in relation to accessibility of public sector websites as well as obligations related to inclusion and anticipating wider needs. Further points relevant to inclusion can be found in the resources linked below or by exploring the Framework as a whole.

Course:

Date /period of review:

Course Materials

Guidelines	☐
Ensure documents and files have proper heading styles and use a logical heading structure, e.g., Heading 1 as your main heading, Heading 2 for sub-headings, Heading 3 for sub-subheadings, etc.	☐
Ensure files have sufficient colour contrast between text and background.	☐
Avoid using colour alone to communicate information, e.g. if link text is blue, it should also be underlined so users can distinguish links from surrounding text.	☐
If using images in your files, provide a text description which details the content of the image. Any image that adds no value to the actual content can be marked as decorative. Further advice on describing images.	☐

Ensure links are embedded and have meaningful descriptions, e.g., do not use 'click here'.	☐

When using tables, ensure they have column headings and set the heading row to repeat. In tables, avoid merged cells and rotated text. Tables should be used for tabular data only, not for document layout.	☐
PDFs should be tagged so that the heading styles are retained in the PDF.	☐
For mathematical content in LaTex, please refer to our staff guide.	☐
Use a font size of at least 12pt. Sans serif fonts (Arial, Calibri, Verdana etc.) are easier to read than serif fonts.	☐
Use e-books, e-journals and professionally scanned materials held within the library collection. Work closely with the library to request these and follow library guidance regarding timing. Avoid using text materials that have not been professionally scanned; these may not be accessible when using text to speech software or screen readers.	☐
Audio and video must be accessible. This means you should add accurate captions for videos with speech, audio description for visual aids (where these are not described verbally) and a full transcript of the same content. However, it may not be feasible to do this immediately for all your audio and video content. Therefore, please continue to prioritise content in courses where these changes will have the biggest impact.	☐
Before uploading documents to the VLE, run through Office accessibility checker.	☐

Provide a text equivalent (transcript) for audio recordings published.	☐
In the language you use, your choices of topic and selection of readings take as inclusive an approach as possible, particularly in respect of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. For example, if your reading list reflects a predominance of scholars from one section of society (such as established white heterosexual women), could there be some high-quality replacements by a more diverse range of scholars which may also introduce different perspectives? And in a course on intellectual property law, for example, one might consider a seminar on emerging topics such as copyright and disability, or copyright and community creation, and consider whether more established topics could be consolidated or replaced. Please note that this guidance should be read in the context of the valid need in a University setting to explore controversial or emerging topics.	☐
Encourage students to flag up to the course coordinator any learning materials they find inaccessible.	☐

Course Delivery

Guidelines	☐
Make copies of learning material (e.g. lecture outlines) available online 48 hours in advance of the teaching session or release of a recording and provide access to any recordings of live lectures, prior to the next teaching session (or as soon as possible if sessions follow immediately).	☐
Provide access to prioritised reading lists in advance.	☐

If a course contains potentially distressing materials or issues, <u>students should be informed of this well in advance</u>.	☐
If you are delivering teaching on campus, consider accessibility of buildings and rooms and contact your School Disability Coordinator if you think this could pose a challenge.	☐
If you are speaking in a room on campus, use a microphone to ensure that everyone can hear you effectively.	☐
Don't move around the room too much when you are speaking to a group as a whole. This can be challenging for students with hearing and vision impairments.	☐

Further Support

- Toolkit resource: Accessibility for Authors/Creators

- University of Aberdeen's Accessibility Statement

- University of Aberdeen's Inclusivity and Accessibility webpage including details of training

  University of Aberdeen's Guidance on Alternative Assessment with accompanying FAQs

- University of Aberdeen's Supporting Learning for Students from Diverse Ethnic, Cultural and Educational Backgrounds

- Principles of Teaching Principle 5: Accessibility and Inclusivity

- Inclusivity and Accessibility in Education Framework Inclusive Language and Terminology