Top tips for creating accessible resources for learning and teaching.

Make no assumptions
It is not always possible to know whether someone has additional needs. If you design the curriculum using inclusive principles, your resources can be equally accessible to everyone. A useful general guide to accessibility and inclusion.

Write concisely
Get to the point quickly, keep sentences and paragraphs short. Read and adhere to the Plain English guide.

Electronic format first
Electronic documents are more accessible than print as the user can change how they want to view it. You can create accessible electronic documents from print using assistive technology in the Templeman Library or look at this guide for built-in options on Windows and Mac operating systems.

When creating an electronic document make sure it is Optical Character Recognition (OCR) ready so that it can be accessed using a screen reader, and/or adapted where required. This guide tells you how to create accessible PDFs.

The majority of electronic resources can be made easily accessible through the use of the SensusAccess conversion tool available on the university web pages here.

ClaroRead Plus is installed on all student desktop machines and can also retrospectively convert most document formats to OCR.

Website links in print documents can be made easier to read and copy, by using tinyurl.com or is.gd or bit.ly. Transcription errors in URLs are a source of frustration, especially for anyone with dyslexia or visual impairment. All 3 services allow you to customise the shortened web address so that it reads well (bit.ly also provide stats on how many times the link has been accessed).

Use Heading Styles
Heading styles allow people to navigate around documents more easily, particularly when using screen readers. A useful guide to creating accessible documents.

PowerPoint
When putting PowerPoint files online ensure all text is visible in Outline view or copied into the Notes field, and that all non-text items have a text description in the Notes field. The slides themselves are not screen-reader accessible, and therefore the Outline View and Notes field constitute the 'accessible' part of the file. For this reason, PPT format should always be made available rather than PPS. Text for projected viewing, i.e. on PPT slides, should be minimum 24 point font.
A useful guide to making your slides accessible.

Always provide alternative text for images and diagrams, or captions or transcripts for audio/video resources. A useful guide to adding captions and alternative text.
Encourage good practice
Require student submissions to meet the same accessibility guidelines that you apply to your own material. Use of **Heading Styles in Word**, and appropriate delivery of presentations as above should be a minimum and will help to propagate good accessibility and embed it as everyday practice.

Module reading selection
When recommending text books, try to select titles that are either available as an e-book already, or would be easily available on request. Publishers who have committed to making e-book versions more easily available are listed at: [Publisher Lookup UK](#) and [Publisher Lookup US](#).

Lecture and group discussions
During group discussions, or when responding to audience questions or remarks, repeat what the speaker has said clearly for all to hear. Acoustics in lecture rooms are often poor, and when a forward-facing audience member speaks, few behind them can hear anything. Even in a smaller space, if you are hard of hearing it can be difficult to ascertain exactly who is speaking at any given time, and therefore who to focus on. If the teacher becomes a central conduit for all comments, the student can retain focus.