Accessibility checklist PowerPoint

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# Introduction

This document provides assistance in creating PowerPoint presentations that are as accessible as possible. However, to make a PowerPoint presentation fully accessible in accordance with the EN 301 549 guidelines, our extended checklist in accordance with EN 301 549 is required. You can find explanations on how to implement the individual aspects in the "PowerPoint accessibility" implementation guide.

The checklist consists of a table with four columns. The first column is for ticking off and numbering the aspects. The second column categorises the aspects to be considered, which are explained in more detail in the third column. The fourth column provides a help desk for which needs this aspect is particularly helpful.

Please bear in mind: In any case, the list of requirements is exemplary, but not exhaustive!

# Guidelines for using the checklist

When creating a new presentation, it is recommended that the integrated accessibility check in PowerPoint is activated from the start date and runs parallel to the creation process. This allows some barriers to be recognised and removed immediately. The "Check accessibility" option is helpful, but does not guarantee complete accessibility, which is why it should be used in addition to a manual check.

Please note that further requirements must be taken into account when exporting the document to PDF (see [Checklist "PDF accessibility"](https://openmoodle.uni-bielefeld.de/mod/resource/view.php?id=1878) ). If you want to make your materials available to students or colleagues, we recommend using the original format (e.g. Word, PowerPoint) to prevent further adaptations and ensure accessibility.

This checklist is not suitable if at least one of the following cases applies:

* Scripts are used (e.g. VBScript)
* Form fields appear (Word form field function)

In these cases, the catalogue of requirements in section 10 of EN 301 549 should be used directly.

# Authorship and licence

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# Checklist

| Check/No. | Type | Aspect | In digital education, **particularly** helpful for individuals who... |
| --- | --- | --- | --- |
| 1.1 | General | A reference to internal or external textual or graphic objects is made by explicit naming, not solely by means of a description via visual or auditory features. | ... would like to orientate themselves in the document.... primarily use a sensory channel. |
| 1.2 | General (colour) | The use of colours is generally sparing. | ... do not perceive all colours clearly. ... be distracted by colours. ... perceive stimuli strongly. ... work independently of colour display. |
| 1.3 | General (colours) | When colours are used to convey information (e.g. in diagrams or to mark text), labels, symbols or patterns convey the same information. | ... work independently of colour display.... be distracted by colours. ... perceive stimuli strongly.... do not perceive all colours clearly. |
| 2.1 | Presentation (language) | The main language of the presentation corresponds to the language for the spell check. | ... use a voice output or a screen reader. |
| 2.2 | Presentation (title) | The title on the first slide is stored in the metadata, meaningful and easy to understand. | ... use a voice output or a screen reader.... want to find a document using a search engine. |
| 2.3 | Presentation | More extensive presentations have a table of contents at the start date.  | ... use a voice output or a screen reader.... need/want structure.... want to find their way around quickly. |
| 3.1 | Slide (title) | Each slide has a meaningful title. | ... use a voice output or a screen reader.... navigate through the slides using the slide titles. |
| 3.2 | Foil (design) | There are no blank lines and no empty placeholders (text fields) in the presentation. | ... use a voice output or a screen reader. |
| 3.3 | Foil (design) | The design is simple, e.g. no excessive use of transitions, sounds and graphics. | ... are easily distracted.... need/want structure.... react with auditory sensitivity. |
| 3.4 | Foil (design) | The templates (slide masters) provided in PowerPoint are used, with modifications if necessary. The placeholders are filled according to their meaning. | ... use a voice output or a screen reader.... need/want structure. |
| 3.5 | Slide | The header, footer and slide numbers are created with appropriate placeholders, marked as decorative and free of relevant information. | ... use voice output and do not want to be interrupted in their reading flow. |
| 3.6 | Slide | The reading order for the elements of a slide is logical (exception for decorative elements). | ... use a voice output or a screen reader. |
| 4.1 | Text (language) | The text passages that differ from the main language are marked with the appropriate language (language change). | ... use a voice output or a screen reader. |
| 4.2 | Text | The font is sans serif (e.g. Arial, Helvetica) and not too thick or too thin. | ... have difficulty following the flow of the text.... have difficulties recognising/reading the text.... need/want structure. |
| 4.3 | Text  | Emphasis using capital letters, italics, bold, underlining or text effects (colour gradient as colour fill, glow effects, text outline) are used sparingly. | ... have difficulty following the flow of the text.... have difficulties recognising/reading the text.... need/want structure. |
| 4.4 | Text | The line spacing is at least 1.2 pt. | ... have difficulty concentrating on the flow of the text.... recognise/read the text. ... need/want structure. |
| 4.5 | Text | The text is left-aligned. | ... have difficulty following the reading flow. |
| 4.6 | Text | Paragraphs are not created with tabs or soft line breaks, but with paragraph breaks (i.e. there are no blank lines in the presentation). | ... use a voice output or a screen reader. |
| 4.7 | Text (columns) | Columns are not organised using tabs, but using the "Add or remove columns" function.The space between the columns is large enough to visually separate them from each other. | ... use a voice output or a screen reader.... have difficulties recognising/reading the text. |
| 4.8 | Text (list, enumeration) | Only content that is actually a list/enumeration is output as a list/enumeration. These are created with list or enumeration formats. | ... use a voice output or a screen reader. |
| 4.9 | Text (colour) | Texts have a sufficient contrast ratio to the background of at least 4.5:1. | ... do not perceive all colours clearly. ... cannot see well.... read the document in poor lighting conditions (or via the projector). |
| 4.10 | Text (Link) | URL does not appear as plain text in the body text. Instead, hyperlinks are inserted, clearly named and easy to understand. | ... can be easily interrupted in the flow of reading. ... use a voice output. |
| 4.11 | Text (Link) | If a link opens another programme (e.g. browser, email programme), this is indicated in the link text. Example: "Contact address" (opens email programme)". | ... use a voice output or a screen reader.... can be easily interrupted in the flow of reading.  |
| 4.12 | Text (heading) | The heading is labelled exclusively with Arabic numerals ("1"), not with Roman numerals ("I"). | ... use a voice output or a screen reader. |
| 4.13 | Text/ graphics/ tables | Headings, figure and table captions only appear once, are meaningful and easy to understand.  | ... use a voice output or a screen reader.... need/want structures. |
| 5.1 | Graphics/ Video | Graphics and videos contain a short, concise alternative text. Graphics and videos with no substantive meaning are marked as decorative. | ... use a voice output or a screen reader. |
| 5.2 | Graphic | Complex images (e.g. comics, SmartArts, diagrams) have a detailed descriptive text alternative.  | ... use a voice output or a screen reader.... cannot see well. |
| 5.3 | Graphic | No images or WordArt are used to display text ("font graphics").Exception: Essential font graphics have a meaningful alternative text. Redundant font graphics are labelled as decorative. | ... use a voice output or a screen reader.... enlarge images.... want to change the colour of the foreground and/or background. |
| 5.4 | Graphic (colour) | Graphic information-bearing elements (e.g. lines, neighbouring areas) have a minimum contrast of 3:1 to the background. | ... do not perceive all colours clearly. ... see badly.... read the document in poor lighting conditions (or via a projector). |
| 5.5 | Graphic | No animated graphics (GIFs) are used. | ... react sensitively to light stimuli.... are easily distracted. |
| 6.1 | Table | Tables are created via "Insert table".  | ... use a voice output or a screen reader. |
| 6.2 | Table | All column headings are marked as "Header", all row headings (if available) are marked as "First column". | ... use a voice output or a screen reader. |
| 6.3 | Table | Cells are not connected to each other. | ... use a voice output or a screen reader.... enlarge the table. |
| 6.4 | Table | Tables have a title and a table description.  | ... use a voice output or a screen reader. |
| 6.5 | Table | Complex tables are divided into several simple tables.  | ... use a voice output or a screen reader.... need/want structures ... find it difficult to understand the content of complex tables. |
| 7.1 | Video | Videos are embedded as online videos and not as "objects" (Internet is required for playback). | ... operate the document and the video using the keyboard only.... do not want to save/send large documents. |
| 7.2 | Video | Embedded online videos with relevant audio content contain a subtitle (on their video platform). | ... record videographic content primarily visually... at the time of reception.... have no audio output.... whose mother tongue is not German.... copy or search the contents of the audio track |
| 7.3 | Video | Embedded online videos with relevant visual content contain an audio description or a full text alternative that reproduces this content. | ... record videographic content primarily auditory.... at the time of reception.... do not have a monitor available. |
| 7.4 | Audio | Embedded audio clips have a transcript (as text in the slide, notes, separate slide, or link to external website). | ... prefer to absorb auditory content visually.... at the time of reception.... have no audio output.... whose mother tongue is not German.... you want to copy or search the content of the audio clip. |

# Sources

German Association for the Blind and Visually Impaired: [legible: steps towards inclusive communication design](https://www.leserlich.info/)

Department of Studies and Teaching. TH Cologne (2018): [Guidelines for the creation of accessible documents](https://digitale-lehre.tu-dortmund.de/storages/digitale-lehre/r/Dokumente/leitfaden_barrierefreie_dokumente.pdf) (PDF)

ZAB Bielefeld University: [Accessibility of document creation in PowerPoint 365 and PowerPoint 2019](file:///Users/cstormer/Documents/Barrierefreie%20Dokumentenerstellung%20in%20PowerPoint%20365%20und%20PowerPoint%202019)