# Checklist for creating a Moodle course that is as accessible as possible

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## Introduction

This document provides assistance in creating Moodle courses that are as accessible as possible. You can find explanations on how to implement the individual aspects of this checklist in the implementation guide "How do I make my Moodle course as accessible as possible".

To make a Moodle course fully accessible, however, it is necessary to apply [the guidelines according to EN 301 549 of the harmonised European standard (en, PDF)](https://www.etsi.org/deliver/etsi_en/301500_301599/301549/02.01.02_60/en_301549v020102p.pdf). The test steps of the [Accessibility in Information Technology Ordinance (BITV 2.0)](https://www.bitvtest.de/bitv_test/das_testverfahren_im_detail/pruefschritte.html) also contain the requirements of the EN guidelines.

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!

## Hint

When creating text content in the text editor, the "Test for accessibility" function is recommended for the first accessibility check. Please note that in older Moodle versions this function can be found in the Atto editor. As of Moodle version 4.2, this function can be found in the TinyMCE editor. If you cannot find this function, it is possible that you are not using the corresponding editor. You can change this under "Settings", "User account", "Select text editor" if it is installed accordingly.

Since Moodle version 3.11, a check for accessibility errors can be carried out directly in the Moodle course. To do this, the "Check accessibility" tool from Brickfield Education Labs must be installed and activated as a plugin at the respective university. This tool cannot perform a complete check for accessibility errors. Additional manual testing must always follow, which this checklist is intended to support.

Authorship and licence

Authors: Christin Stormer. The project [SHUFFLE – Hochschulinitiative digitale Barrierefreiheit für Alle](https://www.shuffle-projekt.de/) is financially supported by the foundation [Innovation in der Hochschullehre](https://stiftung-hochschullehre.de/). This document is released under [CC BY 4.0 licence](https://creativecommons.org/licenses/by/4.0/).

## **Checklist**

| Check/No. | Type | Aspect | Particularly helpful for staff, people 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.  ... that primarily utilise 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 (colour) | If colours are used to convey information (e.g. in diagrams or to mark text), labels, symbols or patterns also convey the same information. | ... work independently of colour display.  ... be distracted by colours.  ... perceive stimuli strongly.  ... do not perceive all colours clearly. |
| 2.1 | course | The selected course format is accessible. | ... use a screen reader or voice output.  ... navigate with the keyboard. |
| 2.2 | course | The course is clearly structured and not overloaded. | ... need/want a structure.  ... want to find their way around quickly.  ... perceive stimuli intensely. |
| 2.3 | course | Sections, text pages and activities are clearly labelled and are not repeated. | ... use a screen reader or voice output.  ... need/want a structure.  ... want to find their way around quickly. |
| 2.4 | course | Text fields contain a heading that summarises the content of the text field. | ... use a screen reader or voice output.  ... need/want a structure.  ... want to find their way around quickly. |
| 2.5 | course | A table of contents is created for a long, extensive course. | ... need/want a structure.  ... want to find their way around quickly. |
| 2.6 | course | The activities (e.g. task, feedback, glossary) selected according to content and method are as accessible as possible. | ... use a screen reader or voice output.  ... navigate with the keyboard. |
| 2.7 | course | The question types selected in a didactically sensible way according to content and method are as accessible as possible. | ... use a screen reader or voice output.  ... navigate with the keyboard. |
| 3.1 | 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. |
| 3.2 | 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 reading flow or recognising/reading the text.  ... need/want structure. |
| 3.3 | Text | The text is left-aligned. | ... have difficulty following the flow of the text. |
| 3.4 | Text (list) | Lists and enumerations are created with list and enumeration formats.  Only content that is actually a list/enumeration is output as a list/enumeration. | ... use a screen reader or voice output. |
| 3.5 | Text (colour) | Texts have a sufficient contrast ratio to the background.  For large texts from 18 pt. or bold texts from 14 pt. at least 3:1. For all other texts at least 4.5:1. | ... do not perceive all colours clearly.  ... do not see well.  ... read in poor lighting conditions. |
| 3.6 | Text | Texts are formatted using paragraph formatting ("Paragraph"). Consecutive blank lines are not used to generate text spacing or paragraphs. | ... use a screen reader or voice output. |
| 3.7 | Text (heading) | Headings are created in the text editor using style sheets.  For example: "Heading 3 (h3)" | ... use a screen reader or voice output. |
| 3.8 | Text (heading) | There is only one large h1 heading. In Moodle, this is usually the page title. | ... use a screen reader or voice output. |
| 3.9 | Text (heading) | On a text page, the first heading is labelled h2.  If headings other than the default ("Name") are used within the description of an activity or in the material book, these start with h3.  In a text field (visible on the course page), the first heading is labelled h4. | ... use a screen reader or voice output. |
| 3.10 | Text (heading) | If there are subheadings, there is every level without skipping a level (h1 - h6). The heading order is consistent. | ... use a voice output or a screen reader. |
| 3.11 | Text (heading) | The heading is numbered exclusively with Arabic numerals ("1"), not with Roman numerals ("I"). | ... use a voice output or a screen reader. |
| 3.12 | Text (heading) | Headings below numbering level 6 should be avoided.  Example of "Numbering level 6" in decimal format: 1.1.1.1.1.1.1. | ... use a voice output or a screen reader. |
| 3.13 | 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.  ... want to find their way around quickly.  ... use a screen reader or voice output. |
| 3.14 | 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.  ... can be easily interrupted in the flow of reading. |
| 3.15 | Text (Link) | Links open in the same window, not in a separate one. | ... use a screen reader or voice output. |
| 4.1 | Graphic | Graphics contain a short, concise alternative text (max. 125 characters). Graphics with no meaning are labelled as decoration. | ... use a screen reader or voice output. |
| 4.2 | Graphic | Complex images (e.g. diagrams, comics) have a detailed descriptive text alternative. | ... use a screen reader or voice output.  ... cannot see well. |
| 4.3 | Graphic | Graphic information-bearing elements (e.g. lines, neighbouring surfaces) have a minimum contrast of 3:1 to the background. | ... do not perceive all colours clearly.  ... cannot see well.  ... the document in poor lighting conditions (or via a projector). |
| 4.4 | Graphic | No images are used to display text (font graphics). |  |
| 4.5 | Graphics / Video | Graphics, videos and animations are free from flickering (e.g. flashes of light). | ... react sensitively to light stimuli.  ... are easily distracted. |
| 5.1 | Video | Uploaded videos do not play automatically. | ... use a screen reader or voice output.  ... are easily distracted. |
| 5.2 | Video | Videos provided contain subtitles. | ... record videographic content primarily visually.  ... at the time of reception.  ... have no audio output.  ... whose mother tongue is not German.  ... you want to copy or search the contents of the audio track. |
| 5.3 | Video | Videos have an alternative form of presentation: either an audio description or a full text alternative. | ... record videographic content primarily auditory.  ... at the time of reception. |
| 5.4 | Video / Audio | Videos and audio files have a meaningful title. | ... use a screen reader or voice output.  ... want to find their way around quickly. |
| 5.5 | Audio | Embedded audio clips have a transcript (as text on the page or in a separate document or on an 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. |
| 5.6 | Audio | Audio recordings (>3 minutes) can be paused or stopped and the volume can be adjusted. | ... use a screen reader or voice output.  ... are easily distracted. |
| 7.1 | Table | Tables are created with the table settings of the editor.  If tables are copied from other documents, their table properties are checked. | ... use a screen reader or voice output. |
| 7.2 | Table | The first line of the table is labelled "Header". | ... use a screen reader or voice output. |
| 7.3 | Table | Cells are not connected to each other. | ... use a screen reader or voice output.  ... enlarge the table. |
| 7.4 | Table | Tables have a meaningful title (caption). | ... use a screen reader or voice output.  ... want to find their way around quickly. |
| 7.5 | Table | Complex tables are divided into several simple tables.  Only content that actually represents a table is used for a table (not for purely decorative purposes). | ... use a screen reader or voice output.  ... need/want structures.  ... find it difficult to understand the content of complex tables. |
| 8.1 | Material (file) | The materials provided in the course are clearly labelled and the format is indicated (e.g. "PDF"). | ... use a screen reader or voice output.  ... who need/want a structure. |
| 8.2 | Material (file) | The materials provided in the course itself are accessible. | ... use a screen reader or voice output.  ... need/want structures.  ... cannot see well. |

# Sources:

University of Potsdam (2021): <https://www.youtube.com/watch?v=XCSXazsX6lM&list=PLI5fPE8N5j5zklmm1XYNF-cNzIdhySmm1&index=4>. last accessed on 13.03.2023.

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