

Briggs, Caroline (2019) Increase your confidence and skills in creating accessible learning materials. In: Learning & Teaching Fest 2019, 3 July 2019, University of Cumbria, Carlisle, UK. (Unpublished)

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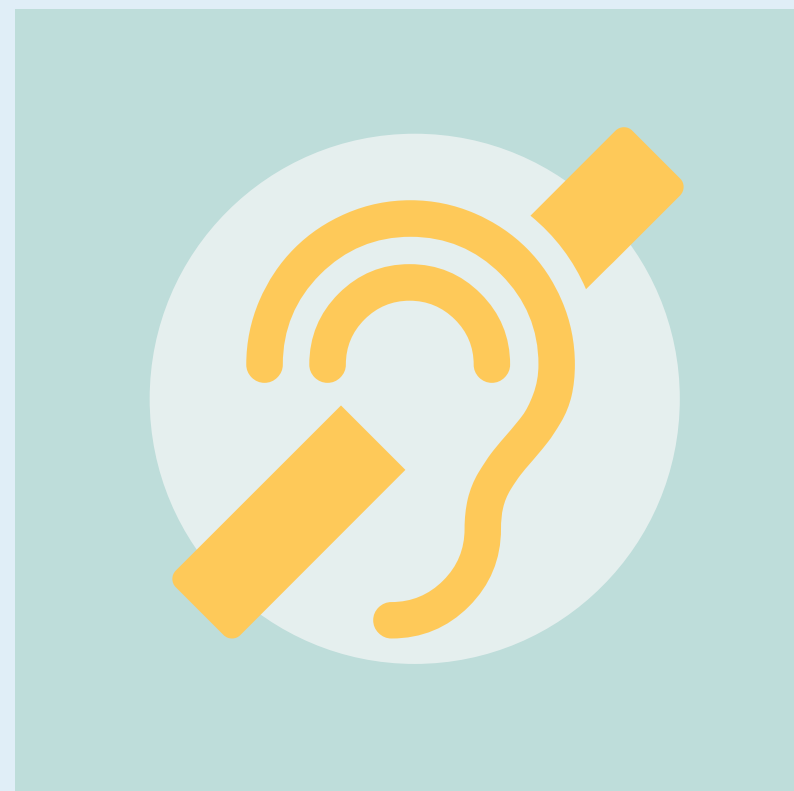
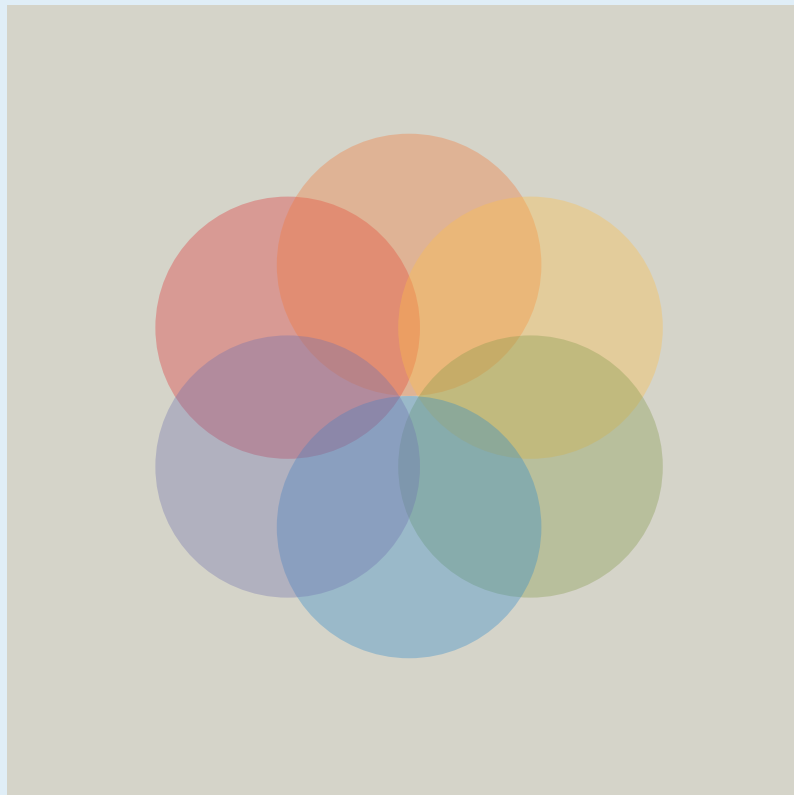
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Designing for accessibility



Designing for users on the autistic spectrum



Do...

use simple colours



write in plain language

Do this

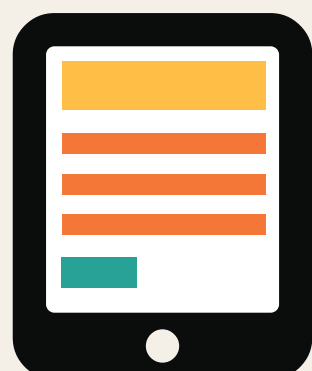
use simple sentences and bullets



make buttons descriptive

Attach files

build simple and consistent layouts



Don't...

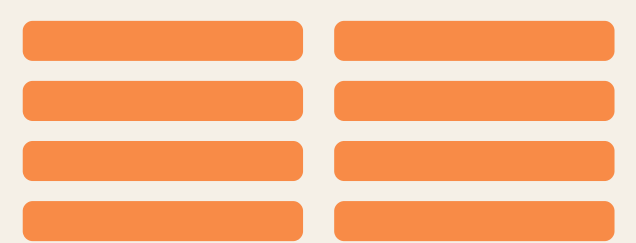
use bright contrasting colours



use figures of speech and idioms



create a wall of text



make buttons vague and unpredictable

Click here!

build complex and cluttered layouts



Designing for users of screen readers



Do...

describe images and provide transcripts for video

`<alt>`

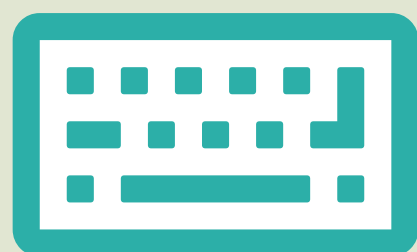
follow a linear logical layout



structure content using HTML5

`<h1>`
`<nav>`
`<label>`

build for keyboard use only



write descriptive links and headings

[Contact us](#)

Don't...

only show information in an image or video



spread content all over a page



rely on text size and placement for structure

36pt, bold
Header

force mouse or screen use



write uninformative links and headings

[Click here](#)



Designing for users with low vision



Do...

use good colour contrasts and a readable font size



publish all information on web pages



use a combination of colour, shapes and text



follow a linear, logical layout

200% magnification



put buttons and notifications in context



Don't...

use low colour contrasts and small font size



bury information in downloads



only use colour to convey meaning

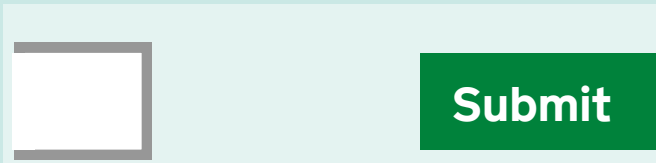


spread content all over a page

200% magnification



separate actions from their context



Designing for users with dyslexia

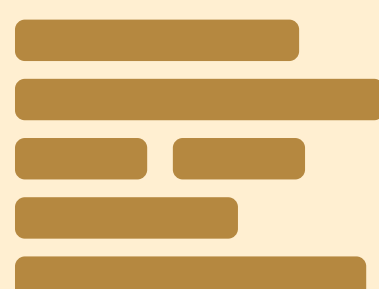


Do...

use images and diagrams to support text



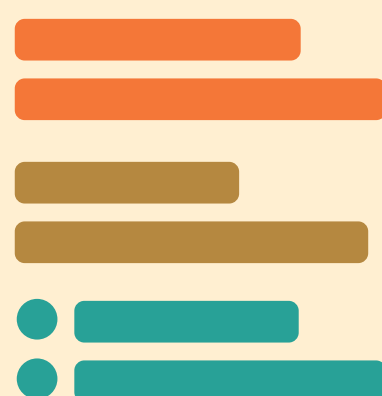
align text to the left and keep a consistent layout



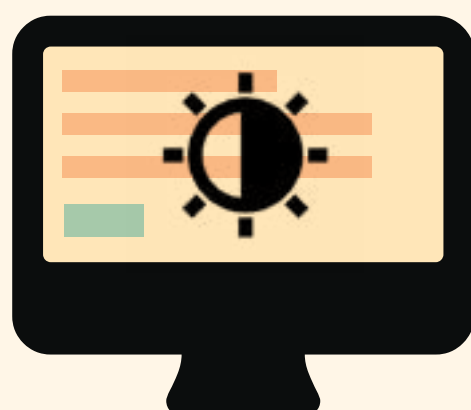
consider producing materials in other formats (for example audio or video)



keep content short, clear and simple



let users change the contrast between background and text



Don't...

use large blocks of heavy text



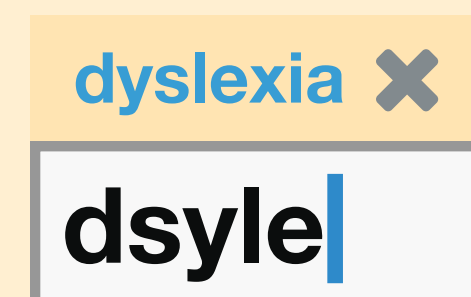
underline words, use italics or write in capitals

DON'T DO THIS

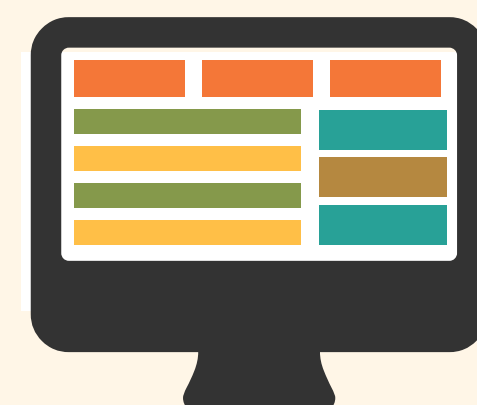
force users to remember things from previous pages - give reminders and prompts



rely on accurate spelling - use autocorrect or provide suggestions



put too much information in one place

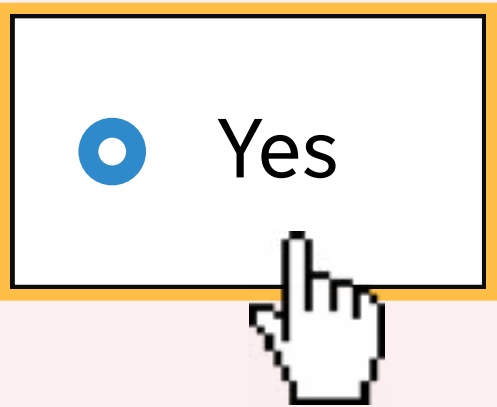


Designing for users with physical or motor disabilities

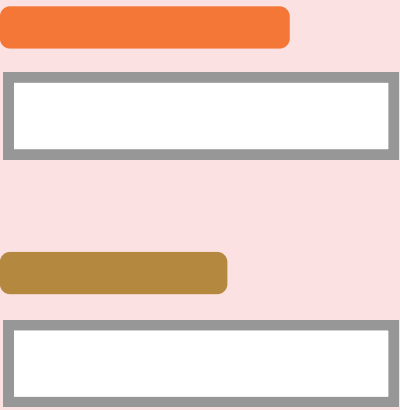


Do...

make large clickable actions



give clickable elements space



design for keyboard or speech only use



design with mobile and touchscreen in mind

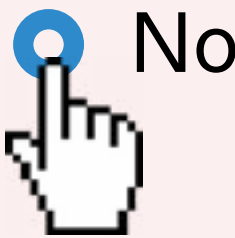


provide shortcuts

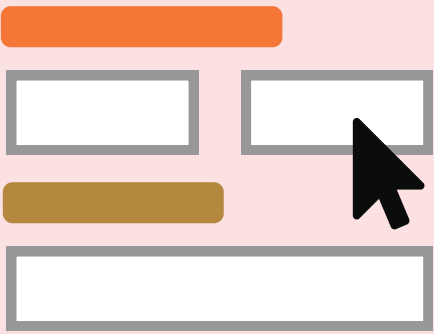
Postcode

Don't...

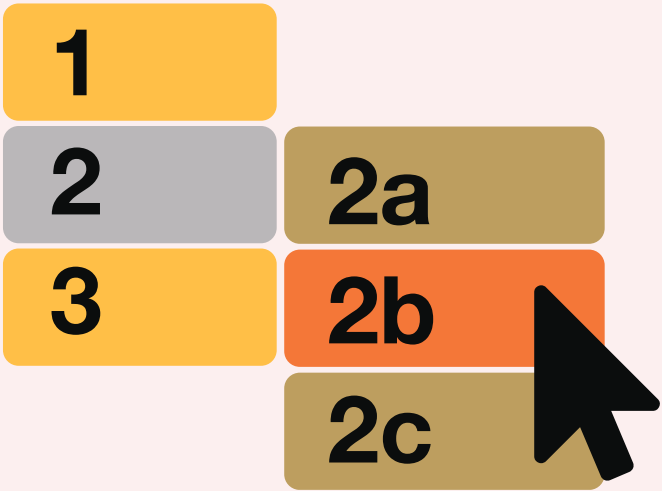
demand precision



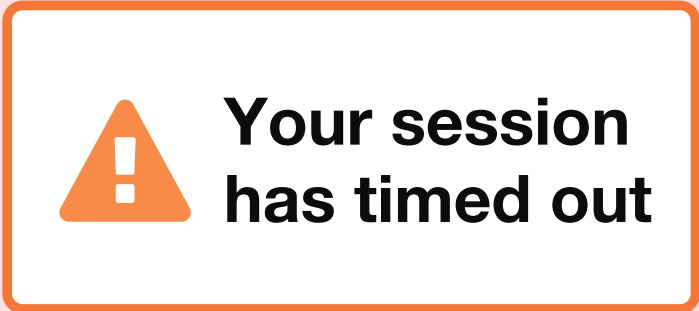
bunch interactions together



make dynamic content that requires a lot of mouse movement



have short time out windows



tire users with lots of typing and scrolling

Address

Designing for users who are deaf or hard of hearing



Do...

Don't...

write in plain language

Do this

use complicated words or figures of speech



use subtitles or provide transcripts for videos



put content in audio or video only



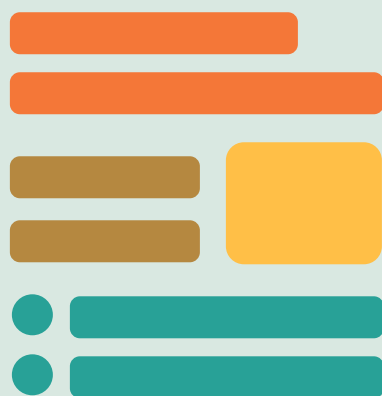
use a linear, logical layout



make complex layouts and menus



break up content with sub-headings, images and videos



make users read long blocks of content



let users ask for their preferred communication support when booking appointments



make telephone the only means of contact for users



Designing for users with anxiety

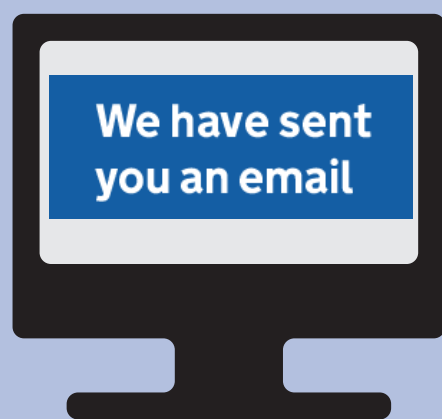


Do...

give users enough time to complete an action



explain what will happen after completing a service



make important information clear



give users the support they need to complete a service

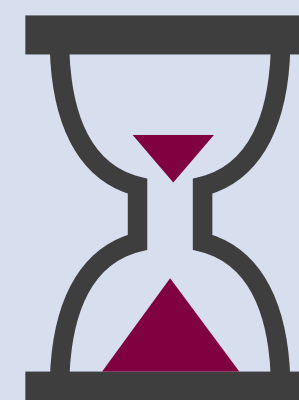


let users check their answers before they submit them

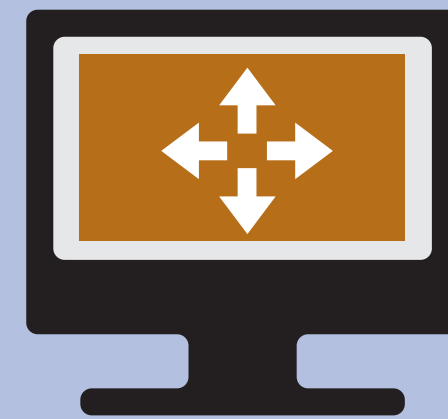


Don't...

rush users or set impractical time limits



leave users confused about next steps or timeframes



leave users uncertain about the consequences of their actions



make support or help hard to access



leave users questioning what answers they gave



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Understanding accessibility means we can build services that work for everyone, whatever their access need.

These posters show how you can make your service accessible for different access needs.

Email access@digital.homeoffice.gov.uk to get involved and help make Home Office Digital services accessible by default

