



WCAG 2.2 AA Checklist

Accessibility checklist for digital learning content

Disclaimer

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| **Decorative** | **Software-specific accessibility requirements**  If you have a tool or resource specific to the authoring software or platform you use, why not share it with the APS Academy so others can learn and benefit from it? Contact the APS Academy by email at [**apsacademy@apsc.gov.au**](mailto:apsacademy@apsc.gov.au).  **Feedback**  If you have feedback or suggestions of changes to this checklist, including suggestions for resources and tools, which could be shared in this checklist to test accessibility, please contact the APS Academy by email at **apsacademy@apsc.gov.au**. |

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About this checklist

#### What is WCAG 2.2 AA?

The [Web Content Access Guidelines](https://www.w3.org/WAI/standards-guidelines/wcag/) (WCAG) is an internally recognised standard created by the [World Wide Web Consortium](https://www.w3.org/) (W3C). The purpose of the standard is to make Web content more accessible to people with lived experience of disabilities and diversity. The standards apply to all content, including documents, videos, images and the Web. W3C are continually updating the standards as technology evolves. The Australian Government currently requires agencies to comply with the [WCAG 2.2 AA](https://www.w3.org/TR/WCAG22/) standards.

#### Why is it important that learning deliverables are WCAG 2.2 AA compliant?

People from a diverse range of backgrounds, abilities, locations, work, contexts, and demographics and needs experience learning in the APS. When learning deliverables are accessible and inclusive by design, all APS staff can understand, navigate and interact with the experience in their own way.

#### Who is responsible for ensuring learning deliverables are WCAG 2.2 AA compliant?

Learning materials that are distributed through the [APS Academy](https://www.apsacademy.gov.au/) must be WCAG 2.2 AA compliant. The agency that develops the materials is responsible for ensuring they are WCAG compliant and that both the source and SCORM files have been tested using assistive technologies. We recommend you check WCAG compliance with your IT team and/or the software provider.

#### What happens when learning deliverables are being procured from suppliers?

When procuring learning deliverables from a supplier, consider including clauses that clearly outline the acceptance criteria, including a report that validates the deliverable is WCAG compliant, has been tested using assistive technologies and the provision of source files. An example acceptance criteria is available at [Appendix A.](#AppendixA)

#### How do we use the checklist?

The *WCAG 2.2 AA Checklist* can be downloaded and adopted or adapted for use and is designed to guide the build, buy and borrow of learning resources that comply with the WCAG 2.2 AA. It contains easy to understand definitions and links to more information and tools. The checklist will be updated as new versions are released.

#### What software should we use to create learning deliverables?

Consider using software that provides the greatest flexibility now and into the future. Check file format specifications for files the software can import and export. HTML is the most common.

#### Why was this checklist developed?

The checklist was developed to support accessible quality learning and development in the APS to ensure it is compliant with WCAG 2.2 AA, aligns to the objectives of the [*Highly Capable, Future Ready: APS Learning and Development Strategy*](https://www.apsc.gov.au/learning-and-development/highly-capable-future-ready-aps-learning-and-development-strategy) and meets the terms of the [*Disability Discrimination Act 1992*](https://www.legislation.gov.au/C2004A04426/2018-04-12/text).

WCAG Toolkit

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| How can we develop our WCAG skills? Each criterion in the checklist links to the W3C guide so you can understand the intent behind it. We have also included links to free online tools that allow you to check that content is compliant with the WCAG standards. Below are some training and resources to help you develop your capabilities in WCAG 2.1 AA compliance. Training  * [Digital Accessibility Foundations - Free Online Course | Web Accessibility Initiative (WAI) | W3C](https://www.w3.org/WAI/fundamentals/foundations-course/) * [Digital Accessibility Training 2020 | Vision Australia. Blindness and low vision services](https://www.visionaustralia.org/community/news/2019-12-16/digital-accessibility-training-2020) * [Training - Centre For Accessibility Australia](https://www.accessibility.org.au/services/training/) * [Intopia – Accessibility re4view and training services](https://intopia.digital/services/)  Resources  * [Access for all: Improving accessibility for consumers with disability | Australian Human Rights Commission](https://humanrights.gov.au/our-work/employers/access-all-improving-accessibility-consumers-disability) * [W3C Web Accessibility Initiative (WAI) - YouTube](https://www.youtube.com/channel/UCU6ljj3m1fglIPjSjs2DpRA) – The W3C group’s YouTube channel * [Why Web Accessibility Is Important and How You Can Accomplish It | by Oyetoke Tobi Emmanuel | Facebook Developer Circles Lagos | Medium](https://medium.com/fbdevclagos/why-web-accessibility-is-important-and-how-you-can-accomplish-it-4f59fda7859c) * [Why Accessibility Matters - YouTube](https://www.youtube.com/watch?v=o2vDmDGlRz8) * [9. Make it accessible | Digital Transformation Agency (dta.gov.au)](https://www.dta.gov.au/help-and-advice/digital-service-standard/digital-service-standard-criteria/9-make-it-accessible) * [Make content accessible - digital guide | Victorian Government (www.vic.gov.au)](https://www.vic.gov.au/make-content-accessible) * [Web Accessibility | Australian Public Service Commission (apsc.gov.au)](https://www.apsc.gov.au/web-accessibility) * [Web Accessibility | Australian Public Service Academy (apsacademy.gov.au)](https://www.apsacademy.gov.au/web-accessibility)   ****Please note: The Academy does not endorse any particular product or resource and that many other resources exist to enhance your WCAG compliance capability.**** Don’t have accessibility in-house? Be aware that not all content can be made accessible for the web and you may need to engage specialist expertise depending on the technology you are using. Your agency or the vendor should test learning deliverables using approved agency assistive technologies to ensure they are WCAG 2.2 AA compliant. |

How to use the checklist

| This area is used by the developer | | | | | This area is used by the reviewer | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Guideline | WCAG links | Requirements | Tools to test | User agent used | Guideline met | Checked | Comment |
| **Guidelines** | | | | | **Checks completed** | | | |
| 1.1 | **Under each standard is a series of guidelines to help you conform to the standard.** | The WCAG link takes you directly to the W3C guideline for more information | This is what you need to do to meet the requirements of the relevant guideline. | These are some simple tools for checking compliance | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | No | Yes | Requirement 9 is not applicable to eLearning program |
| Please indicate what assistive technology you used to ensure compliance with the WCAG. Note: Free online tools are often unreliable. Please use assistive technology including Jaws, Dragon, Fusion, ZoomText etc. | If all the guidelines have not been met, select No and provide a comment in the Comments column to explain why | The artefact must be peer reviewed with details provided in the Comment column. | Use this column to provide additional information about compliance/non-compliance with the WCAG and/or how you came to that conclusion. |

1. Perceivable

| No. | Guideline | WCAG links | Requirements | Tools to test | User agent used | Guideline met | Checked | Comment |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Guidelines** | | | | | **Checks completed** | | | |
| 1.1 | Provide text alternatives for non-text content. | [Text Alternatives](https://www.w3.org/TR/WCAG22/#text-alternatives) | Images essential to the content have a meaningful text alternative.  Decorative images do not require text alt.  Use control names describe their purpose. I.e.: Play, Stop, Pause, Next, Previous and Home.  Audio and sound content has a text alternative or captioning (minimum 16 point sans serif).  Tests using vision or sound require an alt text description on the test.  Content providing a sensory experience must have a text alt describing the experience.  Text alt must be able to be enlarged or changed to braille.  Text alt for CAPTCAs must be provided.  Hyperlinks to text alt are next to the content. | To test how the image is described:  Select the right mouse button or Shift+F10 and select ‘Read Aloud’.  To test an image HTML on a web page for alt text:  Right click on image and select ‘Inspect’.  Image Alt Tag Checker - SEOptimer  Improve accessibility with the Accessibility Checker (microsoft.com) | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |
| 1.2 | Provide alternatives for time-based media | [Time-based media](https://www.w3.org/TR/WCAG22/#time-based-media) | All sound and vision have captions and/or a text alternative.  Captions burnt into the video are not accessible. Depending on the software used, overlayed captions in a sans serif font and a minimum of 16 point are recommended and/or a text alternative provided.  Captions are provided for all live audio content.  Audio description is provided for all video content. | [Accessibility overview of Microsoft Teams](https://support.microsoft.com/en-us/office/accessibility-overview-of-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5).  [Accessibility support for Skype for Business (microsoft.com)](https://support.microsoft.com/en-us/office/accessibility-support-for-skype-for-business-fbe39411-6f25-405d-acb4-861735865d18)  [free video captioning tools for accessibility | (accessiblewebsiteservices.com)](https://accessiblewebsiteservices.com/tag/free-video-captioning-tools-for-accessibility/)  [Free Audio Description Tool | Paths to Literacy](https://www.pathstoliteracy.org/resources/free-audio-description-tool) | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |
| 1.3 | Content can be presented in different ways without losing information or structure. | [Adaptable](https://www.w3.org/TR/WCAG22/#adaptable) | Use simplified layouts.  Information, relationships and formatting are preserved when presented in a different way.  Correct reading sequence.  Instructions do not rely on senses such as shape, colour, size, orientation or sound.  Content can be displayed in portrait or landscape.  Labels and instructions are provided for input fields in forms. | [Using the Acrobat Pro DC Accessibility Checker (adobe.com)](https://www.adobe.com/accessibility/products/acrobat/using-acrobat-pro-accessibility-checker.html)  [Improve accessibility with the Accessibility Checker (microsoft.com)](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f)  Software word find functionality | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |
| 1.4 | Make it easy for user to see and hear content, including foreground from background. | [Distinguishable](https://www.w3.org/TR/WCAG22/#distinguishable) | Colour is not used to convey information.  Audio longer than 3 seconds must have stop and play controls.  Visual contrast ratio is at least 4:5:1. Large text ratio, user interface elements and graphical object are at least 3:1. Images of text and logos exempted.  Text can be resized up to 200% without loss of content or functionality.  Images of text are not used except where visually customised or essential to the information.  Content can be presented without requiring scrolling in two dimensions. I.e.: down and across.  In mark-up languages, content remains readable and operable when the user overrides the author’s content.  Where pop-ups are used, they can be closed by the user via a cross or movement of point off the pop-up. | [Colour Contrast Analyser | Vision Australia. Blindness and low vision services](https://www.visionaustralia.org/services/digital-access/resources/colour-contrast-analyser)  [ZoomText Magnifier/Reader - zoomtext.com](https://www.zoomtext.com/products/zoomtext-magnifierreader/)  [Use Magnifier to make things on the screen easier to see (microsoft.com)](https://support.microsoft.com/en-us/windows/use-magnifier-to-make-things-on-the-screen-easier-to-see-414948ba-8b1c-d3bd-8615-0e5e32204198) | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |

2. Operable

| No. | Guideline | WCAG links | Requirements | Tools to test | User agent used | Guideline met | Checked | Comment |
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| **Guidelines** | | | | | **Checks completed** | | | |
| 2.1 | The end user must be able to operate the interface and navigation themselves | [Keyboard](https://www.w3.org/TR/WCAG22/#keyboard-accessible) | All functionality can be operated through a keyboard.  If the focus can be moved by keyboard, then it can be moved away. I.e.: keyboard focus is not trapped on specific content.  If keyboard shortcuts are used, there is a mechanism to turn off shortcuts, remap them or activate on focus only. | [Test for Keyboard Navigation: Accessibility: Designing and Teaching Courses for All Learners (canvas.net)](https://learn.canvas.net/courses/1159/pages/test-for-keyboard-navigation)  [Use the Style Inspector - Microsoft Word 2016 (officetooltips.com)](https://www.officetooltips.com/word_2016/tips/use_the_style_inspector.html) | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |
| 2.2 | Provide users with enough time to read and use the content | [Enough time](If%20keyboard%20shortcuts%20are%20used,%20there%20is%20a%20mechanism%20to%20turn%20off%20shortcuts,%20remap%20them%20or%20activate%20on%20focus%20only.) | Where time limits are set, users can turn off, adjust or extend the time limit.  Users can stop, pause and play any audio-visual content longer than 5 seconds. |  | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |
| 2.3 | Do not include content known to cause seizures or physical reactions. | [Seizures and physical reactions](https://www.w3.org/TR/WCAG22/#seizures-and-physical-reactions) | Web pages do not contain content that flashes more than 3 times. | [TOOL: Identify Seizure Risks in Your Website Content | (accessiblewebsiteservices.com)](https://accessiblewebsiteservices.com/tool-identify-seizure-risks-in-your-website-content/)  [Using automated testing tools - AccessibilityOz](https://www.accessibilityoz.com/factsheets/video/using-automated-testing-tools/) | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |
| 2.4 | Provide ways for users to navigate, find content and know where they are. | [Navigable](https://www.w3.org/TR/WCAG22/#navigable) | Provide a way for users to bypass repeated content.  Each page has a unique title describing the topic or purpose.  If the navigation sequence effects meaning or operation, users can navigate the content in the order intended.  The purpose of hyperlinks can be determined from the link text.  Provide multiple ways to navigate the content.  Headings and labels describe the content or purpose.  Any keyboard interface has a visible focus indicator. I.e.: curser.  Content is not entirely hidden by pop-ups or hovers. | To test for focus frame:  Tab and Shift + Tab. | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |
| 2.5 | Make is easy for users to operate the functionality through various inputs. | [Input modalities](https://www.w3.org/TR/WCAG22/#input-modalities) | All functionality can be operated with a range of pointing devices, abilities and assistive technologies.  Make it easy for users to prevent accidental pointer input via an undo mechanism to cancel the last action taken.  Labels for input fields reflect the content required. I.e.: name, address, phone number.  Functions triggered by moving a device, such as shaking, tilting or gesturing can also be operated by more conventional means.  Drag and drop functions can be achieved another single pointer mode for those without the dexterity to drag elements.  Buttons and other target elements are at least 24 x 24 pixels in size for users with dexterity limitations. |  | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |

3. Understandable

| No. | Guideline | WCAG links | Requirements | Tools to test | User agent used | Guideline met | Checked | Comment |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Guidelines** | | | | | **Checks completed** | | | |
| 3.1 | The content is readable and understandable to the end user. | [Readable](https://www.w3.org/TR/WCAG22/#readable) | The text and other linguistic content is presented correctly using HTML tags.  Text styles carry the correct HTML coding i.e.: H1, H2, normal.  Do not use jargon.  Reading aged meets organisational standards.  Technical terms are explained at the first usage.  Acronyms are spelt out in full at the first usage with acronym in brackets. | Hyperlink technical terms to a glossary.  Create ‘Help’ pages to assist end users to navigate and interact with the content.  [Australian Government Style Manual](https://www.stylemanual.gov.au/)  [Flesch Kincaid Calculator | Good Calculators](https://goodcalculators.com/flesch-kincaid-calculator/)  [Get your document's readability and level statistics (microsoft.com)](https://support.microsoft.com/en-us/office/get-your-document-s-readability-and-level-statistics-85b4969e-e80a-4777-8dd3-f7fc3c8b3fd2) | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |
| 3.2 | Content appears and behaves in predictable ways. | [Predictable](https://www.w3.org/TR/WCAG22/#predictable) | Moving a mouse over a control does not trigger the action. This prevents users with limited motor impairments from accidently triggering a change.  Entering content into input fields does not automatically change the page. I.e.: Use the addition of a submit button to make it clear.  Repeated navigational elements appear in the same order and place on the screen/page, e.g. Next, Previous and Home.  Elements with the same function always look identical, e.g. Submit buttons.  Elements act in a way their name suggests, e.g. ‘Go to the next field’ will take the end user to the next field.  Help mechanisms appear in the same place and behave in the same way. |  | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |
| 3.3 | Help users avoid and correct errors | [Input assistance](https://www.w3.org/TR/WCAG22/#input-assistance) | Where errors are automatically detected, the error is identified and given a meaningful description.  Users are given immediate feedback after completing a quiz, test or activity.  Information entered by users must be reversible, checked for errors **or** confirmed for correctness.  Labels or instructions are provided where content requires user input.  Suggestions for correction are provided unless it jeopardises the purpose of the content.  Help users avoid making errors with serious consequences by providing reversible, checked and confirmed safeguards.  Information previously entered by the user that is required again either auto-populates or is available for selection.  An alternative mechanism is provided for remembering a password or solving a puzzle to complete an authentication process. |  | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |

4. Robust

| No. | Guideline | WCAG links | Requirements | Tools to test | User agent used | Guideline met | Checked | Comment |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Guidelines** | | | | | Choose an item. **Checks completed** | | | |
| 4.1 | The content works with a wide variety of browsers, assistive technologies and other user agents. | [Compatible](https://www.w3.org/TR/WCAG22/#compatible) | **Note**: Parsing is no longer needed for assistive technologies.  If custom controls are used, additional measures need to be taken to ensure assistive technologies can gather and activate information.  Status messages are coded so that they present to assistive technologies even when not receiving focus. | [SCORM Explained: In Depth Review of the SCORM eLearning Standard](https://scorm.com/scorm-explained/?utm_source=google&utm_medium=natural_search). Enter ‘accessible’ in the search field.  Software and tools vary in their ability to meet accessibility requirements. Review the Accessibility Compliance Report (ACR) and/or speak with a technician from the software provider | Jaws  Dragon  ZoomText  Fusion  Other – pls add comment | Choose an item. | Choose an item. | Click or tap here to enter text. |

# Appendix A: Example Acceptance Criteria

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| 1. ****Authoring****   Unless otherwise agreed with the Commonwealth, the Contractor must ensure that all eLearning Deliverables provided under this contract are authored in Articulate Rise 360.   1. ****Release of IP****   Unless otherwise agreed with the Commonwealth, the Contractor must agree to release the Intellectual Property (at a fee) of all eLearning, including any source files associated with the eLearning Deliverable.  Where the Contractor is unable to agree to the release of IP, the Contractor must notify the Commonwealth. The Commonwealth will work with the Contractor to ensure that all Deliverables meet the necessary requirements.   1. ****WCAG 2.1 AA Compliant****   Unless otherwise agreed with the Commonwealth, the Contractor must ensure that all Deliverables provided under this contract are compliant with the Web Content Accessibility Guidelines (WCAG) 2.1 AA as per WCAG 2.1 AA Checklist attached.   1. ****Testing****   The Contractor must ensure that prior to providing any Deliverables to the Commonwealth the Contractor has tested the source and SCORM files with one of the following software:   * Jaws * Dragon * Zoom Text; or * Fusion   and found the Deliverables to be WCAG 2.1 AA compliant as per the WCAG 2.1 AA Checklist attached.  Where the Contractor is unable to test the Deliverables using the software specified above, the Contractor must notify the Commonwealth. The Commonwealth will work with the Contractor to ensure that all Deliverables meet the necessary requirements. |