



Accessibility basics

Access the department's guidelines for creating accessible content for web, video and other formats.

[Start with the checklist](#)

In this section

[Accessible design](#)

[Our design team have highlighted some key missteps that others and themselves have made when designing a project.](#)

[Checklist for accessible content](#)

[Here are some simple things you must do in order to make your content accessible to all our audience groups.](#)

[Creating accessible videos](#)

Learn when to use captions, transcripts and audio descriptions to ensure your video is accessible.

[Accessibility guidelines](#)

[Accessibility means providing equal access to information for all our audiences, with special consideration for people with disability.](#)

[Accessibility standards](#)

[We have a responsibility to ensure all of our content is inclusive \(accessible\); this involves legal and political obligations.](#)

[Accessibility toolkit](#)

The accessibility toolkit is a compilation of resources and tools from leading experts in accessibility.



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Accessibility guidelines

Accessibility means providing equal access to information for all our audiences, with special consideration for people with disability.

When in doubt, [publish as a web page](#).

What counts as disability?

Disability refers to conditions affecting people's physical, mental, intellectual or other abilities. 1 in 5 people in Australia has a disability - that's almost 4 million people. [Learn more about disability in Australia](#).

Just as we use ramps to enable access to our physical environment for people using wheelchairs, bikes or prams, we must also make sure our digital content is accessible for everyone.

Accessibility - essential for some, useful for all

For people with disability, accessible content can be the difference between inclusion and exclusion from information. They may rely on assistive technologies like screen readers, magnifiers or captions to access content.

By ensuring our content is accessible, we are choosing to include all of these people. And in the process, we are also making the content more useful for everyone else, including:

- speakers of other languages, who may be using translation software
- users with low literacy levels
- users on mobile or tablet devices
- users with poor internet connections
- time-poor users who just need an answer to their question.

Inclusive design

Our approach to accessibility at the NSW Department of Education is about creating content that does not exclude anyone because of their ability, situation or circumstance. Rather, it is an inclusive approach to content that should make it easier for all users to understand, interact with and respond to our websites, apps, communications and materials.

"Inclusive design is design that considers the full range of human diversity with respect to ability, language, culture, gender, age and other forms of human difference. Designing inclusively results in better experiences for everyone." - [Inclusive Design Research Centre](#)

Check your content is accessible

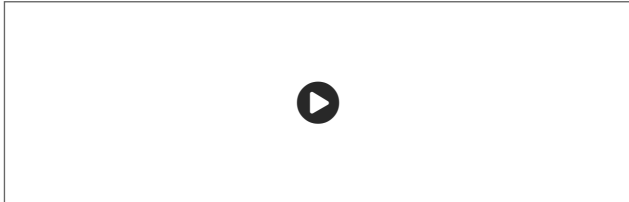
Ensure all content (text, images, videos and components) are accessible before publishing. Refer to our guidelines and checklists for more help:

- review our [checklist for accessible content](#)

- read our guidelines on [creating accessible videos](#)
- explore our [accessibility toolkit](#) for more trusted resources.

Video – Screen reader demonstration (3:16)

The following video demonstrates how the smallest of changes in our content structure can either hinder or enhance the experience for a person using assistive technology like screen readers.



[Video transcript](#)

Andrew Downie

Hi, I'm Andrew Downie. I've been providing accessibility information to TAFE staff and students for 23 years.

Being born blind I use a screen reader to access information online. If the information is well structured that is remarkably easy. If the information is not well structured I can spend a great deal of time and frustration to get the information that I need. Let me show you what I mean.

Screen reader

Heading 1 - My dog Myffy.

Andrew Downie

This is a web page and you'll notice that the screen reader announced to me that it was a level 1 heading.

Screen reader

This is a short story about my dog. Let's see what your knowledge of dogs is like.

Heading 2 – what breed of dog?

Andrew Downie

Again, it tells me it is a level 2 heading.

Screen reader

By looking at her photo, do you know what breed of dog she is?

Smallish brown dog sitting on grass. Somewhat large ears are erect.

Andrew Downie

That was the alternative text on the image.

Screen reader

Does the shape and size of her ears give you a clue?

What about if I tell you the famous person in the next photo has this breed of dog?

Photo of Queen Elizabeth II.

Heading 2 – appetite.

Andrew Downie

We'll leave that there and go on to a less well-structured example.

Screen reader

Top – My dog Myffy.

This is a short story about my dog. Let's see what your knowledge of dogs is like.

Andrew Downie

Notice that it didn't tell me it was a heading.

Screen reader

What breed of dog?

Andrew Downie

Same there.

Screen reader

By looking at her photo, do you know what breed of dog she is?

Does the shape and size of her ears give you a clue?

What about if I tell you the famous person in the next photo has this breed of dog?

Appetite

Andrew Downie

Then it goes straight on to "Appetite" because there was no alternative text on the images it doesn't tell me anything about them.

Let me show you a Word document.

Screen reader

Sample structured file.

Style heading 2 – Using styles

Andrew Downie

So it's telling me about the styles of the heading.

Screen reader

Style normal – to create a well-structured file, it is important to use formal styles.

That is, do not just adjust font size and style to get the appearance you want.

Use level 1, 2 etc heading styles in an hierarchical manner for headings.

Use formal paragraph styles for paragraphs.

Style heading 2 – tables.

Style normal - although everyone else does it, you and I don't use tables for layout.

When using tables for tabular data, do not split cells across pages.

Insert tables, do not draw them.

Blank.

Andrew Downie

There's another paragraph telling us not to use text boxes, which you can see on the screen.

But because it is a text box the screen reader can't read it and therefore I'm not aware that that information is there. So please don't use text boxes in Word documents.

It may seem that structuring information correctly requires extra time and effort. And sometimes it does.

But once you get good at it, it often saves you time.

And I appreciate your effort, as do other people who use screen readers and many others who use other forms of assistive technology.

Thank you.

[End of transcript]

Category:

- Engagement

Business Unit:

- Communication and Engagement

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Accessibility standards

We have a responsibility to ensure all of our content is inclusive (accessible) because it's the right thing to do. But there are also legal and political obligations we have to meet.

When in doubt, [publish as a web page](#).

WCAG 2.0 AA

All department websites must conform to the [Web Content Accessibility Guidelines \(WCAG\) 2.0](#). It might sound technical, but it's simply the international standard for web accessibility. There are three levels of compliance: Single A, Double A and Triple A. We need to meet the Double A standard. Where possible, we should aim to exceed it.

The guidelines are organised into [four main principles](#) that explain what to keep in mind when developing websites and publishing web content. These are that content should be:

- perceivable
- operable
- understandable
- robust.

Standards for web developers

To help make websites that use dynamic content and complex user interface elements more accessible, developers must implement the [WAI-ARIA 1.0 specification](#). Dynamic content could include:

- drop-down menus
- accordions or show/hides
- carousels or galleries
- content developed with Ajax, HTML, JavaScript and related technologies.

Dynamic content and user interface elements must follow the design patterns outlined in [WAI-ARIA 1.0 Authoring Practices](#).

Government mandates

As a government agency, the NSW Department of Education is required to meet web accessibility standards under federal and state government mandates.

Federal

The National Transition Strategy, implemented in 2010, required all government websites (including states and territories) to meet the Double A standard by the end of 2014.

The Australian Government's accessibility requirements are outlined in [criteria 9 of the Digital Service Standard](#).

State

The NSW Department of Premier and Cabinet also mandated web accessibility for all government websites through the [National Disability Strategy Implementation Plan](#).

Legislation

Under the [Disability Discrimination Act 1992](#) (the DDA), we must uphold the fundamental right for people with disabilities to access information. Failure to do so subjects us to possible disability discrimination complaints.

The Australian Human Rights Commission's [World Wide Web Access: Disability Discrimination Act Advisory Notes](#) provides useful background information about the DDA and web accessibility.

Advanced accessibility

If you would like to do more to make your content accessible:

- [Register for accessibility training](#).
- Explore the [accessibility toolkit](#) for more resources.
- Read the [accessibility guidelines](#).
- Ask the [education.nsw team](#) for an accessibility scan.

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Accessibility toolkit

The accessibility toolkit is a compilation of resources and tools from leading experts in accessibility.

Select the topics that best apply to your content and accessibility needs.

When in doubt, [publish as a web page](#).

Understanding accessibility

Use these resources to gain a better understanding of why accessibility is important, how to take an inclusive approach to content and how to test for accessibility.

Inclusive design

- [GAAD2020 department webstream \(staff only\)](#) - videos produced by the department for Global Accessibility Awareness Day 2020; a range of accessibility help topics are covered including emails, videos and personalisation of technology.
- [Microsoft Inclusive Design Toolkit](#) - check your approach to content accessibility by learning about inclusive design.
- [Centre for Inclusive Design: The Inspiration Series](#) - a curated list of resources recommended by the Centre for Inclusive Design to further the conversation around inclusive content
- [Inclusive Design Research Centre](#) - an international community of inclusive designers, developers and advocates.
- [UK Home Office Designing for Accessibility posters \(PDF 519.83KB\)](#) - posters to print out and remind you how to make your content accessible for different access needs.

Testing accessibility

Colour contrast

- [Colour Contrast Analyser](#) - download tool to check legibility and contrast.
- [Snook.ca](#) - colour contrast checker.
- [Colorsafe.co](#) - colour picker and checker.

Websites

- [WAVE browser plugin tool](#) for Chrome shows ARIA errors and other accessibility errors.
- [Functional Accessibility Evaluator](#) - evaluate websites against WCAG.
- [Vision Australia Web Accessibility Toolbar](#) - download toolbar to evaluate websites against WCAG.
- [Wuhcag checklist](#) - check website accessibility without the WCAG jargon.

Assistive technology

People with accessibility needs may use assistive technology to access content. Testing your content with these technologies is the most accurate way of making sure it's accessible.

Screen readers

- [NVDA](#) - free screen reader available for download (request IT support to install).

Device personalisation

- [Android accessibility features](#)
- [Apple accessibility features](#)
- [Windows accessibility features](#)

Inclusive writing

Use these resources to help optimise your content in Microsoft Office, Google Docs, websites or any text publishing platform.

Web

- [W3C Tips on writing for web accessibility](#) - comprehensive guide to web writing accessibility
- [Inclusive language and terms](#) - guide from the Digital Transformation Agency.

Microsoft Office

- [Creating accessible Word documents](#) - step-by-step text instructions
- [Creating accessible Word documents](#) - 7-part video tutorial
- [Creating accessible PowerPoint presentations](#) - step-by-step text instructions
- [Creating accessible PowerPoint presentations](#) - 5-part video tutorial
- [Creating accessible emails in Outlook](#) - step-by-step text instructions
- [Creating accessible emails in Outlook](#) - 3-part video tutorial
- [Document accessibility toolbar](#) - a free download that adds accessibility features to your Microsoft Office ribbon
- [Writing effective alt text](#) for rich media.

Google docs

- [Make your Google content accessible.](#)

4Syllables accessibility resources

- [Making content findable](#)
- [Designing scannable content](#)
- [Writing in a readable style](#)
- [Creating accessible content](#)
- [Page titles](#)
- [Designing structure](#)
- [Writing headings](#)
- [Writing lists](#)
- [Writing paragraphs](#)
- [Using tables.](#)

Inclusive PDF

Use these resources to optimise PDFs for accessibility.

Adobe

- [Create and verify PDF accessibility](#) - how to create accessible PDFs
- [Acrobat Pro DC Accessible Forms and Interactive Documents](#) - how to optimise forms and interactive documents for accessibility.

W3C

- [Performing OCR on a scanned PDF](#) - using the optical character recognition tool in Acrobat to turn a scanned document into actual text.

Inclusive data

Use these resources to optimise data for accessibility.

- [Creating accessible Excel workbooks](#) - what to look out for in Excel and how to optimise workbooks for accessibility
- [Accessible Math](#) - resources and tools to make maths accessible
- [Effective Practices for Description of Science Content within Digital Talking Books](#) - suggestions for describing flow charts and tables.

Inclusive rich media (video, audio)

Use these resources for making rich and multimedia content like audio and video accessible.

Images and graphics

- [Coloursafe.co](#) - a tool to help choose accessible colours and fonts.
- [Diagrammar content model](#) - a framework for making images and graphics accessible.
- [WebAIM Alternative Text](#) - how to correctly use alternative text.
- [Image guidelines](#) on our website.
- [Writing effective alt text](#) - tips for using alternative text for rich media in Microsoft Office (Word, PowerPoint, Excel).

Video

- [Video guidelines](#) on our website
- [Creating accessible videos](#) on our website
- [Creating accessible videos - captions \(staff only\)](#) - video series
- [Creating accessible videos - overlay \(staff only\)](#) - video series
- [Creating accessible videos - audio descriptions \(staff only\)](#) - video series
- [Amara editor](#) - free tool for video captioning, subtitles and translation
- [DIYCaptions](#) - YouTube automatic captions editor
- [Synchrmedia MovieCaptioner](#) - captioning software for PC/Mac desktop.
- [WebAIM Captions, Transcripts, and Audio Descriptions](#) - how to create videos accessibly.

Support

Within the department

- [Yammer](#)
- [Accessibility training for department staff](#)

Outside the department

Some companies offer content accessibility audits and can re-create content to comply with accessibility standards. This can be helpful if you have a lot of content to make accessible in a short period of time, however it won't help build capacity and skills across your team.

Some trusted suppliers include:

- [All Equal](#) - offers accessible content creation, testing and remediation (web, video and documents), as well as professional learning
- [Me2 Accessibility](#) - offers website testing, training and document remediation
- [Accessibility Oz](#) - can provide a range of services including website testing and document remediation
- [Vision Australia](#) - offer website testing and document remediation.
- [Media Access](#) - offer an accessible document service, as well as auditing and testing.

Making accessibility decisions

Audit

If you haven't done a recent [content audit](#), evaluate your content and remove out-of-date web pages and documents. If it's not useful, current or popular, you may be able to unpublish or delete it. You should also review our [checklist for accessible content](#) to ensure your content meets the requirements.

Prioritise

Sort your remaining content by date to prioritise what needs to be made accessible first.

1. Any new web content or documents need to be accessible. No exceptions.
2. Prioritise legacy content created after 31 December 2014 based on:
 - a. importance (legal or business requirement) - does it align with directorate/unit priorities or some other obligation to have the content?
 - b. popularity - use analytics to find out page views/file downloads. If it's not being used, consider unpublishing or deleting the page/document.
3. Prioritise legacy content created before 31 December 2014 based on:
 - a. importance
 - b. popularity.

3. Plan

Create a timeline and assign the people responsible for making your content accessible within 6 to 12 months, depending on how much you have. Use this Google sheets [accessibility planner template](#) to start planning.

1. Fill it out with your existing content (copy URLs from your content audit if you have done one).
2. Give scores based on importance and popularity and give a priority number.
3. Arrange in order of the priority column.
4. Assign a date in the next 6 months to make accessible.
5. Assign a person responsible.
6. Document the date completed.

4. Create with accessibility in mind

- Use our [accessibility format picker](#) (table) to help you decide on the best format for your content. Remember, a web page is best. Unless it really needs to be a Word doc or PDF for print or editing purposes, always make it a web page.
- Print these [Designing for accessibility posters \(PDF 519.83 KB\)](#) to remind you and your team how to create content accessibly for different needs.

5. Health checks

Do regular audits of your content to pick up any accessibility errors.

Need more help?

If you would like to do more to make your content accessible:

- read our [content accessibility checklist](#) and [creating accessible videos](#) guidelines
- download [Creating accessible documents - a handbook for staff \(PDF 2.59MB\)](#) for instructions on solving common accessibility challenges with documents
- [register for accessibility training \(staff only\)](#).
- read the [accessibility standards](#)
- read the [accessibility guidelines](#)
- ask the [education.nsw team](#) for an accessibility scan.

Category:

-

Topics:

-

Business Unit:

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Accessible design

Our design team have highlighted some key missteps that others and themselves have made when designing a project.

Colour considerations

Poor colour contrast and colour combinations ensures users with low vision will struggle to read your text. Our colour matrix on page 19 shows brand approved colour combinations that pass accessibility.

Make sure colour isn't the only way information on graphs is displayed. Alternatives such as using patterns or labels can help users with colour blindness read graphs.

Text formatting

Text should always be left aligned, in sentence case and 16px minimum for digital. Too many capital letters, text that isn't left aligned or text that is too small makes it challenging for low vision users or those using a screen reader to understand what is happening on your page.

Alt text

Every image on your pages should have an alternative text description for those using a screen reader, as well as all your videos should have transcripts. Transcripts assist many people with disabilities in understanding your content.

Page layout

Have a linear, logical page layout. For example, ensure the page has headings, subheadings, paragraphs and bullets to convey your message. ensure the spacing between your lines is consistent. Not only is the best practice but it also assists many users with disabilities in easily navigating your page.

No text in images

Screen readers cannot read text within images, so if you're trying to communicate important information there will be users who won't be able to receive it.

Many only think about accessibility at the end of a project, if you consider it from the beginning you can incorporate more best practices and you won't have to redo or rework anything right before your deadline.

Although you will be designing something for a specific target audience, all of your projects should be as accessible as possible.

Category:

- Communication and engagement

Topics:

- Accessibility

Business Unit:

- Communication and Engagement

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Checklist for accessible content

Accessibility means providing equal access to information for all our audiences, with special consideration for people with disability. Here are some simple things you must do to make your content accessible.

When in doubt, [publish as a web page](#).

1. Always use plain English

Using plain English helps people with memory issues. It's also important for people who use English as an additional language or dialect, or those who have low levels of literacy. It will also help people on the autism spectrum.

For help with writing in plain English:

- complete our [Writing for the web e-learning \(staff only\)](#).
- read [How to write great content](#).
- attend [Plain English Foundation training](#).

2. Use a font that's easy to read

Make sure you're using a sans serif font like [Public Sans](#) - the department's official font - or Arial.

Body text should be at least 12 pt, with line spacing of 1.5.

3. Write unique page titles

You may hear page title also referred to as 'page name' or 'H1 heading'. It is also used to create your web address (URL).

Each page must have a clear, unique title. It must be short and succinct enough to stand alone when read out of context.

The title should provide full context so that people can easily see if they've found what they're looking for.

The most important information and the words the user is most likely to have searched should be at the beginning of the search result.

4. Use headings to structure your content

Web users scanning your page should be able to easily understand what's there.

Headings help busy readers understand the structure of information and its hierarchy. Any headings should explain the content that follows.

Headings should always be nested correctly. For example, H1 should be followed by H2, H2 should be followed by H3, H3 should be followed by H4 and so forth. For example, H3 cannot follow H1.

Only use heading styles for headings, don't use it to visually format content that wouldn't make sense as a heading.

All headings, including page titles, must be in sentence case unless they contain proper nouns. Check the [content style guide](#) for use of capitals.

5. Use descriptive text for links

Never use 'click here' or 'more' or anything else generic. Screen reader-users tend to use links as a way of navigating the page, so a big long list of 'click here' is not helpful. Make sure the link text explains what you're going to get when you click on it.

Using keywords in your link text also helps with search engine optimisation. That means people can find your information and trust that it's the most relevant for their needs.

6. Always add text alternatives (alt text) to images

Alternative text (alt text) describes what's in an image. It ensures people who cannot see the image still get the information conveyed.

Never use images of text.

For more details, refer to the Style Manual's [Alt text, captions and titles for images](#) guide.

7. Use tables only for tabular data

Don't use tables for layout. Keep tables simple with no merged or empty cells. Make sure tables always have a header row or column.

Need more help?

If you would like to do more to make your content accessible, you can:

- [register for accessibility training](#) (staff only)
- read our guidelines on [creating accessible videos](#)
- explore the [accessibility toolkit](#) for more resources
- read the [accessibility standards](#)
- ask the [education.nsw team](#) for an accessibility scan.

Category:

- Engagement

Topics:

- Accessibility

Business Unit:

- Communication and Engagement

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Creating accessible videos

We want our video content to reach the widest possible audience and for them to find it engaging and useful. How well we achieve that goal is based on the decisions we make.

To ensure our content is inclusive, easily perceived and understood, we must empathise with our user's needs and create our content to defined, international [accessibility standards](#).

Understanding your audience's needs

Your audience is far more diverse than you may realise. Human variability is the norm, not the exception.

Disability is diverse and dynamic. It may be permanent or temporary. It may have existed from birth or may have been acquired due to an injury, illness or as part of the ageing process. Disability increases with age, from an average of 1 in 5 in the general population to 1 in 1 by the age of 80-85.

- **People who are deaf, hard of hearing, or have difficulty processing auditory information** get audio information from transcripts or captions.
- **People who are blind or have low vision** get their visual information from audio description of visual information.
- **People in loud environments** where they cannot hear the audio **or in quiet environments** where they cannot turn on sound benefit from the use of closed captions.

A general rule...

If the pre-recorded video has **speech or other audio** that is needed to understand the content, you must include:

- transcript, separate from the audio
- captions synchronised with the audio
- otherwise, inform your users.

If the pre-recorded video has **visual information** that is needed to understand the content, you must include:

- a transcript that includes descriptions of the visual information
- audio description of the visual information

Learn more about captioning, transcripts and audio descriptions below.

Captions, transcripts and audio descriptions

Captions

What is it?

Closed captioning goes above subtitling by providing an on-screen text alternative for spoken dialogue as well as a text alternative for audio cues, background noises and other audible sounds.

Captioning can also be used for locating content within the video.

What is it used for?

People in loud environments where they cannot hear the audio or in quiet environments where they cannot turn on sound benefit from the use of **closed captions**.

What are closed and open captions?

Closed captions are captions that are able to be turned on and off via a control on the video player. Open captions are “burnt-in” to the video content and cannot be turned off.

How to produce it?

Your script is a useful starting point when creating a closed caption track.

You can either caption the video yourself using easy tools like Synchrmedia's [MovieCaptioner](#) or alternatively use a dedicated captioning service, such as [Rev](#), [3PlayMedia](#) or [CaptionSync](#).

Apple's [free iOS app Clips](#), enables you to quickly and easily create open-captioned videos. The Live Titles feature allows users to easily create animated captions and titles — just by talking. Simply speak while recording and text automatically appears on screen, perfectly synced with your voice. Tap the clip to easily adjust text, add punctuation or change the style of your title.

Transcripts and summaries

What is it?

A transcript is a text version of the video content that can be easily read by a user or screen reader. It describes the entire video including spoken dialogue and speakers, descriptions of meaningful audio (music, sound effects etc), and descriptions of meaningful visuals, scenes, and actions.

What is it used for?

Transcripts are a great resource for individuals with hearing or vision impairments. Like closed captions, they can also be used for locating content within the video. Transcripts are designed to be consumed separately from the video player, whereas captions are embedded in the video player experience.

How to produce it?

There are different ways to produce transcripts. You could use a text-to-speech software or alter any pre-written scripts for the production of the video, so they read as transcripts.

If your video has no audio or there is visual-only content that was not properly narrated, create a written summary of the content so that those with vision impairments can still access the content.

How to display it?

If you're embedding your video on a web page, include a single show/hide with the title 'Video transcript'. All speaker attributions should be Heading 4 since the show/hide title is Heading 3.

If you choose to provide the transcript as a separate document, keep in mind best practices for [accessible Word documents](#).

Audio descriptions

What is it?

An audio description is a narration track that describes what is visually happening within your video. It should indicate changes or transitions in scenes, settings, movements, gestures, props, and important visual content such as written content on screen but not spoken, introduction and closing titles, segment slides, names and titles of speakers, URLs and more.

What is it used for?

Audio description was designed for people who are blind or have low vision. If a video is of someone speaking or it has a voiceover to narrate what is going on, then an audio description may not be required.

Do you need to use it?

To determine if the visual content of your video requires audio descriptions or not it is recommended that you use this simple decision tree from [Vision Australia](#).

1. **If your video contains important visual elements and the elements are referred to in the narration or dialogue** - provide descriptions during pauses near the point when the references occur.
2. **And the elements are critical for understanding on-screen action** - describe relevant on-screen elements during pauses in the audio.
3. **And the audio does not provide sufficient information about what is happening visually, or about elements which provide important visual context** - describe relevant on-screen elements during pauses in the audio.
4. **And there is text displayed on the screen** - verbalise the text in an audio description.
5. **And if pauses in the dialogue or narration are available, but they are not long enough to accommodate sufficient descriptions** - provide extended descriptions.
6. **And if no pauses are available** - provide a pre-description.

How to produce it?

Similar to creating a closed caption track, you can either add an extra audio track to the video yourself or alternatively use a dedicated service such as [Rev, 3PlayMedia](#) or [CaptionSync](#).

Pre-production tips

- Be clear about the purpose and message of your video. Keep it clear, concise and expressed simply.
- Use the department's brand colours to ensure the text and background colour combinations meet minimum colour contrast standards. These standards also apply to all visual content used in the video. To help you meet the standard, you can use free apps such as Paciello Group's free [Color Contrast Analyzer](#) or [WebAIM contrast checker](#).
- Write a script for all spoken content in advance. Speakers should state their name and title/affiliation audibly. Use clear and concise language written in a plain English style.
- Identify any important visual content that will need to be described audibly (such as on-screen text, graphs, equations or images) for individuals with vision impairments.
- Ensure that all visual content is clear and easy to read. Use an easy to read font such as the department-approved Montserrat with a line spacing of 1.5 lines. Make sure any charts and graphs are pared down to only include the necessary information.
- Do not include rapidly blinking or flashing content in your video to avoid triggering seizures in individuals with photosensitive epilepsy.

Production and filming tips

- Speakers should state their name and title/affiliation audibly.
- Narrate any important visuals, such as graphs, equations or images that need to be conveyed for the listener to fully understand the content.
- Be specific when talking about visuals on the screen. If the speaker uses locational references like “here” or “there”, they should also include a description of the item they are referencing.
 - Don't say: “This part over here represents the slope of a line.”
 - Do say: “In this equation, “y equals mx plus b” represents the slope of a line.”
- Lighting should be strong and clear so that the presenter can be easily identified.

Post-production tips

To provide real time equal access, all videos we publish must include:

- a transcript of all spoken content
- a closed caption track of all spoken and auditory content
- an audio description track (where appropriate) of any meaningful visual content.

Test your video

A simple quality assurance test to check if the video provides equal access involves:

1. Turning on closed captions and watch the video with the sound off.
2. Now, turn the sound back on, close your eyes and re-watch the video with your eyes closed.

In both instances, ask yourself 'was the video still engaging and useful?', 'did it still make sense?'

- If your answer is **yes**, you are nearly ready to publish.
- If your answer is **no**, go back and fix the parts that do not provide equal access before you can publish.

Need more help?

If you would like to do more to make your video content accessible, you can:

- [register for accessibility training](#) (staff only)
- explore the [accessibility toolkit](#) for more resources
- read the [accessibility standards](#)
- ask the [education.nsw team](#) for an accessibility scan
- refer to the [video guidelines](#) for video requirements and production options offered by the department.

Category:

- Communication and engagement
- Technology

Topics:

- Accessibility
- Governance
- Video

Business Unit:

- Communication and Engagement

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This information is current as at "18/7/2023 1:28:18 pm", Australian Eastern Time. For the most up-to-date information, go to <https://education.nsw.gov.au/about-us/how-we-communicate/accessibility-basics/creating-accessible-videos>

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