## 'Accessibility as Standard' Checklist: C - Virtual Learning Environments (VLE)

## Introduction from the Disabled Members' Standing Committee

The Disabled Members Standing Committee (DMSC) works on behalf of all our members from Further Education to Higher Education, Prisons, Adult and Continuing Education and academic-related, professional services staff and researchers.

One in four members are disabled - including members with visible or invisible disabilities and with a hearing impairment, neurodivergent and/or have lived experience of mental illness. The DMSC recognises that access barriers within our workplaces result in members facing difficulties in delivering their professional skills whilst taking an intersectional approach to equality, for all members of our union.

The Disabled Members Standing Committee have designed this short review checklist to gather data and anecdotal information on how accessible our education institutions are. Despite there being protections in law, access and accessibility remain an issue that impacts Disabled members both individually and collectively. This checklist aims to increase accessibility in our workplaces, including within physical buildings and virtual learning environments, so that we see

The checklist is especially useful for Health & Safety and Equality reps. It helps to improve

national campaigns and forms a basis for branches tak (MEDCor (#F@g[i)6G&Dt MEFie EYSdpi 6)/Tip/Tip/(MEDG)7(i)6(o)1(n)

- 3. Ideally, the review should be conducted at the same time every year (i.e., at the beginning of each academic year)
- 4. Inform the lead for Health and Safety and the Joint Negotiation and Consultation Committee (or

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| C. Virtual Learning Environment (VLE) refers to how inclusive the provision is including curriculum and accessibility design |   |   |   |                  |
|--|---|---|---|------------------|
| Area   |   | Υ | Ν | Notes / Comments |
| C01  | Is the technology used compatible with common software platforms      |   |   |                  |
|  | (Google, Microsoft, Android, iOS)?                                    |   |   |                  |
| C02  | Is the technology used compatible with assistive technology used by   |   |   |                  |
|  | staff and students such as speech-to-text, screen readers or text-to- |   |   |                  |
|  | text?   |   |   |                  |
| C03  | Does the technology allow the user to, for example, change colours,   |   |   |                  |
|  | contrast, size of text etc?   |   |   |                  |
| C04  | Are there guidelines for students and staff on using the VLE          |   |   |                  |
|  | platform?   |   |   |                  |
| C05  | Are staff and students trained in the use of the VLE platform?        |   |   |                  |
|  |   |   |   |                  |
| C06  | Is there an accessibility statement for the VLE platform used?        |   |   |                  |
|  |   |   |   |                  |
| C07  | Does the technology abide by the Web Content Accessibility            |   |   |                  |
|  | Guidelines (WCAG 2.1)?  |   |   |                  |

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