WHY HAVE CLASSROOM INCLUSIVITY GUIDELINES?

Inclusion is when “a diversity of people (e.g. of different ages, cultural backgrounds, genders) feel valued and respected, have access to opportunities and resources, and can contribute their perspectives and talents to improve their organisation” (Diversity Council Australia, 2019).

Creating an inclusive classroom environment enables students to feel supported and a strong sense of belonging, regardless of identity or background. UNSW has numerous resources to assist with this, including:

UNSW Ally, Counselling and Psychological Services, Disability Services, International Student Support, Student Support Advisors, The Learning Centre, Nura Gili, Pregnancy and Parenting Support, Diversity Champions.

UNSW Science also has an Academic Disability Advisor, John Wilson (J.E.Wilson@unsw.edu.au). The role of the ADA is to act as a link between the Disability Services Unit (DSU) and the Faculty, and to provide advice to Faculty members in relation to individual students and policy issues.

Research indicates that many students are more likely to flourish academically and personally in academic settings that acknowledge and respect students' personal experiences, identities and backgrounds. Ensuring that our learning environments are inclusive is crucial to realising UNSW Science’s EDI vision.

UNSW FACULTY OF SCIENCE EDI VISION

The UNSW Faculty of Science aims to provide an equitable place of work and study that will stimulate innovation, productivity, and progress and will enable staff and students to realise their potential regardless of background.

We hold that diversity is required to foster an environment that produces robust, credible, and pioneering science of global impact and trains the next generation of scientists.

UNSW Science commits to reducing barriers that impede equity, diversity, and inclusion via implementation of initiatives and practices that will benefit staff and students alike.
TOP FIVE GUIDELINES

The five guidelines below give an overview of ways that you can foster an inclusive educational environment.

1. **Use Diverse Course Content**
   Use resources, examples and content from diverse sources and academics such as those from Indigenous, culturally and linguistically diverse, and LGBTIQA+ backgrounds, and always aim for a gender balance.

2. **Enable Students to Provide Pronouns and Preferred Name**
   Give students (where practical with class sizes) an opportunity to tell you what their pronouns (e.g., she/her/hers, he/his/his, they/them/theirs) and preferred name are at the beginning of term. Use these names and pronouns consistently with the support of the student, their classmates, and technology. Introducing yourself using your name and pronouns is a great way to establish an inclusive climate.

3. **Enable Accessibility Awareness**
   Highlight that students with disabilities or students who are carers may be eligible for registration with DSU. Ensure reasonable adjustments for individual students (reflected in their documentation from DSU) are addressed. Know your obligations under the *Disability Discrimination Act 1992*. Aim to make your course as accessible as possible (both physically and digitally) by, for example, captioning videos, speaking slowly and clearly into a microphone, avoiding jargon without adequate introduction, ensuring accessible entrances, and using assistive technologies like hearing loops if required. *Accessibility can also mean making lecture recordings and slides available on request to students who for a variety of reasons are unable to access or attend every lecture.*

4. **Use Inclusive Language**
   Recognise that intentional or unintentional racist, classist, homophobic, ableist, ill-informed and/or disparaging comments or content can be harmful or damaging to students from minority identities. Use inclusive language and avoid stereotyping.

5. **Don’t Assume**
   Avoid making assumptions about student’s identities. Students are the experts of their own experiences and identities. Generally speaking it is not your role to query a student’s identity, circumstances, background, or provisions. Follow UNSW protocol where applicable.

The rest of the guidelines lay out detailed suggestions regarding (I) inclusive language, (II) Aboriginal and Torres Strait Islander Peoples, (III) disability, and (IV) caring responsibilities.
DETAILED GUIDELINES

I. Inclusive Language

The use of inclusive language in an educational setting creates affirming, welcoming and safe learning environments that enable student wellbeing and success.

The broadest advice we can provide is to avoid making assumptions regarding a student’s identity. In all cases, carry out interactions in a manner that is respectful of the diversity of identities and backgrounds of your students. Check that you are not assuming students’ gender identity, cultural background, religious orientation, sexual orientation, socioeconomic status, or any other aspect of their identity. When it is relevant to know, ask politely. These simple steps will advance the inclusivity climate of your classroom.

In the case that a student ‘calls out’ your use of non-inclusive language, avoid being defensive. Acknowledge it in the moment, and later reflect on how you might ensure inclusivity in the future. Consider discussing the matter with the student privately, or contacting your School’s Equity, Diversity and Inclusion representative for further advice.

In the case that a student in your classroom uses non-inclusive language you can address their comments swiftly and calmly to build trust and create a culturally safe classroom for all. An appropriate response in this situation could be “That is a common misconception or stereotype about X and can be really hurtful. I’d prefer that we didn’t use that language/those assumptions in this classroom please.”

Next, we provide tips on how to use inclusive language regarding preferred pronouns and names, gender and sexuality, and cultural background.

➢ Pronouns and Names

  • Ask students for the pronouns and name they prefer to use on the first day of term. Then, use those pronouns and names throughout the term. One method to achieve this is by passing around a student list inviting this information, or via email before class.
  • Introducing yourself using your name and pronouns is a great way to establish an inclusive climate.
• Understand that preferred names and pronouns can stem from a variety of wishes on the part of the student. Some students with non-Western names opt to adopt a Western name at university. Students are not obligated to do so, therefore efforts should be made to correctly pronounce non-Western names if that is the student’s preference. Other students may be gender non-conforming, non-binary, or transgender. It is not your role to query why a student might have a preferred name or pronouns that differ from the official university record. Instead, note their preference and make all attempts to use their pronouns and name from that point forward.

• If you make a mistake with a student’s preferred name or pronouns, simply apologise and correct yourself.

• If a student you have known previously by a different gender has now transitioned, ensure that you use the name and pronouns they request. Note, UNSW allows for use of preferred names however formal name changes require documentary evidence. If a student needs support in undertaking this process, refer them to a Student Support Advisor and these resources: https://student.unsw.edu.au/ally/gender

➢ Gender and Sexuality

• Aim to use gender neutral terms and phrases (e.g. “humankind, scientist, best person for the job” as opposed to “mankind, female scientist, best man for the job”)

• Avoid conveying gendered stereotypes (e.g., “You’re dressed like a man today”, “Women aren’t as good at maths”)

• Avoid using only heteronormative examples. For example, instead of only speaking about husbands and wives, consider referring to same-sex relationships and/or using gender neutral terminology like “partner” or “spouse”.

• Review your content. Are you featuring one gender more often in your examples, assigned readings or resources? Aim to achieve a balanced portfolio of examples about gender where possible.

➢ Cultural Background and Belief Systems

• Avoid assuming someone else’s cultural background. If it is necessary to know, ask in a respectful manner.

• Don’t respond to someone telling you where they are from with “Where are you really from?”

• Avoid stereotyping individuals, including positive stereotyping “You would never know you’re from X, your English is so good!” “You’ll find this easy, since you’re X.”
• Do not call upon an individual student to speak to their culture (e.g., “X, tell us about what people from your culture might say about this”). Not only is this an unreasonable request, given that one person can only represent their own views, but it puts the student in an uncomfortable situation. Instead ask “Would anyone would like to share their experience or understanding of this?” This gives students an opportunity to participate should they wish without putting them on the spot.

• Review your content. Do your examples, assigned readings or resources feature one race more than others? Aim to achieve cultural diversity where possible.

II. Aboriginal and Torres Strait Islander Peoples

UNSW has an Indigenous Strategy which highlights the university’s vision and goals for Indigenous inclusion. The detailed suggestions under the section above, Cultural Background and Belief Systems, are also relevant.

➢ Inclusion

• Inclusive practice should always be incorporated regardless of whether you have Indigenous students in your class or not. Furthermore, never assume that you have no Indigenous students in your classroom.

• Consider beginning the first class of term, classes in the field, or special events class with an Acknowledgement of Country. Nura Gili provides information and correct protocol for this here: http://www.nuragili.unsw.edu.au/atcandwtc

• Highlight Indigenous role models and researchers in your courses, and seek advice as to how to incorporate Indigenous knowledges (regardless of whether you have Indigenous students in your class). See Appendix B of this document for a list of Indigenous STEM researchers and websites that feature Indigenous research.

➢ Language

• Use “Aboriginal and Torres Strait Islander peoples” to refer to Indigenous Australians as a collective and “Indigenous person/Aboriginal person/Torres Strait Islander person” to refer in the singular.

• Avoid the use of terms like “primitive” or “traditional,” which imply that Indigenous Australians are less advanced than their non-Indigenous counterparts.
• When referring to the European colonisation in Australia the terms “discovery” or “settlement” should be avoided in favour of “colonisation,” “occupation,” or “invasion.”.

• It is important to remember that Aboriginal and Torres Strait Islander peoples reflect a multiplicity of cultures and languages comprising tens of thousands of years of history and cannot be relegated to a monoculture.

• If you are speaking about Indigenous land, languages or places seek out the correct pronunciation. This is a helpful resource on Aboriginal Language.

III. Disability

UNSW has a Disability Inclusion Action Plan which you can read here. UNSW also offers Disability Confidence Training through the Australian Network on Disability; for more information, contact Workplace Diversity at workplace.diversity@unsw.edu.au. You are now able to book into Disability Confidence Training through the UNSW Staff Learning Portal.

➢ Inclusion

• The purpose of this advice is to support academic staff in meeting their obligations under The Disability Discrimination Act 1992 and the Disability Standards for Education 2005 (the Standards) ensure students with disability the same rights as other students, including the right to education and training ‘on the same basis’ as students without disability.

• Academic staff should highlight to students during the introductory class the role of the Disability Services Unit at UNSW. Students with disability can register with DSU and may be offered reasonable adjustments throughout their study. Students who are carers (e.g. of young children, elderly parents, siblings with disabilities) may also be able to register with DSU even if they or their dependant does not have a disability. Contact details here: https://student.unsw.edu.au/disability-contacts

• Students may experience a range of disabilities and health conditions. These disabilities or health conditions may be visible or invisible, permanent or temporary, chronic or episodic.

• Disabilities include; physical, intellectual, psychological, psychiatric, sensory, neurological, medical conditions, learning disabilities and carer responsibilities. It is important to recognise that living with disability does not negate a student’s agency.
• Students who have physical accessibility requirements should already be
timetabled into accessible rooms (via a central process). If a student alerts you that
they are unable to access your classroom or the accessible entrance, or require
other adjustments such as a hearing loop that are not available in your teaching
space, please email/call both estate management and the Disability Services Team.
• If a temporary issue emerges (for instance if an accessible entrance is inaccessible
due to building works) follow the same process.
• If there is a problem with providing a student their reasonable adjustments please
contact the UNSW Faculty of Science Academic Disability Advisor, John Wilson
(j.e.wilson@unsw.edu.au).
• If you are hosting your class in a different room or going off-site for a class, ensure
that you verify if any students have accessibility requirements by contacting DSU.
• Please note that when using a microphone many students with disability rely on the
amplification of your voice as well as recordings. Ensure that you speak into the
microphone slowly and clearly, reducing background noise.
• Ensure that your digital content is accessible refer to Appendix C that outlines
UNSW’s digital accessibility guidelines

Language

• Use Person First language when referring to individuals with disabilities. Person
First language puts the person first, and the impairment second. For instance,
instead of “disabled person,” use “person with disability.” More information on
Person First language can be found here.
• Use “accessible toilet” instead of “disabled toilet”.
• Avoid referring to individuals with disability as “special” and individuals without
disability as “normal”.
• In the case that a person with a disability is accompanied by an assistant, speak
directly to the person (not the assistant).
• Avoid using language referring to mental health in colloquial phrases (e.g., “this
weather is bipolar”, “my computer was being schizophrenic”). These types of
expressions undermine inclusivity of people with lived experience of mental illness.
IV. Caring Responsibilities

It’s important to recognise that students may have caring responsibilities of children, siblings, elderly parents or other dependants which may impact on their educational experience.

At the introductory lecture for the term, highlight that students who have caring responsibilities may be able register with DSU for reasonable educational adjustments.

When possible, provide the opportunity for students with caring responsibilities to access recorded lectures.

➢ Breastfeeding

UNSW is a breastfeeding friendly accredited workplace. In Australia, breastfeeding parents have the right (under law) to breastfeed anywhere. At UNSW, breastfeeding parents may also choose to access one of the following parents' rooms:

- Upper campus - Morven Brown parents' room, G51 (Map Ref C20) & Biological Sciences parent’s room, G003, Ground Floor (Map Ref E26)
- Middle campus - Room 1Q09, Level 1, Ainsworth Building (Map Ref J17)
- Lower campus - Basement, Room B40, Science and Engineering Building (Map Ref E8)

To arrange access to these rooms, individuals should contact Workplace Diversity -phone 9385 8354/9385 2732, or email workplace.diversity@unsw.edu.au. Individuals will be asked to provide their staff/student zID. Note: visitors can request a temporary access pass.

These rooms have restricted access to ensure privacy and security. Each room contains a comfortable chair, access to a refrigerator, a power outlet, hand washing facilities and a breast pump storage area.
APPENDICES

Appendix A: Glossary
Appendix B: Indigenous STEM
Appendix C: Digital Accessibility
Appendix D: Additional Resources

REFERENCES


Questions? Contact us at Science.EDI@unsw.edu.au!
Appendix A: Glossary

Aboriginal and Torres Strait Islander Person
A person of Aboriginal or Torres Strait Islander ancestry, identifies themselves as an Aboriginal person or Torres Strait Islander, and is accepted as an Indigenous person by members of the Indigenous community. (AIATSIS)

Accessibility
Accessibility refers to the design of products, devices, services, or environments for people who experience disabilities. The concept of accessible design and practice of accessible development ensures both "direct access" (i.e. unassisted) and "indirect access" meaning compatibility with a person's assistive technology (for example, computer screen readers) (NSW Health)

Ally
Typically considered a verb, one must act in allyship to be an ally. Allies disrupt and educate in oppressive spaces. Allies must constantly work to educate themselves about communities to which they are acting in allyship (UConn Rainbow Dictionary).

Assistive Technologies
Assistive devices and technologies are those whose primary purpose is to maintain or improve an individual's functioning and independence to facilitate participation and to enhance overall well-being (World Health Organisation).

Culturally and Linguistically Diverse
May refer to someone born overseas, from a non-majority cultural background and/or a non-English speaking background. People who were born overseas, have a parent born overseas or speak a variety of languages are collectively known as culturally and linguistically diverse (CALD) populations (Australian Institute of Health and Welfare).
Disability
The Disability Discrimination Act 1992 (Cth) defines disability as:
- total or partial loss of the person’s bodily or mental functions
- total or partial loss of a part of the body
- the presence in the body of organisms causing disease or illness
- the malfunction, malformation or disfigurement of a part of the person’s body
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction
- a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment, or that results in disturbed behaviour;
- and includes disability that:
  - presently exists
  - previously existed but no longer exists
  - may exist in the future
  - is imputed to a person (meaning it is thought or implied that the person has disability but does not).
(Australian Network on Disability)

Diversity
People’s differences which may relate to their race, ethnicity, gender, sexual orientation, language, culture, religion, mental and physical ability, class, and immigration status (UNESCO).

Equity
Fair and just treatment of all potential and existing members of the university community through the creation of opportunities to address historic and current disadvantage for underrepresented populations (Institutional Diversity Blog).

Gender
Gender is part of a person’s personal and social identity. It refers to the way a person feels, presents and is recognised within the community (Pride in Diversity).
Gender Identity/ Expression
Gender identity, and related appearance or mannerisms or other gender related characteristics of a person. This includes the way people express or present their gender. It recognises that a person may identify as a man, woman, both, neither or otherwise (Pride in Diversity).

Gender Non-Conforming/Non-Binary
Someone with a gender identity other than man or woman; there are a diverse range of non-binary gender identities. Some intersex people and some trans people have non-binary gender identities (Pride in Diversity).

Gender Queer
Most commonly used when someone feels that their gender identity does not fit into the socially constructed norms associated with their biological sex (Pride in Diversity).

Inclusion
Occurs when a diversity of people (e.g. of different ages, cultural backgrounds, genders) feel valued and respected, have access to opportunities and resources, and can contribute their perspectives and talents to improve their organisation. (Diversity Council Australia).

Indigenous
Indigenous communities, peoples and nations are those which, having a historical continuity with pre-invasion and pre-colonial societies that developed on their territories, consider themselves distinct from other sectors of the societies now prevailing in those territories, or parts of them (United Nations).

Intersex
A simple and least stigmatising term for a broad range of congenital physical traits or variations that lie between stereotypical ideals of male and female. Intersex people are born with physical, hormonal or genetic features that are neither wholly female nor wholly male, or a combination of female and male (Pride in Diversity).
LGBTQIA+
Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Aromantic, + (other gender, sexualities and sexes not represented by the aforementioned letters) (Pride in Diversity).

Misgendering
Describing or addressing someone using personal pronouns or other language that does not match a person’s gender identity. Deliberate misgendering constitutes bullying/ harassment and needs to be addressed as such. For people with intersex variations, this may include a presumption that they have a nonbinary gender identity, just as much as an assumption that they are a man, or a woman (Pride in Diversity).

Queer
An umbrella term for a wide range of non-conforming gender identities and sexual orientations. The term “Queer” although now widely adopted, particularly with a younger generation, originated as a slur and may still be distressing to individuals. (Pride in Diversity).

Sexual Orientation
A person’s sexual orientation towards persons of the same sex, persons of a different sex, persons of the same sex and persons of a different sex, or persons of neither sex (Pride in Diversity).

Transgender
A person who identifies their gender as different to what was assumed at birth may consider themselves transgender or trans. A trans person might identify as male or female, or as non-binary (and relate to terms such as gender fluid, genderqueer, bigender etc). Some women might use terms such as trans woman or Male-to-Female (MtF) and some men might use terms such as trans man or Female-to-Male (FtM) to describe their lived experience, others do not. Additionally, Indigenous trans women might identify as Sistergirl, Indigenous trans men as Brotherboy (Pride in Diversity).
Transition
Describes both a public act and a process. It involves the adoption of the style and presentation of the gender different to that of a person’s birth-assigned sex. It usually includes a change of name, chosen style of address and pronouns, as well as adopting the dress and style of a person’s innate gender. Transition might also include medical intervention such as hormones and/or surgery, many people do not want or cannot access these interventions (Pride in Diversity).
Appendix B: Indigenous STEM Academics, Researchers, Practitioners and Educators

*This list is not comprehensive. It is a living document and welcomes suggestions to best reflect the breadth of Indigenous individuals contributing to the STEM field at present. If you have a suggestion for someone who should be added to this list or have noted an error please email Science.EDI@unsw.edu.au*

- Angie Abdilla – Indigenous Knowledge Systems, Robotics, Artificial Intelligence
- A/ Prof Rowena Ball – Chemistry, Mathematics, Engineering, Earth Sciences
- Kirsten Banks – Astronomy
- Margo Brewin – Environmental Management
- Luke Briscoe – Founder of INDIGI LAB
- Jen Campbell – Genetics
- A/ Prof Simon Conn – Molecular and Cell Biology
- Alex Devlin – Civil Engineering
- Mibu Fischer – Marine Ecology
- Dean Foley – Technology and Coding
- Duane Fraser – Reef conservation
- Mitch Gibbs – Climate Change
- Professor Gail Garvey – Epidemiology and Public Health
- Kalinda Griffiths – Epidemiology
- Dr. Cass Hunter – Ecology
- Dr Misty Jenkins – Immunology and Cell Biology
- Dennis Jose – Civil Engineering
- Vanessa Lee – Medicine, Behavioural and Social Sciences
- A/Prof Ray Lovett – Epidemiology and Population Health
- Professor Marcia Langton – Anthropology and Geography
- Dr Stacey Mader – Astronomy
- Grant Maher – Façade Engineering
• Professor Adrian Miller – Indigenous Health
• Dr. Chris Matthews – Mathematics
• Brad Moggridge – Hydrogeology and Environmental Science
• Krystal de Napoli – Astronomy
• Karlie Noon – Astronomy
• Bruce Pascoe – Agriculture
• Dr Simone Reynolds – Infectious Diseases
• Joe Sambono – Zoology
• A/ Prof Jason Sharples -- Physical, Environmental and Mathematical Sciences
• Sam Shepherd – Environmental Engineering
• Dr. Laura Smiles – Marine Science
• Dr. Leah Talbot – Environmental Science
• Dr Maree Toombs – Indigenous Health, Medicine
• Gerry Turpin – Ethnobotanist
• Professor Gracelyn Smallwood AO – Nursing, Midwifery, Indigenous Health
• Michael Rome – Digital technology and behavioural science
• Taleah Watego-Piggott – Animal conservation

Useful Websites for Indigenous Epistemologies:

Aboriginal Astronomy
Australian Institute of Aboriginal and Torres Strait Islander Studies
Aboriginal and Torres Strait Islander Mathematics Alliance
Australian Indigenous Psychology Education Project
Australian Indigenous Studies Bibliography
Teaching about Indigenous Australians – Psychology
Traditional Ecological Knowledge
Worldwide Indigenous Science Network
Appendix C: Digital Accessibility

The following guidelines were developed by the PVC(E)

The PVC(E) guidelines are mapped to the international Web Content Accessibility Guidelines (WCAG) and success criteria (as checkpoints). WCAG specifies three levels of conformance: A (lowest), AA, and AAA (highest). It is important to undertake regular quality assurance of the online component of your course to ensure it meets WCAG 2.0 Level AA (and this assumes all success criteria for level A). While many platforms may enable accessibility, it is your responsibility to follow guidelines 1-5 when adding your content and designing the learning experience. This applies for Moodle and all e-learning platforms and tools used in your course.

<table>
<thead>
<tr>
<th>Guideline</th>
<th>Why is this important?</th>
<th>Checkpoints</th>
<th>WCAG reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure content has a clear and consistent structure</td>
<td>Organise the online learning environment so that it is easy for students to understand and navigate, and provide instructions to help guide students through the online materials.</td>
<td>Checkpoint (A)</td>
<td>Checkpoint (A)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content is structured in a consistent and logical order</td>
<td>(1.3.1, 1.3.2, 1.3.3)</td>
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<tr>
<td></td>
<td></td>
<td>All pages have titles that describe topic or purpose</td>
<td>(2.4.2)</td>
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<tr>
<td></td>
<td></td>
<td>Clear instructions guide students to complete tasks</td>
<td>(3.3.2)</td>
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<tr>
<td></td>
<td></td>
<td><strong>Checkpoints (AA)</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Headings and labels describe topic or purpose</td>
<td>(2.4.6)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Content is identified clearly and consistently</td>
<td>(3.2.4)</td>
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<tr>
<td>Guideline</td>
<td>Why is this important?</td>
<td>Checkpoints (A)</td>
<td>WCAG reference</td>
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<tr>
<td>2. Provide text alternatives for videos, audio, and moving images</td>
<td>When using video, audio, animations or other multimedia in your course, provide equivalent information for those who cannot access the visual or auditory content. These resources may also be useful for students with cognitive disabilities.</td>
<td>Transcripts are available for pre-recorded, audio-only media</td>
<td>(1.1.1, 1.2.1)</td>
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<td>Alternatives (text or audio description) are provided for the visual content of pre-recorded videos</td>
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<tr>
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<td></td>
<td>Captions are provided for pre-recorded videos</td>
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<td><strong>Checkpoints (AA)</strong></td>
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<td>Captions are provided for live videos (e.g. live stream lecture recordings)</td>
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<td>Audio description is provided for the visual content of pre-recorded videos</td>
<td>(1.2.5)</td>
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<td>Guideline</td>
<td>Why is this important?</td>
<td>Checkpoints</td>
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<td>3. Ensure all graphics, figures and other illustrations include a text equivalent</td>
<td>When using images, including graphs and figures, in your course, provide equivalent information in the form of text, for those who cannot access the visual content. Descriptive ALT (alternative) text should be added to any essential images. Longer text descriptions should also accompany any figures and graphs. Remember that all students should be able to have the same online experience wherever possible.</td>
<td><strong>Checkpoints (A)</strong>&lt;br&gt;A text equivalent is provided for essential images, figures and graphs</td>
<td>(1.1.1)</td>
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<td><strong>Checkpoints (AA)</strong>&lt;br&gt;Text is used to convey information, rather than images of text</td>
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<td>Guideline</td>
<td>Why is this important?</td>
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<td>4. Consider how screen readers interpret documents and web pages</td>
<td>Screen readers are assistive technologies that read the content shown on the computer screen aloud to the user. They are commonly used by students with vision impairments, but they may also be useful for students with cognitive disabilities. Be aware of how a screen reader will read the page, and ensure the intended meaning is conveyed. For example, words in capitals may be read as individual letters, abbreviations may not be recognised, words in other languages may be pronounced incorrectly, and characters will be interpreted literally (e.g. the symbol ~ when used as a line separator, will be read as &quot;Tilda, tilda, tilda, tilda ...&quot; for as many times as the symbol appears).</td>
<td><strong>Checkpoints (A)</strong></td>
<td>(3.1.1)</td>
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<td><strong>Language of documents is specified in the document settings</strong></td>
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<td><strong>All PDFs are correctly tagged</strong></td>
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<td><strong>Structure of documents and tables can be programmatically determined (i.e. information is structured using HTML elements such as h1, h2, th, ul, li)</strong></td>
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<td><strong>For links in context, the purpose of each link can be determined from the link text alone</strong></td>
<td>(2.4.4)</td>
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<td><strong>Tables are only used to display tabular data</strong></td>
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<td><strong>Checkpoints (AA)</strong></td>
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<td></td>
<td><strong>Language of each passage or phrase is specified</strong></td>
<td>(3.1.2)</td>
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<tr>
<td>Guideline</td>
<td>Why is this important?</td>
<td>Checkpoints</td>
<td>WCAG reference</td>
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</table>
| 5. Recognise the different ways students will experience the online environment. | Consider the different ways students will perceive, operate, understand and interpret your content. Design your online course materials and environment to ensure all students can participate in the learning. | Checkpoints (A)  
Colour is not the only visual means of conveying information  
All functionality of the content is operable through the keyboard  
All users have enough time to read and use the content  
Instructions to students do not rely solely on sensory characteristics such as size, location, orientation, and sound  
Content that moves, blinks, or auto-updates has a mechanism for the user to pause, stop or hide it  
Content does not contain anything that flashes above the general and red flash thresholds |  
(1.4.1)  
(2.1.1)  
(2.2.1)  
(1.3.3)  
(2.2.2) |
|  |  | Checkpoints (AA)  
Text and images of text have a contrast ratio of at least 4.5:1  
Any external platforms used for content delivery enable WCAG 2.0 compliance to level A  
All online components of the course meet WCAG 2.0 level A |  
(1.4.3) |
|  |  | Checkpoints (AA)  
Any external platforms used for content delivery enable WCAG 2.0 compliance to level AA  
All online components of the course meet WCAG 2.0 level AA |  |
Resources to Assist with Accessibility

Blackboard Ally is an additional service within Moodle which produces an accessibility score for each file you upload to your course. It automatically checks course materials against WCAG 2.0 accessibility standards. Ally provides guidance and tips for lasting improvements to your content accessibility. For more information about accessibility and how to use Blackboard Ally please click here: https://teaching.unsw.edu.au/blackboard-ally

In addition to providing you with insight to your content accessibility, Ally automatically creates alternative versions of your files. This allows students to choose the type of file they want that best suits their needs. While you're in the process of improving files, students still access alternative copies.

Currently, Ally checks files in these formats:

- PDF files
- Microsoft® Word files
- Microsoft® PowerPoint® files
- OpenOffice/LibreOffice files
- Uploaded HTML files

Accessibility scores are determined by the severity of issues in each file. A low score indicates the file has severe or multiple accessibility issues; a high score means there are minor or no accessibility issues. For accessibility scores less than 100 percent, Ally gives you suggestions for improving the accessibility of the file.

Scores range from Low to Perfect. The higher the score the fewer the issues.

- **Low** (0-33%): Needs help! There are severe accessibility issues.
- **Medium** (34-66%): A little better. The file is somewhat accessible and needs improvement.
- **High** (67-99%): Almost there. The file is accessible but more improvements are possible.
- **Perfect** (100%): Perfect! Ally didn't identify any accessibility issues but further improvements may still be possible.

Scores are only visible to the course Instructors.
Appendix D: Additional Resources

- Accessibility Resources - University of South Australia
- Accessibility UNSW
- Assistive Technologies UNSW
- Creating LGBTQIA Friendly Curriculum and Classroom
- Diversity Council Australia Words at Work
- Diversity Council Inclusive Language Guide
- Diversity Toolkit UNSW
- DSU UNSW
- Flinders University Appropriate Indigenous Terminology
- Guidelines for Inclusive Language - University of Tasmania
- Indigenous Terminology UNSW
- Indigenous STEM Education Project – CSIRO
- LGBTQIA Dictionary
- Pride in Diversity (password for content access is here: https://www.hr.unsw.edu.au/diversity/lgbtq/resources/home.html)
- RMIT Inclusive Language Guide
- Why Pronouns Matter