

Accessible Teaching Materials and Activities Guidelines

Metanoia Institute

These guidelines support inclusive teaching across a range of formats – from short films and role-play to Moodle content and handouts. They should be used alongside the Metanoia PowerPoint accessibility guidance.

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Core Principles (Apply to All Formats)

- Use clear, simple language
- Present one idea at a time
- Ensure high contrast and readable fonts
- Avoid unnecessary complexity or overload
- Provide multiple ways to access information (visual, auditory, written)
- Give clear structure and instructions

1. Short Films and Video Content

Ensure all learners can access audiovisual material.

Captions and audio

- Always include accurate subtitles or captions
- Avoid relying on auto-generated captions without checking

Describing visuals

- Provide verbal descriptions of key visuals:
 - Either just before playing
 - Or immediately after
- Highlight important non-verbal cues (e.g. facial expressions, tone)

Playback and control

- Avoid auto-play
- Allow time for processing after viewing

2. Discussion Questions (Pre-Session or In-Class)

Support processing and engagement.

- Provide questions in advance where possible
- Use clear, direct wording
- Avoid overly complex or multi-part questions
- Structure clearly:
 - e.g. *'Reflect on...'*, *'Identify...'*, *'Discuss...'*
- Limit the number of questions to avoid overload

3. Problem-Based Learning Scenarios

Ensure clarity and accessibility in complex tasks.

- Break scenarios into clear stages or steps
- Use plain English and explain key terms
- Highlight:
 - The task
 - The goal
 - Expected outcomes
- Avoid dense blocks of text
- Offer a summary or key points section

4. Role-Play Exercises / Triads

Make participation accessible and psychologically safe.

- Provide clear written instructions
 - Define roles explicitly (e.g. therapist, client, observer)
 - Offer example prompts or scripts
 - Allow time to prepare before starting
 - Offer alternative ways to participate if needed (e.g. observing instead of performing)
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5. Virtual Learning Environment (Moodle)

Ensure digital content is structured and navigable.

Structure and layout

- Use clear headings and sections
- Keep pages uncluttered
- Present content in short, manageable chunks

Text and formatting

- Use sans serif fonts and readable sizes
- Avoid long paragraphs
- Use bullet points where appropriate

Links and navigation

- Use descriptive link text (not raw URLs)
- Ensure consistent navigation across modules

Media and files

- Ensure uploaded files (PDFs, slides) are accessible
- Caption all video/audio content

6. Collaborative Documents (e.g. shared docs)

Support inclusive participation.

- Use clear headings and structure
- Keep formatting simple and consistent
- Avoid colour-coding as the only way to convey meaning
- Provide clear instructions at the top of the document
- Indicate where and how students should contribute

7. Portfolios

Make expectations and structure explicit.

- Provide clear guidance on format and content
 - Break requirements into sections or stages
 - Use examples where possible
 - Avoid overly complex instructions
 - Ensure submission formats are accessible
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8. Whiteboard Teaching (Live or Recorded)

Ensure content is visible and understandable.

Writing and layout

- Write clearly and at a large size
- Use high contrast colours
- Avoid overcrowding the board

Verbal support

- Always read aloud what you write
- Explain diagrams and processes step-by-step

Recorded sessions

- Ensure audio is clear
 - Summarise key points verbally
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9. Handouts and One-Pagers

Design for clarity and readability.

Layout and text

- Use sans serif fonts (minimum 12–14pt)
- Use clear headings and spacing
- Avoid dense blocks of text

Content

- Focus on key information only
- Use bullet points and short sections
- Include summaries where helpful

Visuals

- Use simple diagrams
 - Add alt text where digital
 - Ensure high contrast
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10. Supporting Neurodiverse Learners

Across all formats:

- Maintain consistent structure and formatting
 - Signal expectations clearly
 - Avoid cognitive overload
 - Provide content in advance where possible
 - Allow time for processing and reflection
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11. Supporting Visually Impaired Learners (Pre-reading and Materials)

When setting pre-reading or suggested materials, please take steps to ensure content is accessible in advance.

- Check with the library team whether books or articles are available in alternative formats (e.g. accessible digital versions)
- Be aware that some texts may be available via RNIB Bookshare for learners with print disabilities (see internal guidance for eligibility and access details)
- Where materials are shared as PDFs, consider that learners may require these to be converted into Word documents for accessibility

Please note that:

- PDF-to-Word conversion tools can be limited, particularly for documents with tables, columns, or complex formatting
 - Early planning helps ensure learners can access materials in a usable format without delay
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12. Final Accessibility Check

Before sharing or delivering materials:

- Is the content clear, structured, and uncluttered?
 - Are fonts readable and contrast sufficient?
 - Are all media (video/audio) captioned or described?
 - Are instructions clear and unambiguous?
 - Are materials usable with assistive technologies?
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Quick Checklist

- ✓ Clear structure and simple language
- ✓ High contrast and readable fonts
- ✓ Captions on video/audio
- ✓ Descriptive links and instructions
- ✓ Content broken into manageable sections
- ✓ Accessible documents and uploads
- ✓ Verbal explanation of visuals

DOCUMENT CONTROL

Section 2 - to be completed by receiving committee.

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