

Captivate content audit framework

Perfect for L&D teams reviewing legacy Captivate content or considering how to modernise their eLearning approach.



Is your Adobe Captivate content still easy to update, review, and scale?

Use this practical audit framework to assess your existing courses, identify workflow challenges, and uncover where your learning content may need to evolve.

Inside, you'll find a structured checklist covering accessibility, learner experience, collaboration, maintenance, localisation, reporting, and future-fit authoring workflows.

Is your eLearning content still working as hard as it should?

Many learning teams have built valuable content in Adobe Captivate over the years. But as learner expectations, accessibility requirements, stakeholder workflows, and content demands evolve, it is worth asking a simple question:

Is your current content setup still helping your team move quickly, collaborate easily, and deliver learning that performs?

This framework will help you review your existing Captivate courses, spot areas of risk or inefficiency, and identify where your authoring approach may need to evolve.

Use it to assess:

- The quality and consistency of your existing courses
- How easy your content is to update and maintain
- Whether your review process is slowing projects down
- How well your courses support accessibility, mobile learning, and localisation
- Whether your authoring workflow is ready for future needs

Score	Meaning
0	Not in place or a significant issue
1	Inconsistent, manual, or difficult to manage
2	Working, but could be improved
3	Strong, scalable, and future-ready

For the best results, include a mix of course types:

- A recently created course
- A course that is updated regularly
- A high-priority compliance or onboarding course
- A course that receives frequent SME or stakeholder input
- A course that may need to be translated, refreshed or redesigned soon

Section 1: Learning purpose and business fit

Before reviewing the design or technical build, start with the reason the course exists.

Audit question	Score (0-3)	Notes
Is the course clearly linked to a business, performance, or compliance need?		
Are the learning objectives specific and measurable?		
Is the content still accurate and relevant?		
Is there a clear action, behaviour, or decision learners should take afterwards?		
Does the course avoid unnecessary information or content overload?		

Red flags to look for:

- The course exists because “we have always had it”
- Content has been added over time without being reviewed
- Objectives are vague, hidden, or missing
- The course measures completion, but not understanding or application
- Learners are expected to remember too much at once

Reflection prompt

What would this course look like if it was built around learner action, not just information delivery?

Section 2: Learner experience and engagement

A course can be technically complete but still feel heavy, passive, or hard to follow.

Audit question	Score (0-3)	Notes
Is the course easy to navigate?		
Does the structure feel logical and learner-friendly?		
Are interactions meaningful rather than decorative?		
Does the course use scenarios, examples, or decisions where appropriate?		
Is the pacing suitable for the audience and topic?		

Red flags to look for:

- Long slide sequences with little interaction
- Interactions that do not support the learning goal
- Too much text on screen
- Learners have to click through content rather than think, practise, or decide
- The course feels like a converted PowerPoint rather than a learning experience

Reflection prompt

Where could this course replace passive reading with a decision, scenario, question, or activity?

Section 3: Visual design and brand consistency

Your courses are part of your organisation’s learning brand. They should feel consistent, polished, and easy to understand.

Audit question	Score (0-3)	Notes
Does the course follow current brand guidelines?		
Are layouts consistent across slides or screens?		
Is there a clear visual hierarchy?		
Are images, icons, and graphics high quality and purposeful?		
Is there enough white space to support readability?		
Are templates or reusable design patterns being used consistently?		

Red flags to look for:

- › Mixed fonts, colours, or button styles
- › Outdated branding or imagery
- › Inconsistent slide layouts
- › Screens that look visually busy or cluttered
- › Every course looks different because each author starts from scratch

Reflection prompt

Could your team create content faster and more consistently with approved templates, reusable blocks, or shared design standards?

Section 4: Accessibility and inclusive design

Accessibility should not be treated as a final check. It should be built into the way learning is designed, reviewed, and maintained.

Audit question	Score (0-3)	Notes
Does the course use clear, readable text?		
Is colour contrast sufficient?		
Are images supported with meaningful alternative text where needed?		
Can learners navigate the course without relying only on a mouse?		
Are videos supported with captions or transcripts?		
Are interactions designed in a way that does not exclude learners?		

Red flags to look for:

- › Text embedded inside images
- › Colour used as the only way to communicate meaning
- › Interactions that are difficult to use with a keyboard
- › Missing captions, transcripts, or alt text
- › Accessibility only considered after the course is built

Reflection prompt

What would need to change for accessibility to become part of your course creation process, rather than a final fix?

Section 5: Mobile and responsive experience

Learners increasingly expect content to work across devices. Even if most learning happens on desktop, your content should be easy to access and complete where learners need it.

Audit question	Score (0-3)	Notes
Does the course display well across screen sizes?		
Is text readable on smaller screens?		
Are buttons and interactions easy to use on mobile or tablet?		
Does the course avoid layouts that become crowded or awkward on smaller devices?		
Has the course been tested across the devices learners use?		

Red flags to look for:

- › Courses built only with desktop users in mind
- › Small buttons or drag-and-drop interactions that are difficult on touchscreens
- › Text-heavy screens that become hard to read on mobile
- › No clear testing process across devices
- › Learners need to zoom, scroll awkwardly, or abandon the course

 **Reflection prompt**

Is your content genuinely responsive, or simply available on more than one device?

Section 6: Review and stakeholder collaboration

Review cycles can make or break learning projects. If feedback is scattered, unclear, or dependent on one person making every change, content updates become slower than they need to be.

Audit question	Score (0-3)	Notes
Is there a clear review process for SMEs and stakeholders?		
Can reviewers give feedback in context?		
Are comments, decisions, and changes easy to track?		
Is there a clear owner for each review stage?		
Can multiple people contribute without creating version-control issues?		
Is the process easy for non-technical reviewers?		

Red flags to look for:

- › Feedback arrives across email, documents, screenshots, and chat messages
- › One person has to interpret every comment and make every edit
- › SMEs cannot easily see the latest version
- › Review rounds repeat because changes are missed or misunderstood
- › Version names become confusing
- › Stakeholder feedback causes delays rather than clarity

 **Reflection prompt**

Is your review process built for comments only, or for genuine collaboration?

Section 7: Maintenance and scalability

The true cost of eLearning is not just creating it. It is keeping it accurate, updated and useful over time.

Audit question	Score (0-3)	Notes
Is it easy to update the course when content changes?		
Are source files easy to find and manage?		
Is there a clear naming and version-control process?		
Can another team member pick up the project if the original author is unavailable?		
Are reusable assets, templates, and interactions stored centrally?		
Are updates quick enough to support business needs?		

Red flags to look for:

- Only one person knows how the course was built
- Source files are stored locally or inconsistently
- Small updates take longer than expected
- Courses are duplicated instead of maintained
- Assets are rebuilt from scratch each time
- The team avoids updating older courses because the process feels too painful

Reflection prompt

Could your team scale course creation without scaling the chaos?

Section 8: Localisation and global readiness

Even if your content is currently delivered in one language, future translation needs can quickly expose weaknesses in your workflow.

Audit question	Score (0-3)	Notes
Is the course written in clear, translation-friendly language?		
Are text, audio, and visuals easy to adapt for different regions?		
Can translated versions be reviewed efficiently?		
Is terminology managed consistently across courses?		
Is there a clear process for updating translated versions when the original changes?		

Red flags to look for:

- Text is locked into images or graphics
- Translated versions are managed as separate, disconnected files
- Regional reviewers do not have a clear validation process
- Terminology changes from course to course
- Updating one course means manually checking multiple language versions

Reflection prompt

If this course needed to be translated next month, how confident would your team feel?

Section 9: Reporting and learner insight

Completion data is useful, but it does not always show whether learning has worked.

Audit question	Score (0-3)	Notes
Does the course track the right completion or assessment criteria?		
Are quiz questions aligned to the learning objectives?		
Can you identify where learners struggle or drop off?		
Is the course connected to meaningful reporting in your LMS or learning platform?		
Are learning results reviewed and used to improve the content?		

Red flags to look for:

- Success is measured only by completions
- Assessments test memory rather than application
- Reports are available, but rarely reviewed
- Learner feedback is collected but not acted on
- The course is never improved after launch

Reflection prompt

What evidence would show that this course is changing knowledge, confidence, or behaviour?

Section 10: Future-fit authoring workflow

A modern authoring setup should help learning teams move faster without sacrificing quality, consistency, or control.

Audit question	Score (0-3)	Notes
Does your current workflow help the team create content quickly?		
Can authors reuse approved layouts, blocks, assets, or interactions?		
Can SMEs and stakeholders contribute without slowing projects down?		
Does the process support AI-assisted content creation where appropriate?		
Is the workflow easy for new authors to learn?		
Does your current toolset support where your learning strategy is heading?		

Red flags to look for:

- Every project starts from a blank page
- Authors spend too much time formatting instead of designing learning
- New team members need a long time to become productive
- AI, localisation, accessibility, or collaboration feel bolted on rather than built in
- The authoring tool dictates what the team can create, rather than enabling it

Reflection prompt

Is your authoring workflow built around how your team needs to work now, or how it worked several years ago?

Your score

Add up your scores across all sections.

Total score	Score (0-3)
0-30	High risk. Your content and workflow may be creating avoidable delays, quality issues, or maintenance challenges.
31-60	Needs attention. Some areas are working, but your team may be relying on manual fixes, inconsistent processes, or outdated course structures.
61-90	Good foundations. Your content is likely working reasonably well, but there are opportunities to improve speed, consistency, and scalability.
91-120	Future-ready. Your courses and workflow are in a strong position, but regular reviews will help keep them aligned to learner and business needs.

Priority action planner

My lowest-scoring sections were:

The biggest risks are:

The quickest improvements would be:

The areas that need a bigger rethink are:

The people who need to be involved are:

- > L&D team
- > SMEs
- > Compliance or regulatory stakeholders
- > Brand or marketing team
- > Accessibility lead
- > IT or LMS owner
- > Senior learning sponsor
- > Other:

What to do next

Your audit score is more than a number. It's a signal.

If your courses are hard to update, difficult to review, inconsistent across teams, or not ready for accessibility, localisation, and scale, it may be time to review more than the content itself.

You may need to look at:

- › Your authoring tools
- › Your review and approval process
- › Your templates and design standards
- › Your accessibility approach
- › Your localisation workflow
- › Your team's confidence and training needs
- › The level of support your authors and SMEs need

A content audit is the first step. The next step is deciding whether your current setup can support the learning experiences your organisation needs.

Need help reviewing your Captivate content?

Omniplex Learning helps organisations review, improve, and modernise their digital learning content.

Whether you need a course audit, authoring tool guidance, Articulate support, accessibility training, or help moving from legacy workflows to a more scalable approach, our team can help you understand the best next step.

Speak to Omniplex Learning about your eLearning content and authoring strategy.

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