Equality Analysis Report: Software Accessibility Statement

Introduction
The University uses Equality Analysis as the principle tool for fulfilling its Public Sector Equality Duty under the Equality Act 2010. To assist with the Equality Analysis process, this statement consists of a checklist of key functionality that can ensure accessibility or remove barriers to software for people with disabilities. While it is the intention for all ISS hosted software to comply with all areas of the checklist in order to promote accessibility, failure to comply with any item does not necessarily mean that software will be inaccessible to everyone with a relevant disability and such items should be used to identify areas of possible concern.

Section 1: Software Details

<table>
<thead>
<tr>
<th>Name of software:</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of person responsible for the software:</td>
<td>Rachel Fligelstone</td>
</tr>
<tr>
<td>Name of person responsible for implementing actions:</td>
<td>Heath Boffey</td>
</tr>
<tr>
<td>Name of person completing this form:</td>
<td>Heath Boffey</td>
</tr>
</tbody>
</table>

Enter below a brief description or relevant background information about the software:
Section 2: Understanding accessibility

Understanding accessibility requires an awareness of the special needs of multiple user groups, including people with disabilities and mature users with age-related impairments. A person with a disability may encounter one or more barriers that can be eliminated or minimized through the use of features in the underlying computer operating system, by good software design, or by the use of 3rd-party assistive technology.

The main categories of impairments are physical, visual, hearing, and cognitive. A fifth category, other, is also included in this checklist to cover impairments that are outside the four main categories.

Physical

People with physical disabilities have impairments that substantially limit movement and fine motor controls, such as lifting, walking, and typing. Physically impaired individuals experience difficulties in using the computer's input devices and in handling storage media. Solutions for persons with physical disabilities include controls that are easy to manipulate, as well as media that is easy to insert and remove. Software needs to have the ability to be used without a mouse or through the use of unconventional input devices (eg one-handed keyboards or switch interfaces). Additional solutions include alternate input capabilities, such as voice input or the ability to enter information at the user's own pace. For example, sequences of keystrokes can be typed, one at a time, rather than simultaneously as in Ctrl+Alt+Del. Many of these needs are supported by assistive technology, operating systems, and hardware platforms.

Visual

People with visual disabilities are individuals who are blind, have low vision, or have colour blindness. People who are blind use screen-reader software (eg Jaws) to access computers and need text equivalents for images (because screen-readers can’t obtain information from images). A person with a visual disability may not find a mouse useful because it requires hand and eye coordination, so will navigate web pages and software applications using only the keyboard; for example, the Tab key is used to move the focus to an item that needs to be selected, the screen reader then announces the item and the user then presses the Enter key instead of "clicking" the mouse button.

Low vision users may need the assistance of a software magnifier to enlarge text beyond simple font enlargement. Such assistive software may have additional functionality, such as text-to-speech and colour scheme changing (colour-blind and low vision users benefit from high contrast colours). When information is presented by colour alone, a person who is colour-blind could miss that information. Similarly, a user who has low vision might not detect the information if it is presented using any attribute by itself (e.g., colour, contrast, depth, size, location, font, etc.) as the assistive software may change these. Use multiple attributes to convey information; for example, if both colour and a fill pattern are used on different bars on a graph, they can be viewed in either colour or black and white.
Hearing

People who are deaf or hard of hearing require visual representations of auditory information. Solutions may include closed captioning, blinking error messages, and transcripts of the spoken audio. The primary concern is to ensure that audio output information is provided in a redundant equivalent visual form.

Cognitive

People with cognitive disabilities, such as dyslexia and short-term memory deficit, need more general solutions, which include providing a consistent design and using simplified language. For example, by using a template, a Web developer can reuse the same layout and design for each page, so a person with a cognitive disability can more easily navigate through a Web site. People with cognitive or learning disabilities can also benefit from simultaneously viewing text and hearing it read aloud, as this enables them to take advantage of both auditory and visual pathways to comprehend the material better; this functionality can either be built into the webpage/software or provided through 3rd-party applications, such as Texthelp Read & Write.

Persons who are less familiar with the language of presentation also benefit from the same solutions that benefit those with cognitive disabilities. Cognitive solutions, especially simplified user interface, terminology, and examples, also benefit those who may experience educational or cultural disability. For example, people who are less familiar with computers.

Other

Other disabilities cover a broad range of conditions, including epilepsy, mental health problems and autism/Asperger syndrome.
### Section 3: Compliancy Report

<table>
<thead>
<tr>
<th>Impairment Affected</th>
<th>Compliancy</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software functionality can be controlled by voice recognition</td>
<td>☐ ☐ ☑</td>
<td>☐</td>
</tr>
<tr>
<td>Software is compatible with TextHelp Read &amp; Write Gold</td>
<td>☐ ☐ ☑</td>
<td>☐</td>
</tr>
<tr>
<td>Software is compatible with 3rd party screen reading software (eg Jaws)</td>
<td>☐ ☐ ☒</td>
<td>☐</td>
</tr>
<tr>
<td>Assistive technologies</td>
<td>☐ ☐ ☒</td>
<td>☐</td>
</tr>
<tr>
<td>Assistive tools in the O/S are functional</td>
<td>☐ ☐ ☑</td>
<td>☐</td>
</tr>
<tr>
<td>The software works with a wide range of standard USB devices</td>
<td>☐ ☐ ☒</td>
<td>☐</td>
</tr>
<tr>
<td>Text can be entered using voice recognition</td>
<td>☐ ☐ ☒</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Keyboard access

All application functions (including navigation) are accessible by keyboard only | ☐ ☐ ☒ | ☐ |

### Object information

The application focus (eg current window or text box) is always clearly defined | ☐ ☐ ☒ | ☐ | Eg. If a new window is opened or a pop-up message is used |

Text alternatives and labels are provided for all images and buttons | ☐ ☐ ☒ | ☐ | ALT and TITLE tags |

### Sounds and multimedia

Auditory warnings of alerts can be provided in visual form | ☐ ☐ ☑ | ☐ |

Accessible alternatives to significant audio and video are available | ☐ ☐ ☑ | ☐ |

### Display

Colour indicators are not used as the sole source of information | ☐ ☐ ☑ | ☐ |

Different colour schemes are available in the application | ☐ ☐ ☒ | ☐ | This may be achieved through 3rd party software |

Font size can be adjusted in the application | ☐ ☐ ☒ | ☐ |

### Timing

Responses and displayed messages are not time limited or allow for timing to be adjusted | ☐ ☐ ☒ | ☐ | It may take some users longer than anticipated to respond or complete their session |

The application avoids using flashing or blinking elements in the 2Hz to 55Hz frequency range | ☐ ☐ ☒ | ☐ | Flashing elements can be hazardous to people with epilepsy |

### Notes:

Application not available on Linux systems.

A non-Javascript version will be made available for people using screen readers

### Key

- ☐: Could have an impact for people with this type of impairment.
- ☐: Will have a serious impact for people with this type of impairment.
- ☑: Passes compliancy
- ☒: Fails compliancy
- Blank: Untested for compliancy