



## Accessibility and Usability Standards for Integration Summary Checklist

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<b>Description</b>	<p><b>Intended Audience:</b> All BBC Staff</p> <p><b>Use:</b> A checklist to help people make educated choices to ensure accessibility and usability are considerations in the process of integration and implementation for internally-facing applications and systems.</p>		
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British Broadcasting Corporation

Accessibility and Usability Standards Document Four –  
Integration Checklist

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## 1.Introduction

This document is fourth in a series of eight which cover Accessibility Standards. Other documents which cover Accessibility and Usability Standards that should be consulted are:

- Document One - Procurement
- Document Two - Procurement and Checklists
- Document Three - Integration Summary
- Document Five - Training Inclusively for Disabled People
- Document Six - Training Inclusively for Disabled People Checklist
- Document Seven - Technical Design Standards
- Document Eight – Accessibility and Usability Standards for producing accessible emails

In June 2004, the BBC Governors announced their intention to increase the proportion of disabled staff at the BBC from 2.8% to 4% by 2007. This target was exceeded: as of May 2009 the figure is 4.4%. There is now a new target in place – 5.5% before the end 2012.

This has inevitably increased the percentage of access technology users needing to access our desktop applications and broadcast technology. Technology Distribution and Archive intend the BBC to be a world class leader for accessibility of technology, implementing corporate ownership of access, rather than the outdated model of associating patch up fixes with the disabled individual. In this way, the BBC will be technologically accessible wherever a disabled person happens to log in and will enable them to move from work-station to work-station or studio to studio.

The Governors' targets are prompted by changes in the law since 1995 (further updated in 2010 and again in 2011) and research which clearly demonstrates a strong business case for employing more disabled members of staff. Providing a fully accessible technological environment will help the BBC to employ the most talented individuals. The aim therefore is to provide an accessible environment that disabled members of staff can work in or move into, not to address 'problems' at an individual level.

The 1995 Disability Discrimination Act (DDA) was replaced in 2010 with the Equalities Act (EA) and places a duty on the BBC, as it does other UK organisations, 'to make reasonable adjustments' so as not to place a disabled person at a substantial disadvantage compared with people who are not disabled and to ensure that disabled people are not treated less favourably than non-disabled colleagues. What constitutes a 'reasonable adjustment' is an important consideration as well as the process that facilitates the decision. This is because a failure to make reasonable adjustments could have considerable financial consequences for the BBC's reputation and brand, as well as having cost implications if a case is brought before a tribunal. The law was further updated in April 2011 to reflect the Public Sector Equality Duty. This new single Duty strengthens UK equalities legislation and covers up to nine groups of people who share certain 'protected characteristics'. The Duty will have significant implications for many BBC activities and functions.

The PSED requires public bodies to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation;
- Advance equality of opportunity between people who share a protected characteristic and those who do not;
- Foster good relations between people who share a protected characteristic and those who do not.

The BBC also recognises the importance of ensuring its technologies and applications are usable to all members of staff. By following a user centred design approach, based on ISO 9241 Part 210, the BBC can ensure that systems allow staff to work more efficiently, effectively and comfortably. In fact, making a product technically accessible is not enough as accessibility does not always imply usability. For instance, coding a form field so that its label is associated with the data entry field will make the field accessible to JAWS or VoiceOver users. However, if the content of the label is not meaningful, then the data entry field becomes meaningless to all users. To ensure all staff can work optimally, accessible products must also be usable, appealing and pleasurable to use.

Investing in accessible and usable products provides a number of significant business benefits:

- Increased effectiveness and efficiency of your workforce
- Decreased training time and learning time
- Reduced maintenance costs
- Better user satisfaction, leading to a happier more confident workforce

## 2. Project Details

Name of project	
Contact details and location of project owner	
Name of system owner	
Contact details and location of system owner	
Project stage - is this project at the initial request stage or is it requiring completion sign off?	
Has a named member of the team been charged with ownership for ensuring the application is tested by Blazie?	
Has a named member of the team been charged with ownership for ensuring the application has been usability evaluated by System Concepts?	

### 3. Accessibility checklist

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
<b>Keyboard Requirements</b>			
3.1	<p><b>Keyboard access to actions</b> Whenever there is an action that can be carried out with the mouse there should be an equivalent mechanism to complete that action with the keyboard, either a shortcut key, menu option or standard Windows or Apple keyboard behaviour. (Standard platform keystrokes should not be removed or amended.) Has this been implemented?</p>	<p>Assistive Technology relies on being able to operate an application without the use of a mouse or other pointing device, i.e. with the keyboard only. This requirement refers to the ability to access actions.</p>	
3.2	<p><b>Keyboard access to information</b> It must be possible to reach any field (or piece of information on the screen), including read-only fields or system messages, by being able to bring a cursor to that field using only the keyboard. Has this been implemented?</p>	<p>Assistive Technology relies on being able to operate an application without the use of a mouse. JAWS and VoiceOver require focus to be brought to a piece of information for it to be announced. This requirement refers to the ability to access screen information.</p>	
3.3	<p><b>Windows Built-in Accessibility Features</b> Windows 2000 and XP have accessibility features built into the operating system. These can be found under Start -&gt; Programs -&gt; Accessories -&gt; Accessibility. Check that the application has not disabled or interfered with these features. Has this been implemented?</p>	<p>Normally the accessibility features that are built into Windows 2000/XP are not sophisticated enough for most disabled users – however there are occasions when a more complete accessibility solution can be provided by utilising some of these features.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
3.4	<p><b>Apple OSX</b> Apple has a number of accessibility features built into its operating system. These can be found under Universal Access. Check that the application has not disabled or interfered with these features. Has this been implemented?</p>		
3.5	<p><b>Status change of default functions</b> The software should not interfere with the status of the Num Lock, Shift/Caps Lock, or Scroll Lock keys. Where change of status must happen, an audio indicator, in addition to a visual indicator, must be present. Has this been implemented?</p>	<p>Assistive Technology products often make use of areas of the keyboard not normally utilised during standard usage. For example, JAWS uses the number pad with Num Lock off.</p> <p>Also visual impaired users may not be aware of changes to visual indicators on the keyboard itself, e.g. the Caps Lock lamp.</p>	
<b>Screen requirements</b>			
3.6	<p><b>On screen focus</b> A focus should always be used that moves between elements of the program. Has the tab order on the screen been respected?</p>	<p>Tab order is easy to overlook if reliance is made on using the mouse – for Assistive Technology users <b>tab order is crucial</b> to successful operation of an application.</p>	
3.7	<p><b>Text equivalents for images</b> Whenever an image is being used as a control to run an area of the program a text equivalent should be used. Has this been implemented?</p>	<p>JAWS and VoiceOver are not able to interpret graphics and Zoomtext and Zoom users may not be able to distinguish magnified graphics clearly.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
3.8	<p><b>Consistent and clear indication of program states</b>                      If images are used to indicate program states then these must be consistent across the design of the program and should either have text equivalents or be coded to be recognisable by screen readers. Has this been implemented?</p>	<p>Images and colour coding are frequently not recognised by users with impaired vision.</p>	
3.9	<p><b>Documentation that details consistent and clear screen design</b>                      Screen design and elements should be consistent across the application and platform – development teams should have reference documents that have clear guidelines as to the preferred design elements and the importance of accessibility guidelines. Do all staff have access to these guidelines?</p>	<p>In order to enforce many of the point contained within this checklist it is important that the guidelines are understood and communicated to all project members – dependent on their involvement some may require more detailed advice than others. See Document 7 for more detailed technical guidelines.</p>	
3.10	<p><b>Accessible input forms</b>                      Where forms are used to input data have these been made accessible and tested for use with access technology. Has this been implemented?</p>		
<b>Audio and Multimedia</b>			
3.11	<p><b>Audio Alerts</b>                      If audio alerts are used have visual cues been provided in addition?</p>	<p>Audio alerts should be avoided if possible but if included deaf users require alternative visual warnings.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
3.12	<p><b>Text Equivalents</b>                      All multimedia content must incorporate Subtitles (or some other text equivalent) or Audio Description and all sub-systems for incorporating multimedia content must provide a mechanism for integrating Subtitles and Audio Description.</p> <p>Has this been done/provided?</p>	<p>Audio and Video methods are perfectly permissible to convey information – the important principle is to provide alternative methods of conveying the same information and crucially to provide the same overall user experience. For example if the audio and visual component provides an interactive experience then this cannot be simply replaced by plain text.</p>	
3.13	<p><b>Volume Settings</b>                      Are volume settings adjustable from within the program?</p>		
<b>Display requirements</b>			
3.14	<p><b>Interaction with Assistive Technology</b>                      Standard system function calls or through an Application Programming Interface (API), which supports interaction with assistive technology should be used at all times. Has this been implemented?</p>	<p>Applications developed for the Microsoft Windows family of operating systems should use only Microsoft standard classes of Windows. These are defined in the relevant Software development Kit (SDK), provided by Microsoft Corporation. Further Microsoft information is available at their MSDN website: <a href="#">Microsoft Accessibility</a>.</p> <p>The same is true for applications developed for the Apple Mac. Information of creating accessible applications can be seen on Apple's <a href="#">main OSX accessibility page</a>.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
3.15	<p><b>Custom Objects</b>                      Avoid creating custom objects (e.g. controls) which differ significantly in "look and feel" from Microsoft Windows or Apple standard objects. Has this been implemented?</p>	<p>As an example, do not create a custom control which appears to be a list box but upon activation (i.e. clicking on it) exhibits behaviour inconsistent with a standard list box such as switching the cursor to another field or closing the active window</p>	
3.16	<p><b>Use of Colour</b>                      Colour should not be used as the only way of providing information about the state of the program. Check that this has not been done.</p>	<p>This is to ensure that users with colour blindness have an alternative method of having information conveyed to them and that screen reader users are informed of the information provided by the colour change.</p>	
3.17	<p><b>System Colours</b>                      Are a variety of colour settings supported within the program to enable the use of contrast between colour settings? Has this been implemented?</p>	<p>Although one of the standard Assistive Technology products is capable of colour alteration and substitution the program should still be capable of making its own colour changes to ensure the greatest amount of flexibility.</p>	
3.18	<p><b>Fonts</b>                      Are system settings for font, size, and colour for all user interface controls adjustable?</p>	<p>Windows or Apple system settings for colour and fonts should be respected throughout the application.</p> <p>If this is not the case then the user must be able to configure fonts and colours from within the application itself.</p>	
3.19	<p><b>Animation</b>                      If animation is used within the program has a suitable alternative way of providing the information been made available?</p>	<p>This for example could be textual information or static diagrams.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
<b>Timing requirements</b>			
3.20	<b>Response Times</b> Where response times are required for data input or responses are these adjustable from within the program?	Users may have a range of response abilities and comprehension of required input so expected application response times should be adjustable.	
3.21	<b>Blinking Text</b> Has Blinking text, ticker tape text or hidden text been avoided?	These elements are never normally required by programs and should be avoided.	
<b>Documentation requirements</b>			
3.22	<b>Documentation</b> Has all documentation produced for the system development been provided in an accessible format; for example electronic documents, Braille or sound recordings?	Documentation should always be provided in Plain text and Word format. If possible it should also be provided in the following accessible formats. Braille Large print format.	
<b>Verification requirements</b>			
3.23	<b>Verification</b> Has the process for verification with the BBC's appointed verification expert(s) been put in place?	Arrangements for verification of the development with the BBC appointed verification expert(s) should be made well in advance of delivery.  Arrangements for testing should not assume that testing resources will be available from within the user community.	
3.24	<b>Access Technology Assessors</b> Have the Access Technology Assessors verified that the system is accessible and signed off to that effect? A specific yes/no answer is required for this section	Contact information is available in the document Accessibility Standards Summary.	

Required Accessibility Standards Summary

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ID	Requirement	Notes	Compliant (Yes/No/Unsure)
3.25	<b>Supplier Relationships</b> Has a relationship been established with the supplier/manufacturer to address any outstanding accessibility issues?	Not every system will be accessible from day one. An active dialogue needs to be started with suppliers/developers to ensure that accessibility is built into the system upgrade roadmap at the earliest opportunity.	

## 4. Usability Checklist

Usability is about ensuring that an application or system is intuitive, efficient, effective, engaging and satisfying to use. Since each system or application is unique, with a unique set of user goals and tasks, it is impossible to provide a checklist that is specific to it. Therefore it is essential that the supplier conducts some form of usability evaluation (ideally in the form of user testing or at least a usability expert evaluation) in order to ensure that the product is usable. Ensuring that the product meets the guidelines outlined below will help make the product more usable. These guidelines are based on Nielsen's heuristics, experience and industry best practice.

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
<b>Development Process</b>			
4.1	<p><b>User Centred Design Approach</b>            Did the supplier follow a User Centred Design (UCD) approach during the development of the application or system?            To follow a UCD approach the supplier must include users during every stage of the design and development life cycle and implement changes to make the user experience of the product more efficient, effective and satisfactory for the end users. Examples of some activities in the UCD life cycle include:</p> <ul style="list-style-type: none"> <li>• gathering requirements directly from users (either through speaking to users or observing users)</li> <li>• understanding the context of use from a users perspective</li> <li>• user testing with real users (ideally iterative user testing) to gather user opinion</li> <li>• resolve the issues identified through the user feedback</li> </ul>	<p>By following a UCD process the system or application is likely to be more usable. In addition to this, building in usability from an early stage will reduce development and training costs.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
4.2	<p><b>User requirements</b> Does the end product meet all the user requirements agreed during the procurement stage?</p>	<p>Unless the supplier can justify reasons for not meeting certain user requirements, ensure that the application or system meets the original requirements agreed during the procurement stage.</p>	
<b>User Feedback and Preferences</b>			
4.3	<p><b>Current Status</b> Is it possible to determine the status of the system or application through the feedback received? For example:</p> <ul style="list-style-type: none"> <li>• Is it clear what the system is doing?</li> <li>• Is it easy to identify the element that is in focus?</li> <li>• Is it easy to distinguish elements that are active from those that are inactive?</li> </ul>	<p>In order to ensure that users are made aware of what is going on, it is essential that the product makes the status of the current activity clear.</p> <p>For an example, if the application is processing some search criteria, a message saying 'searching' should come up and the search button should change in appearance to show that it is now inactive.</p>	
4.4	<p><b>Feedback</b> Does the system or application provide appropriate and useful feedback within a reasonable time? For example,</p> <ul style="list-style-type: none"> <li>• Does it provide feedback that is not dependent on one medium only (i.e. visual only or auditory only)?</li> <li>• Does it provide feedback within a reasonable time frame?</li> <li>• Does it provide meaningful feedback that gives users the information they want (for example, how long the activity will take and its progress)?</li> </ul>	<p>In order to reassure users that the system or application is working as expected, it is important to ensure that meaningful feedback is provided in a timely manner. The media (i.e. visual, auditory) through which the feedback is provided also needs to be carefully considered.</p> <p>For example, to provide users with an indication of how long a search activity is likely to take a progress bar should come up as soon as a search button is clicked.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
4.5	<p><b>Customisation</b> Is the user given the freedom to customise the system or application? For example,</p> <ul style="list-style-type: none"> <li>• Can the user customise their profile (rather than a specific computer) to suit their needs?</li> <li>• Has an 'admin mode' been created so that technical support can use this mode to resolve issues without changing the user's preferences?</li> </ul>	<p>If users are able to customise the product to suite their preferences then they are likely to be more efficient, effective and satisfied. By allowing users to customise their profile rather than a specific computer, users are provided with the added flexibility of logging on to other computers to do their work.</p>	
4.6	<p><b>User Preferences</b> Does the system or application provide users with alternative ways to achieve a task, so that individuals can use the system according to their preferences?</p>	<p>All users have different preferences of how to achieve a task. Therefore it is important to provide alternative paths for achieving the same task (when appropriate).</p> <p>For example, at times some users prefer to use a drop down calendar to enter in a date, while some other users may prefer to type in the date directly into a box. Providing both these alternative methods ensures that all users are happy with the system.</p>	
<b>Error Handling</b>			
4.7	<p><b>Error Prevention</b> Does the application or system take measures to reduce errors? For example,</p> <ul style="list-style-type: none"> <li>• Does the system rely on recognition of elements rather than recall?</li> <li>• Are the labels of data entry fields clear?</li> <li>• Have mandatory fields been marked as such?</li> </ul>	<p>By helping users achieve their tasks and goals in an error free manner, you are increasing their satisfaction as well as productivity.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
4.8	<p><b>Error Recovery – Error Messages</b>                      Are error messages meaningful and do they provide information on why the error occurred and how to overcome it?</p> <p>Also, are the error messages written in the language the system is used and worded so that the user is not blamed for an error occurring?</p>	<p>Meaningful error messages that detail the reason for the error and how to overcome it will help users learn how to use the system efficiently.</p> <p>By not blaming the user for the error, you are ensuring a better user experience.</p>	
<b>Consistency</b>			
4.9	<p><b>Icons</b>                      Does the system or application use meaningful and consistent icons?</p>	<p>Icons can be difficult to decipher, therefore it is important to use standard icons that users will understand. In addition to this, consistently using the same icon to mean the same action across the entire application or system is also important as this will help users utilise the icons without having to decipher them (thus, reducing the strain on their memory)</p>	
4.10	<p><b>Use of Clear Language</b>                      Is the content of the system or application written using language that is meaningful and consistent to its audience?</p>	<p>Consistent use of language will ensure that users are able to easily understand the content of the site. In addition to this, by making the language appropriate for your target audience, the product will be more engaging and satisfying to use.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
4.11	<p><b>Task Sequence</b> Do similar tasks follow a similar task sequence?</p>	<p>In order to help users learn and accurately use a system, consistency is key. With time, users tend to learn certain key behaviours and tend to perform better if this behaviour can be repeated.</p> <p>For example, if users are consistently expected to use drop down menus to select dates in all but one instance (where a calendar widget is used), then users are likely to be confused.</p>	
4.12	<p><b>Functionality</b> Do similar elements behave in a consistent manner and are they placed in a consistent location? For example,</p> <ul style="list-style-type: none"> <li>• Do all buttons, links, drop down menus etc look the same and behave the same way?</li> <li>• Are elements like the main menu placed in the same location?</li> </ul>	<p>In order to help reduce the strain on users' memory, it is important to ensure that similar elements behave in a similar manner. This will also lead to a better user experience for the users.</p>	
<b>Efficiency</b>			
4.13	<p><b>Auto Save</b> Does the system or application auto save users' work without interrupting the task flow?</p>	<p>By auto saving users' work the application or system stops relying on users to actively save their work. This reduces the amount of activities they have to do and also gives users with the perception that the system is more robust.</p>	
4.14	<p><b>Able to deal with Interruptions</b> Are users able to save work in the middle of a process and come back to it without losing their work?</p>	<p>Interruptions in the workplace are unavoidable. Therefore it is essential that users are able to save their current work and return to it at a different time.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
4.15	<p><b>Redo/Undo Function</b> Are users able to easily redo and undo their actions?</p>	<p>The option to redo/undo actions provides users with the opportunity to recover from their mistakes and also encourages them to explore the system or application without worrying about causing irreversible damage. This will make the system or application pleasurable to use and also more efficient.</p>	
4.16	<p><b>Short cut keys</b> Does the application or system consist of activities that will be carried out frequently? If so, have these been assigned appropriate shortcut keys to accelerate the process for expert users?</p>	<p>Most internal products will be used on a daily basis by the same user. Therefore in order to help them get through routine tasks efficiently, shortcut keys are useful.</p> <p>When assigning shortcut keys it is essential to ensure that standard Windows or Apple shortcut keys are used whenever possible (for example, Ctrl + C to copy elements). It is also important to ensure that any new shortcut keys do not conflict with existing shortcut keys.</p>	
4.17	<p><b>Fast and Accurate Data Entry</b> Does the application or system provide users with the most efficient data entry methods? For example:</p> <ul style="list-style-type: none"> <li>• Does it provide meaningful default values?</li> <li>• Does it provide dropdown menus, auto fill etc so that typing is minimised?</li> </ul>	<p>In order to obtain meaningful and accurate results, the data entered into the system or application must be accurate. Therefore the system or application should help users to enter in accurate data in a time efficient manner.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
4.18	<p><b>Reduce User Workload</b> Does the system or application make optimal use of the systems' computational abilities? For example,</p> <ul style="list-style-type: none"> <li>• On user request, does the system or application perform all calculations?</li> <li>• Does the system or application take over all repetitive tasks that do not require human processing?</li> </ul>	The system or application should help users concentrate on performing tasks that require human processing by performing as many other tasks as possible. Not only will this make the data more accurate, it will also improve user satisfaction and save time.	
<b>Documentation Requirements</b>			
4.19	<p><b>Content</b> Is the content of the help documentation written in plain English with minimal technical jargon so that all users will be able to understand it? If technical jargon must be used, then has it been explained at the point of use or in a glossary?</p>	Users will refer to help documentation as a last resort. Therefore the language used to describe solutions to issues should be as useful as possible (and complemented with images where appropriate)	
4.20	<p><b>Help Contact</b> Does the help document provide the name and contact details of someone who could help users deal with issues?</p>	A contact name and number will help users feel at ease as they know how to obtain extra help if needed.	
<b>Visual Design</b>			
4.21	<p><b>Font Type and Size</b> Is the font size and type appropriate for the medium it will be used in? for example,</p> <ul style="list-style-type: none"> <li>• Have fonts suitable for on-screen reading been used for material that is viewed on screen?</li> <li>• Similarly, have fonts suitable for paper printing been used for material that will be viewed on paper?</li> <li>• Does the text stand out against the background?</li> <li>• Can the font size be easily changed?</li> </ul>	Using a standard font and a reasonable size will ensure that users can easily read the content. This will improve the efficiency of the user as well as their satisfaction with the product.	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
4.22	<p><b>Layout</b> Does the layout of the system or application help users focus on the task at hand? For example:</p> <ul style="list-style-type: none"> <li>• Is it uncluttered?</li> <li>• Does it only have relevant elements on screen?</li> <li>• Is information presented in a simple, natural and logical order that helps users to achieve their tasks?</li> <li>• Are important items placed in a consistent area?</li> </ul>	<p>A good layout is essential for a usable system as it helps users orientate themselves and find the information they require quickly. It also helps users learn how to use the system.</p>	
4.23	<p><b>Help options</b> Does the system provide users with the option of seeking assistance if required?</p>	<p>Some users may require help with using the systems or application and may feel more reassured if a help option is available. Therefore providing appropriate help is very important to the user experience.</p>	
4.24	<p><b>Consistent Look and Feel</b> Is the look and feel of the system or application consistent throughout? For example,</p> <ul style="list-style-type: none"> <li>• Are consistent colours used?</li> <li>• Are navigational elements placed in a consistent area and do they look and function consistently?</li> </ul>	<p>A consistent look and feel will make the users see the system or application as a whole entity. It will also help users find their way around the system. This will lead to more satisfied users.</p>	
4.25	<p><b>Time Outs</b> Have timeouts been used appropriately and avoided when possible? Does the system warn users prior to a timing out and does it allow users to extend this time out period?</p>	<p>Due to security reasons it is possible that certain pages are required to timeout after some time of idle. In order to ensure that users are aware of this, it is best to warn them and give them the option to extend the session prior to timing out.</p>	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
<b>Content</b>			
4.26	<p><b>Clear structure that facilitates scanning</b>                      Has the content been split up into a meaningful structure?                      For example,</p> <ul style="list-style-type: none"> <li>• Have clear and logical category titles been used?</li> <li>• Have titles been laid out so that users can quickly scan screens to obtain high level information?</li> <li>• Have related items been grouped together?</li> </ul>	By ensuring that the content of the screens are laid out within a clear structure, users will be able to quickly identify what is expected of them on that screen. This will help them achieve their goals more efficiently.	
<b>Navigation</b>			
4.27	<p><b>Proper use of Tabs</b>                      If tabs are used, are they used appropriately? For example,</p> <ul style="list-style-type: none"> <li>• Are they presented in an appropriate manner (i.e. do they look like real world tabs that can be clicked on)?</li> <li>• Do the tabs change their visual appearance when selected?</li> <li>• Do the tabs have a meaningful label?</li> </ul>	Tabs are a useful way of separating out information. However, if tabs are used then they must be implemented properly so that users are able to relate tabs to real world tabs.	
4.28	<p><b>Avoid Horizontal Scrolling (if possible)</b>                      Has horizontal scrolling been avoided whenever possible?</p>	Horizontal scrolling may confuse users and will slow down their progress. Therefore it is best to avoid it.	
<b>Language Requirements</b>			
4.29	<p><b>Unicode support</b>                      Has the system or application been written so that it supports Unicode?</p>	In order to support interoperability of products, it is essential that all products support Unicode. If a product can support Unicode then it will be able to support the BBC's language requirements.	

ID	Requirement	Notes	Compliant (Yes/No/Unsure)
4.30	<p><b>3<sup>rd</sup> party language software support</b> Does the system or application work with the 3<sup>rd</sup> party language software used at the BBC?</p>	<p>3<sup>rd</sup> party software takes care of those languages which are either not provided by the platform or require a Unicode solution outside of those supported by the platform. Therefore it is essential that all products can be supported by the 3<sup>rd</sup> party software used at the BBC. Please contact the News Production &amp; Language Specialist (Theresa Goldband - at the time of writing) for a list of current 3<sup>rd</sup> party software used within the BBC.</p>	
<b>Verification Requirements</b>			
4.31	<p><b>Verification by the BBC's external accessibility verifier*</b> Has the process for verification been put in place?</p> <p>* Contact BBC'S Head of Access Technology &amp; Usability Strategy for details.</p>	<p>In order to ensure that the end product is usable, it is essential to obtain expert feedback on the best way to evaluate the product and then evaluate the product.</p>	
4.32	<p><b>Verification by the News Production &amp; Language Specialist**</b> Has Theresa been contacted to ensure that the language requirements of the system/application is met?</p> <p>** Theresa Goldband at the time of writing.</p>	<p>Theresa Goldband must be consulted in order to obtain expert feedback on if the product meets the language and 3<sup>rd</sup> party software support requirements of the BBC. Please ensure you get in touch well in advance of delivery. Email address: <a href="mailto:Theresa.goldband@bbc.co.uk">Theresa.goldband@bbc.co.uk</a> ; call on 0207 557 3142</p>	

## Required Accessibility Standards Summary

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Upon completion, please email the form to the Head of Access Technology and Usability Strategy at Claire Jennings-Accessibility (if you are internal) or [claire.jennings@bbc.co.uk](mailto:claire.jennings@bbc.co.uk) (if you are external).

## **5. Document Control Page**

### **5.1 Document Identification**

Title: Accessibility and usability Standards Document Four – Integration Checklist

Document Ref.:

CI Ref.:

Version 2.6

Date: 3<sup>rd</sup> December 2010

### **5.2 Authorisation**

Name:

Position:

Date:

Signature:

## 6. History

Version	Date	Author	Description
0.1	25/10/2004	Paul Balbi & Claire Jennings	Checklist place into separate document.
0.2	17/05/2005	Paul Balbi/Claire Jennings	Doc name change for consistency
0.3	18/05/2005	Paul Balbi/Claire Jennings	Text changes
0.4	25 /07/2005	Claire Jennings	Text changes
1.0	12/12/2005	DQ Team	Released for publication in DQ
2.1	03/07/2009	Terry Clarke/Paul Bepey	Updated BBC's diversity targets plus some general rewording, strengthening the language from, for example, <b>should</b> to <b>must</b> .
2.2	21/08/2009	Mickela Perera/Terry Clarke	Added in usability related items and the Usability checklist
2.3	20/11/2009	Mickela Perera/Theresa Goldband	Added in the language requirements, Made changes to reflect stakeholder comments
2.4	18/06/2010	Terry Clarke	Update of references to DDA 1995 to Equalities Act (EA) 2010. Update in the introduction to reference to 8 documents and inclusion of title of new Document 8 Email standards.

2.5	15/10/2010	Terry Clarke	Updated to include reference to AT available in Apple Mac.
2.6	3/12/2010	Terry Clarke	Include more specific references to sub-titling and audio description.
2.7	11/01/11	Rizwan Nazir	References to external companies removed. Named contacts updated/replaced with BBC function/role.
2.8	14/04/2011	Erin Flynn	Updated to include new percentage target set by BBC Governance to increase the proportion of disabled staff at the BBC.

Any comments, queries or change control requests about this document  
Should be addressed to: Claire Jennings, Head of Access Technology & Usability Strategy  
– BBC.