



DIGITAL ACCESSIBILITY SPECIALIST

Details of standard

Occupation summary

This occupation is found in multiple industries, regardless of the specific industry sector accessibility will always be a consideration. The main sectors and industries this standard would be present in are:

- Commerce
- Education
- Financial services; professional services
- Health services
- Media; culture; graphical
- Public services
- Information Technology (IT) Services
- Energy
- Charities

The broad purpose of the occupation is to provide advice on accessibility best practice, helping organisations (externally and internally) to meet organisational, national and international accessibility standards and collaborate to ensure an inclusive user experience and compliance with relevant legislation. A Digital Accessibility Specialist provides training and assistance to professionals to design and develop accessible solutions. They test and audit digital content to ensure that it complies with accessibility standards and guidelines. They provide technical support for digital assistive technology (software and hardware) and facilitate end-user testing specifically with disabled user groups to ensure usability for people with disabilities and users of assistive technology. They procure and provide digital assistive technologies, content and services to meet accessibility requirements of individuals on behalf of both their own employer and clients.

In their daily work, an employee in this occupation interacts with a range of professionals including, but not limited to, software engineers, managers and product owners (either internal or external) to ensure that end-user experiences meet the accessibility needs of individuals with disabilities and comply with national and international accessibility standards. They would form part of a wider multi-disciplinary team encompassing a variety of roles, depending on the organisation, which could include assistive technology trainers, accessibility testers, accessibility support specialists, developers etc. The occupation would include communication with assistive technology providers and external bodies to troubleshoot existing products and assist in the development of future products, solutions, and services. The occupation will also include interaction with assistive technology users both to provide support for their assistive technology, and as part of consultations with end-users as part of focus groups and disabled end-user testing. An employee in this occupation will be responsible for the analysis of solutions regarding

accessibility. A Digital Accessibility Specialist could find themselves working in a variety of environments both internally within their organisation or on client facing duties and locations. Digital Accessibility Specialists additionally play a key role in advocating, supporting and presenting to the broader disability community. They are primarily desk-based, working on a mixture of client-facing and internal projects, however, the role may also involve travel to client sites, conferences, workshops, and seminars.

A Digital Accessibility Specialist isn't required to supervise staff directly; however, they would be involved in overseeing complex project deliverables, such as directing developers, testers etc. in relation to accessibility considerations and the procurement of relevant technologies internally and externally. They would be responsible for the sign off of technical designs and project requirements relating to accessibility.

Typical job titles include:

Accessibility consultant

Accessibility specialist

Accessibility subject matter expert (sme)

Accessibility tester

Digital accessibility specialist

Entry requirements

Employers will set their own entry requirements but these may typically be: - at least five GCSEs grades A* – C (9 – 4), including English and Maths, ideally including Sciences or IT related subjects - a Level 3 qualification(s), A level(s), BTEC or equivalent. - a team player, committed to solving problems, keen to learn, not afraid to ask questions, hardworking and ready to raise to new challenges. No prior experience in IT is required, however, it would be advantageous if the candidate had completed relevant previous studies (in such subjects as IT, computer science etc.)

Occupation duties

DUTY

Duty 1 Collaborate with organisations (internally and externally) at all levels to provide guidance on accessibility best practice helping them to meet organisational, national and international accessibility standards and guidelines to ensure an inclusive user experience and compliance with relevant legislation.

Duty 2 Raise awareness of accessibility within organisations (internally and externally) via multiple media channels (for example presentations, workshops and focus groups).

Duty 3 Provide guidance to organisations (internally and externally) on how to meet organisational, national and international accessibility standards and guidelines to ensure an inclusive user experience and compliance with relevant legislation.

Duty 4 Provide advice and assistance to a range of professionals, including but not limited to project managers, web designers, developers and product owners (internally and externally), to ensure interoperability between assistive technologies and mainstream technologies through the use of programming languages, frameworks and techniques to meet accessibility requirements across a wide range of operating platforms (for example web and native applications) for mobile and desktop to make content accessible for all users.

Duty 5 Advise organisations (internally and externally) on how to create accessible documents (digital or non-digital), communications and materials.

Duty 6 Provide technical support for digital assistive technology (for example text to speech, speech to text, magnifiers, interface customisation options), internally and externally.

Duty 7 Test mainstream digital applications against relevant accessibility standards producing any accompanying

KSBS

K1 K2 K3 K4 K5 K20 K21

S1 S3 S6 S10 S11 S17 S18

B1 B2 B3 B4

K4 K6 K7 K20 K21

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B1 B2 B3 B4

K1 K2 K5 K8 K9 K20 K21

S1 S3 S6 S10 S15 S17 S18

B1 B2 B3 B4

K2 K8 K9 K10 K11 K20 K21

S1 S2 S3 S6 S9 S10 S11 S12 S15 S17 S18

B1 B2 B3 B4

K1 K2 K4 K20 K21

S2 S11 S17 S18

B1 B2 B3 B4

K1 K13 K14 K20 K21 K22

S2 S7 S13 S17

B1 B2 B3 B4

K2 K10 K13 K15 K16

documentation (including test report and test plan).	S2 S4 S7 S10 S11 S17 B1 B2 B3 B4
Duty 8 Organise and facilitate end user testing, specifically with disabled user groups, against mainstream digital applications for accessibility or assistive technologies (software and hardware).	K1 K6 K7 K14 K15 K20 K21 S5 S8 S9 S17 B1 B2 B3 B4
Duty 9 Produce personal and organisational documentation (for example presentations, reports, marketing material and templates) and communications that are accessible and useable, internally (for example stakeholders, project managers, developers).	K2 K4 K6 K20 S1 S10 S11 S17 B1 B2 B3 B4
Duty 10 Procure and provide digital assistive technologies, content and services to meet accessibility requirements of individuals on behalf of both own employer and clients.	K1 K3 K14 K17 S2 S8 S9 S10 S17 B1 B2 B3 B4
Duty 11 Advise organisations (internally and externally) on how to embed accessibility within selection and scoring processes when procuring products and services (for example hardware, software, communication materials and technical support services).	K1 K2 K3 K5 K13 K16 K20 K21 S8 S10 S17 S18 B1 B2 B3 B4
Duty 12 Store, manage and share data securely in a compliant manner.	K18 K19 S14 S17 B1 B2 B3 B4
Duty 13 Practice continuous self-learning to keep up to date with technological developments to enhance relevant skills and take responsibility for own professional development.	K1 K2 K3 K4 K5 K6 K7 K8 K9 K10 K11 K12 K13 K14 K15 K16 K17 K18 K19 K20 K21 K22 S1 S2 S3 S4 S5 S6 S7 S8 S9 S10 S11 S12 S13 S14 S15 S17 B1 B2 B3 B4
Duty 14 Test and audit mainstream digital applications against digital assistive technologies for interoperability (for example text to speech, speech to text, magnifiers),	K15 K23 K24 S2 S4 S17

producing any accompanying documentation (including test report and test plan).

B3

Duty 15 Provide advice and assistance to a range of professionals, including but not limited to project managers, web designers, developers, end users and line management (internally and externally), advice relating to digital input device assistive technology (for example braille displays, assistive keyboards, assistive mice, sip & puff, switch, eye tracking, voice input).

K23 K24

S2 S4 S17 S18

B3

Duty 16 Organise and deliver training on both digital accessibility standards and assistive technologies (both software and hardware-based), including but not limited to project managers, web designers, developers, end-users and line management (internally and externally).

K4 K6 K20 K21 K23 K25

S16 S17

B1 B3

KSBs

Knowledge

K1: The characteristics and categories of disabilities (including temporary, situational and permanent disabilities) and how these affect individuals.

K2: Commonly used accessibility guidelines (for example the Web Content Accessibility Guidelines, EN301549 and Section508), methods to implement and achieve conformance and how these assist users with disabilities.

K3: How accessibility is managed and integrated within an enterprise environment including policies, and reasonable adjustments.

K4: How to utilise productivity suites ensuring output is accessible and advising on the implementation of accessibility features and content.

K5: The implications and effect on users with disabilities, and UK businesses of international disability legislation (including Equality Act 2010, Public Sector Bodies (Websites and Mobile Applications) No. 2 Accessibility Regulations 2018 and Accessible Canada Act C81 2018).

K6: How to present using relevant technologies and aids in a manner that communicates the information (including a business case) to the chosen target audience, and understand the key facts and figures relating to accessibility.

K7: The process to set-up, moderate and conduct activities relating to hosting workshops including moderation usability testing, user research testing and end-user testing.

K8: The basics of Hyper Text Mark-up Language, Cascading Style Sheets, JavaScript and Accessibility Rich Internet Applications, and how these should be used to enhance the accessibility of services (for example alt text, dynamic content, colour contrast).

- K9:** How mobile applications are developed using appropriate development applications and the basics of the languages used.
- K10:** The fundamentals of the Web Content Accessibility Guidelines (WCAG), including the purpose, application and utilisation of WCAG in a variety of situations (for example web, mobile, desktop applications).
- K11:** The basic principles of project management (including project life cycle methodologies), and how accessibility considerations are integrated.
- K12:** The accessibility considerations when designing and developing an application's user experience using related standards and guidelines including ISO9241 Ergonomics of human-system interaction, The Principles of Universal Design by the Centre for Universal Design and the Web Content Accessibility Guidelines to create an inclusive design.
- K13:** How to use assistive technologies (both digital and physical), their use-cases and functionality, degrees of complexity (hi-tech, low-tech and no-tech).
- K14:** How assistive technologies interact with other digital technologies.
- K15:** The principles and application of testing methodologies to accessibility criteria and assistive technologies, and the impact of accessibility findings (including test documentation).
- K16:** How to construct a business report (for example document layout and contents).
- K17:** The purpose and importance of reasonable adjustments, and how these are managed.
- K18:** Best practices regarding digital security including General Data Protection Regulations 2018, how these are applied to an organisation and the factors which can result in these being effective and how these can be mitigated.
- K19:** The security considerations relating to the installation and utilisation of assistive technologies, how these tools may be misidentified by common security practices and the methods to mitigate such security constraints.
- K20:** How to communicate through different mediums, including tailoring communications to different user groups.
- K21:** How to use incident management tools, triage incidents and appropriately communicate with assistive technology users.
- K22:** How to audit digital applications (including web and mobile applications) against digital assistive technologies including screen readers, screen magnifiers, speech to text and literacy aids.
- K23:** The preparation and processes required to conduct training with a variety of user groups for example project managers, web designers, developers, end users and line management.
- K24:** How accessibility fits into the wider digital landscape, including current/future applicable regulatory requirements, and case law in the area of discriminating against employees with a disability.

K25: How to use data ethically and the implications for wider society, with respect to the use of data, automation and artificial intelligence.

Skills

S1: Present information, (for example business cases, testing findings, general information etc.) to a variety of audiences to ensure understanding.

S2: Use hardware and software based assistive technologies for a variety of applications (for example testing, training etc.)

S3: Use Interpersonal skills to develop and maintain effective and credible professional relationships both within and outside the team.

S4: Conduct testing against a variety of platforms using appropriate standards and/or guidelines and assistive technologies.

S5: Conduct workshops, surveys or focus groups, including the set-up, running and conclusion activities.

S6: Both written and verbal communication skills when working as a team or individually.

S7: Solve problems using a logical and analytical approach.

S8: Identify appropriate assistive technologies and adaptive strategies for an individual's disability.

S9: Practice disability etiquette, when communicating with individuals with disabilities.

S10: Apply accessibility standards and regulations to practice.

S11: Uses productivities suites and implementing accessibility best practices (for example reading level, colour contrast etc.) into produced documentation.

S12: Create business reports, business cases and documentation appropriate for the target audience (for example developers, management etc.)

S13: Identifies and rectify issues being experienced using appropriate troubleshooting methods relating to a user's assistive technology.

S14: Apply security best practices.

S15: Apply accessibility guidelines (for example WCAG, ISO9241 Ergonomics of human-system interaction) when designing and developing solutions on a variety of platforms (for example web, mobile etc.)

S16: Collate and research information, or statistics (for example disability statistics, appropriate assistive technology for specific disabilities and correct terminology) required to present, in a manner which is appropriate to the target audience of any training (for example project managers, web designers, developers, end users and line management).

S17: Keep up-to-date with developments in technologies, trends and innovation using a range of sources.

S18: Lead a group of individuals using basic leadership skills as to achieve a common goal.

Behaviours

B1: Motivated, empathetic and driven in the field of accessibility and the wider digital sphere.

B2: Proactively Inclusive.

B3: Manages time effectively and adheres to timescales when producing work product.

B4: Inquisitive, innovative and forward-thinking regarding digital technologies which could have beneficial implications for disabled individuals.

Qualifications

English and Maths

Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Professional recognition

This standard aligns with the following professional recognition:

- International Association of Accessibility Professionals for Individual

Additional details

Occupational Level:

4

Duration (months):

24

Review

This apprenticeship standard will be reviewed after three years

Version log

VERSION	CHANGE DETAIL	EARLIEST START DATE	LATEST START DATE	LATEST END DATE
1.0	Approved for delivery	01/07/2021	Not set	Not set