Moodle Accessibility Statement

This statement includes:

- The Moodle learning environment accessed via ucl.ac.uk or ucl.ac.uk/moodle
- The content hosted within this environment.

Moodle is an open source VLE – Virtual Learning Environment. This means that certain aspects of its design are not under UCL’s control.

We want everyone who uses Moodle to be able to access, understand and, where necessary, interact with its content and tools. We aim to develop Moodle and its content to meet the Web Content Accessibility Guidelines (WCAG) 2.1. (AA standard) accessibility standards.

Technical advice and assistance are available to all Moodle content producers who are also provided with tools enabling them to audit the accessibility of common content formats. Where course providers supply content that pose accessibility issues, they are required to produce a local accessibility statement.

We have enabled the Blackboard Ally service on Moodle. This provides alternative formats for resources in common file formats, along with guidance for content creators on how to improve accessibility. Guides for Blackboard Ally. UCL also offers Sensus Access to enable you to create alternative formats.

*Students - Should you find that some course materials are still inaccessible, you should contact the module lead in the first instance.

AbilityNet has advice on making your device easier to use if you have a disability.

Using Moodle

UCL Moodle is run by UCL. We want as many people as possible to be able to use this service without facing difficulties caused by any disabilities. For example, that means people should be able to:

- Use just the keyboard to navigate
- Use screen readers such as JAWS and NVDA
- Jump directly to any heading or ARIA landmark on the current page using quick links
- Enable high contrast styles and change font sizes using Moodle’s accessibility tool
- Hide Moodle blocks to reduce page clutter and help focus

UCL has endeavoured to improve your experience by adding an accessibility plug-in to the interface, which allows you to magnify and make various text, and colour changes to the site. Accessibility Tools for Moodle.

Reporting accessibility problems with Moodle

We work to achieve and maintain WCAG 2.1 AA standards, but it is not always possible for all our content to be accessible. If we have failed to identify a barrier, please let us know by emailing: digitalaccessibility@ucl.ac.uk

Technical information about Moodle’s accessibility

UCL is committed to making Moodle accessible, in accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.
This website is partially compliant with the Web Content Accessibility Guidelines version 2.1 AA standard, due to the non-compliances listed below.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Conformance level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4.4 Resize text</td>
<td>Supports with exceptions</td>
<td>Not all user interface elements respond to being re-sized by Moodle’s accessibility tool. e.g. dropdown menus and buttons in the Moodle assignment grading interface. *</td>
</tr>
<tr>
<td>1.4.3 Contrast (Minimum)</td>
<td>Supports with exceptions</td>
<td>Some text does not conform with recommended contrast ratios - e.g. course category labels on homepages, List headers in Moodle Footers.</td>
</tr>
<tr>
<td>2.4.4 Link purpose</td>
<td>Supports with exceptions</td>
<td>Not all links are described which may confuse screen reader users – e.g. the ‘recently accessed course’ left &amp; right arrow buttons on user homepages.</td>
</tr>
</tbody>
</table>

The main group we have identified as having some accessibility challenges are those with low vision (not screen readers). There are magnification tools both within Moodle, and also in the operating system to help, but the user may find this will not help with everything they need to access. We are aware of this and we are endeavouring to work towards addressing this.

Digital Accessibility Project.

The University created the Digital Accessibility Project to respond to the 2018 Web Accessibility guidelines. The project is carrying out testing and making recommendations for modifications and the UCL Moodle Team are making these changes where possible. Where not, they are liaising with the Moodle developers. (The latest tests were carried out in July 2020)

*UCL recognises where accessibility barriers exist in areas requiring many repeated interactions e.g. staff grading interfaces, more time will be required to complete a given task.

Accessibility of third-party services.

Moodle acts as a gateway for several third-party services over which UCL has no direct control e.g. Turnitin, Lecturecast, the Talis reading list service. Where accessibility issues arise in relation to third-party services and these issues are not already noted in those service’s Accessibility Statement(s), UCL will liaise with suppliers and encourage them to take remedial action.

This may include:
• Links to non-UCL websites
• Content/functionality on our website
• Content hosted on other websites, such as social media sites.

To help accessibility compliance across the sector, UCL supports searchBOX, an independent directory of third-party accessibility information.

searchBOX catalogues the contact information and accessibility statements of third-party suppliers, enables the sharing of community-generated accessibility statements, and allows users to map their supplier ecosystem.

UCL encourages all our partners and suppliers to support this effort by ensuring that their accessibility information is included in the searchBOX directory.

The following third-party services are integrated with Moodle but don't have their accessibility information listed on searchBOX:

• Hypothesis
• Learning Science Please note Learning Science policy is located under "How do staff access and locate resources"
• GoReact Video Assignment - Please note that the link will take you to GoReacts policy page, accessibility is located towards the bottom

Preparation of this accessibility statement

This statement was prepared on 18/5/20.

This statement was amended on 03 Sep 2021
It was last reviewed on ..............................