# Accessibility and diversity

The assessment was developed with accessibility and diversity in mind from the very initial design phase. As such, the images in the assessment deliberately represent a range of ethnicities, races, genders, and ages and avoid stereotyped behaviours, maximising representation. Images are also supported by short statements to aid interpretation and reduce ambiguity. Furthermore, image interpretations are not reliant on colour so they do not pose a barrier for colour blind individuals, and the short statements support applicants who rely on a screen reader to maximise accessibility for visually impaired test-takers.

Moreover, when collecting the validation data, specific panels were run to collect responses for neurodivergent respondents, as well as those impacted by long-term health conditions, in order to ensure that the algorithms are optimised for a variety of thinking styles. Our research indicates that image-based formats can be beneficial for neurodivergent test-takers by reducing cognitive burden, improving engagement, and eliciting greater focus:

* Dyslexia - image-based formats are more fun and help to focus attention on the assessment compared to questionnaire-based formats. Including humorous images helps to maintain motivation, and including a couple of keywords with images helps with ambiguity in interpretation while not being too text-heavy.
* ADHD - images make the assessment more engaging and easier to focus on and reduce the likelihood of being distracted compared to traditional formats
* Autism - the test was “awesome and fun to take”. The combination of images with keywords to support interpretation is the “perfect combo” and the use of contextualised images helps with understanding compared to contextually-agnostic statements