Web Usability

Chesterfield College Accessibility Audit

27th January 2023

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Background and methodology

Background

- Over 1 in 5 potential UK consumers have a disability with approximately 73% having experienced barriers on more than a quarter of websites they visited.
- All websites should be accessible to disabled users, not only for ethical and commercial considerations, but also for legal. The Equality Act 2010 (EQA) prohibits discrimination from providers of services, good and facilities (EQA Section 21(1)).
- W3C set out guidelines for accessibility good practice. These are detailed in their Web Content Accessibility Guidelines (WCAG) and are regarded by the digital industry as being a good standard against which to benchmark the accessibility of websites, in order to comply with the requirements of the 2010 Equality Act
- Since September 2018, Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 specifies that public sector sites must conform to WCAG 2.1 at AA standard.

Importance

- Meeting the WCAG 2.1 guidelines at Level AA should ensure that most disabled users can use the site without major difficulty.
- In addition, it should make the site easier to use for all users.
- In many cases, users with disabilities shine a spotlight on issues that all users are likely to experience but might otherwise be hard to spot.
- Organisations who demonstrate a commitment to meeting the needs of disabled users are likely to reap the benefits of being seen to be corporately and socially responsible.
- Therefore, meeting the WCAG standard has much greater benefits than just ticking a box to avoid the, highly unlikely, possibility of action under the Equality Act.

Methodology

- The website was manually assessed against the WCAG 2.2 Guidelines to Level A & AA using the WCAG Evaluation Methodology (EM).
- This involved exploration of the site using assistive technologies: JAWS and NVDA screen readers; ZoomText, Windows magnifier and native browser screen magnifiers and speech recognition software.
- The website was also inspected for visual issues and HTML, CSS and ARIA mark-up issues.
- In addition the site was reviewed on mobile devices using VoiceOver (iOS) and TalkBack (Android). Any unique mobile issues have been included in the report.
- The website was reviewed on the following browsers: Chrome, Firefox, Edge & Safari.
- For each failed guideline we show a description of the guideline, why it matters to disabled users and the issue illustrated with examples.
- Where appropriate, we also provide workable solutions or recommendations.
- In addition, we have provided a page-by-page breakdown of the issues for all the page templates included in the audit.

A note on WCAG 2.2

- WCAG are in the process of finalising the next iteration of their guidelines, WCAG 2.2.
- Currently this adds 7 new success criteria at level A/AA, and 2 at level AAA, as well as changing SC 2.4.7 (visible focus) from level AA to A.
- The new guidelines are still under review by WCAG, and as such are potentially still subject to change, however the W3C "advises the use of WCAG 2.2 to maximize future applicability of accessibility efforts".
- WCAG 2.1 remains the official recommendation, and the legal requirement, however WCAG 2.2 is expected to become the official recommended version in early 2023.
- More information on WCAG 2.2 and the new guidelines is available on the W3C website.

Pages reviewed

Pages reviewed

A representative sample of pages from this site were reviewed. These were agreed with the project manager ahead of starting the audit.

Page	URL
Homepage	https://www.chesterfield.ac.uk/
Navigation page	https://www.chesterfield.ac.uk/course_type/funded_course/
Content page	https://www.chesterfield.ac.uk/a-levels/
Course search page	https://www.chesterfield.ac.uk/course_type/funded_course/?subject_area=accounting
Course page	https://www.chesterfield.ac.uk/course/level-2-aat-foundation-certificate-in-accounting-part-time-day/aeb-aat-l2-foundation-certificate-in-accounting-day-l2-le-ptd-march-2023/
Content page with form	https://www.chesterfield.ac.uk/apprenticeships/
Content page with accordions	https://www.chesterfield.ac.uk/knowledge-base/work-experience-2/
News listing page	https://www.chesterfield.ac.uk/news/
News article	https://www.chesterfield.ac.uk/bright-futures-in-the-force-for-our-level-3-business-admin-apprentices/
About us	https://www.chesterfield.ac.uk/about/
Contact us	https://www.chesterfield.ac.uk/contact-us/

Summary

Summary

- This audit of the Chesterfield College website has identified 20 instances of non-compliance with the 50 WCAG 2.1 success criteria (SC) at Level A & AA.
- The key issues are:
  - The main navigation dropdowns cannot be accessed with a keyboard and the mobile menu cannot be accessed when the screen reader is switched on (SC 2.1.1)
  - Page elements, including headings, form labels and accordions, are not always used effectively to convey the structural relationships that exist (SC 1.3.1)
  - There is no skip to main content link across the site (SC 2.4.1)
  - The focus indicator is not visible in places (SC 2.4.7)
- We also identified 1 instance of non-compliance with the new WCAG 2.2 guidelines (SC 2.4.11, visible focus indicators have insufficient contrast)

NB[1] We do not guarantee flagging up every possible occurrence of each issue. When an issue is raised and we have shown how to fix it, *the developers must check for similar issues on all other pages of the website and fix them as well*. That will ensure the best possible accessibility of this website for disabled users, and the likelihood of conformance to the WCAG on all pages.

NB[2] The site has been audited to WCAG 2.2 Level A and AA. There are likely to be a number of additional issues at AAA but these have not been captured in this report.

Overview of guidelines

On the following slides (13-21), a summary of the guidelines has been provided. Included in the table is a pass or fail assessment for each guideline and the priority of the issue:

Low priority – The issue is a minor or cosmetic one - something is wrong, but users will not be affected too seriously by it

Medium priority – Some user groups will experience significant problems or will find it very frustrating

High priority – Some user groups cannot use part of the site, or perform certain actions, or access certain content

Critical – Some groups of disabled users cannot use important functionality at all due to this issue

NB – new success criteria in WCAG 2.2 are highlighted to distinguish them

1.1 Text alternative

1.1	Text alternative	Level	Assessment	Priority
1.1.1	Non-text content	A	Fail	Medium

1.2 Time based media

1.2	Time based media	Level	Assessment	Priority
1.2.1	Audio-only and Video-only (Prerecorded)	A	Pass	N/A
1.2.2	Captions (Prerecorded)	A	Fail	Low
1.2.3	Audio Description or Media Alternative (Prerecorded)	A	Fail	Low
1.2.4	Captions (Live)	AA	Pass	N/A
1.2.5	Audio Description (Prerecorded)	AA	Fail	Low

1.3 Adaptable

1.3	Adaptable	Level	Assessment	Priority
1.3.1	Info and Relationships	A	Fail	High
1.3.2	Meaningful Sequence	A	Pass	N/A
1.3.3	Sensory Characteristics	A	Pass	N/A
1.3.4	Orientation	AA	Pass	N/A
1.3.5	Identify Input Purpose	AA	Pass	N/A

1.4 Distinguishable

1.4	Distinguishable	Level	Assessment	Priority
1.4.1	Use of Colour	A	Fail	High
1.4.2	Audio Control	A	Pass	N/A
1.4.3	Contrast (Minimum)	A	Fail	Medium
1.4.4	Resize text	AA	Pass	N/A
1.4.5	Images of Text	AA	Fail	Low
1.4.10	Reflow	AA	Fail	Low
1.4.11	Non-text Contrast	AA	Fail	Medium
1.4.12	Text Spacing	AA	Pass	N/A
1.4.13	Content on Hover or Focus	AA	Pass	N/A

2.1 Keyboard Accessible

2.1	Keyboard Accessible	Level	Assessment	Priority
2.1.1	Keyboard	A	Fail	Critical
2.1.2	No Keyboard Trap	A	Pass	N/A
2.1.4	Character Key Shortcuts	A	Pass	N/A

2.2 Enough Time

2.2	Enough Time	Level	Assessment	Priority
2.2.1	Timing Adjustable	A	Pass	N/A
2.2.2	Pause, Stop, Hide	A	Fail	Low

2.3 Seizures & Physical Reactions

2.3	Seizures	Level	Assessment	Priority
2.3.1	Three Flashes or Below Threshold	A	Pass	N/A

2.4 Navigable

2.4	Navigable	Level	Assessment	Priority
2.4.1	Bypass Blocks	A	Fail	High
2.4.2	Page Titled	A	Pass	N/A
2.4.3	Focus Order	A	Fail	Medium
2.4.4	Link Purpose (In Context)	A	Fail	Medium
2.4.5	Multiple Ways	A	Pass	N/A
2.4.6	Headings and Labels	AA	Pass	N/A
2.4.7	Focus Visible	AA	Fail	Critical
2.4.11	Focus Appearance (minimum)	AA	Fail	High
2.4.12	Focus Not Obscured (Minimum)	AA	Pass	N/A

2.5 Input Modalities

2.5	Input Modalities	Level	Assessment	Priority
2.5.1	Pointer Gestures	A	Pass	N/A
2.5.2	Pointer Cancellation	A	Pass	N/A
2.5.3	Label in Name	A	Pass	N/A
2.5.4	Motion Actuation	A	N/A	N/A
2.5.7	Dragging Movements	AA	Pass	N/A
2.5.8	Target Size (Minimum)	AA	Pass	N/A

3.1 Readable

3.1	Readable	Level	Assessment	Priority
3.1.1	Language of Page	A	Pass	N/A
3.1.2	Language of Parts	AA	Pass	N/A

3.2 Predictable

3.2	Predictable	Level	Assessment	Priority
3.2.1	On Focus	A	Pass	N/A
3.2.2	On Input	A	Pass	N/A
3.2.3	Consistent Navigation	AA	Pass	N/A
3.2.4	Consistent Identification	AA	Pass	N/A
3.2.6	Consistent Help	A	Pass	N/A

3.3 Input Assistance

3.3	Input Assistance	Level	Assessment	Priority
3.3.1	Error Identification	A	Pass	N/A
3.3.2	Labels or Instructions	A	Pass	N/A
3.3.3	Error Suggestion	AA	Fail	Medium
3.3.4	Error Prevention (Legal, Financial, Data)	AA	Pass	N/A
3.3.7	Accessible Authentication	A	Pass	N/A
3.3.8	Redundant Entry	A	Pass	N/A

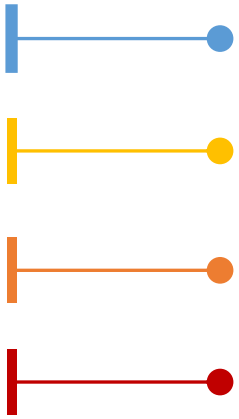
4.1 Compatible

4.1	Compatible	Level	Assessment	Priority
4.1.1	Parsing	A	Fail	Low
4.1.2	Name, Role, Value	A	Fail	High
4.1.3	Status Messages	AA	Pass	N/A

Guideline fails and recommendations

Guideline fails and recommendations

On the following slides (24-104), a detailed breakdown of each of the success criterion (SC) fails is provided. This includes a summary of the SC, why the SC matters, the issue and our recommended solution. Examples of the fails are also included and prioritised using the following scale:



Low priority – The issue is a minor or cosmetic one - something is wrong, but users will not be affected too seriously by it

Medium priority – Some user groups will experience significant problems or will find it very frustrating

High priority – Some user groups cannot use part of the site, or perform certain actions, or access certain content

Critical – Some groups of disabled users cannot use important functionality at all due to this issue

1.1 Text alternative

1.1	Text alternative	Level	Assessment	Priority
1.1.1	Non-text content	A	Fail	Medium

1.1.1 Alt text issues

The guideline

- All non-text content that is presented to the user has a text alternative that serves the equivalent purpose

Why it matters

- Without useful alternative text, blind users will miss valuable information and branding that is conveyed via images.
- Screen and Braille readers for blind people announce the alt attribute on an <img> element and the <figcaption> elements in figures. If not completed correctly, blind users will have no awareness of these images or figures and consequently miss out on key information.
- When an image is purely decorative, having alt text adds unnecessary complexity to the page for these users

1.1.1 Alt text issues

Issue

- Some informative images are missing descriptive alt text:
  - The website logo has the alt text ‘Logo’. This does not tell users what the image is or that it functions as a link to the homepage
  - The logos in the footer have aria-labels that include the full link URL. These are very unclear
  - On the work experience page, there is an image of text that has no alt and is not available in text elsewhere
  - The A-levels ‘Combo selector’ image on the sixth form page displays complex information. This image is cited as an important resource to refer to in the text above. This image currently has no alt text and no link to alternative information

Solution

- Give these images relevant alt text that provides an equivalent experience/level of detail to the image:
  - Give the ‘The Chesterfield College Group’ logo the alt=“Chesterfield College Group home”
  - Remove the aria-labels from the footer logos and give clear alt text e.g. alt=“Ofqual logo”
  - Give the image of text on the work experience page a matching alt text
  - Provide a non-image version of the ‘Combo selector’ e.g. a table that can be accessed more easily by users of assistive technology
- See also SC SC 1.4.5 (Images of Text)

1.1.1 Examples

Insufficient alt

- The website logo has the alt text ‘Logo’. This does not tell users what the image is or that it functions as a link to the homepage

Complex image needs alt

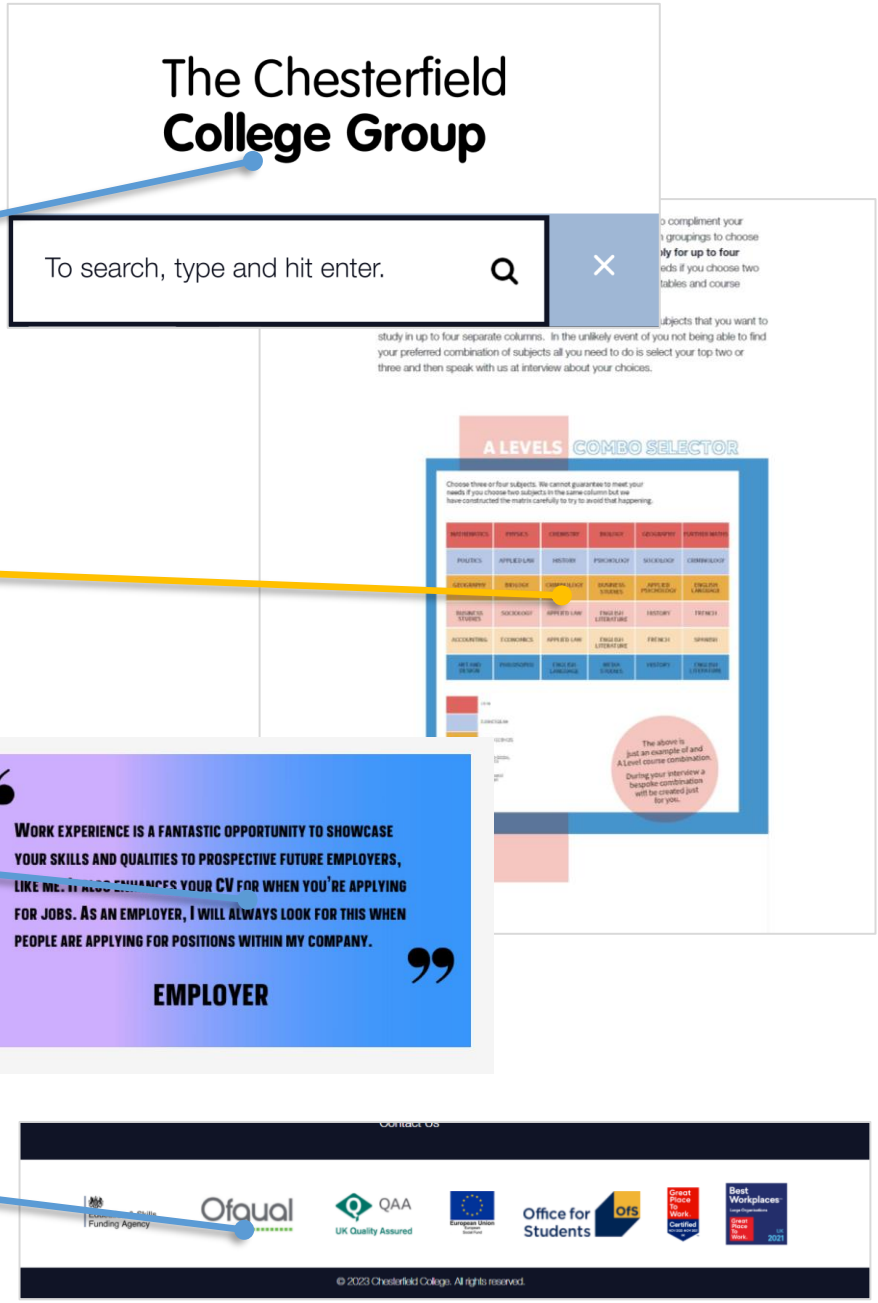
- The detailed image on the sixth form page has no alt text and no link to alternative / detailed information. As a result, blind users would not be able to engage with this matrix

Image of text needs matching alt

- This image on the work experience page currently has no alt text. It should be given one that matched the text displayed

aria-label used instead of alt

- The logos in the footer have aria-labels that include the full link URL. This overrides the alt text (currently set to null alt=“”) and will be confusing for screen reader users



1.2 Time based media

1.2	Time based media	Level	Assessment	Priority
1.2.1	Audio-only and Video-only (Prerecorded)	A	Pass	N/A
1.2.2	Captions (Prerecorded)	A	Fail	Medium
1.2.3	Audio Description or Media Alternative (Prerecorded)	A	Fail	Low
1.2.4	Captions (Live)	AA	N/A	N/A
1.2.5	Audio Description (Prerecorded)	AA	Fail	Low

1.2.2 Videos require captions

The guideline

- Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such.

Why it matters

- Without captions, people who are deaf or hard of hearing will be unable to access the audio content of a video
- As a result, the video will be of no use to these users
- Captions also benefit all users – many users now like to engage with video content with the sound off (especially on social media) so having captions ensures they can still engage with the video

1.2.2 Videos require captions

Issue

- The Vimeo Apprenticeships Webinar video (on the Apprenticeships page) does not have captions
- This video does have the slides from the webinar appear on screen which have text
- However, the presenter at times speaks dialogue that is not available visually, so parts of the video would be inaccessible to deaf or hard of hearing users

Solution

- Provide captions on videos. These can be either:
  - Open captions which are always visible
  - Closed captions which can be switched on or off depending on user preference
- Do not confuse captions with subtitles. Subtitles provide text of only the dialogue, while captions also include descriptions of important sounds.
- If you want captions or subtitles to appear in your embedded player by default, you can do so by adjusting the embed code before placing it in your site.
- NB1. For embedded Vimeo videos, add the following text track parameter to the end of the player URL in your embed code:
  - ?texttrack= en (for English subtitles or captions)
- NB2. For embedded YouTube videos you can turn on captions by default by adding:
  - '&cc_load_policy=1' to the video's embed code.
  - You can also choose a caption language for the embedded video. To specify the caption language for the video that you'd like to embed, just add '&cc_lang_pref=en&cc_load_policy=1' to the video's embed code.
    - 'cc_lang_pref' sets the language for the captions shown in the video.
    - 'cc_load_policy=1' turns captions on by default.
    - 'en' represents the language code for English

1.2.2 Examples

Video has no captions

- This video has no captions, so deaf users will not be able to understand some of the content. Add open or closed captions in order to pass this guideline and so deaf users can access all of the videos content

– there's no upper age limit! If you have a particular career goal in mind then an apprenticeship programme could be ideally suited to you. It will provide you with a specific set of skills and experience that you need to achieve your career goal.

If you are unsure about the type of apprenticeship you'd like to study our apprenticeship and careers teams can talk you through the options available and provide impartial advice and guidance to help you make an informed choice.

Apprenticeships are also great for those already in employment looking to develop their existing skills and knowledge. If you are already employed but would like to further develop your skills, knowledge and experience (and even secure a promotion) then an apprenticeship could be ideal for you.

How to become an apprentice

1.2.3 & 1.2.5 Videos missing audio or text description

The guideline

- 1.2.3 (Level A): All non-text content that is presented to the user has a text alternative that serves the equivalent purpose
- 1.2.5 (Level AA): Audio description is provided for all prerecorded video content in synchronized media.

NB. Guidelines 1.2.3 and 1.2.5 overlap somewhat with each other. This is to give the author some choice at the minimum conformance level, and to provide additional requirements at higher levels.

Why it matters

- In videos a lot of information is conveyed in non-audio format i.e. in the images used.
- Blind and visually impaired people are unable to see these images so are reliant on the information conveyed by the audio of a video.
- As a result, they may miss crucial messages, actions or brand sentiments.
- These guidelines also helps to support users who have difficulty perceiving or understanding moving images.

1.2.3 & 1.2.5 Videos missing audio or text description

Issue

- Videos on the Apprenticeship and work experience pages are interview style. While most content in these videos is conveyed in the audio, the interview questions are only communicated by text on the screen

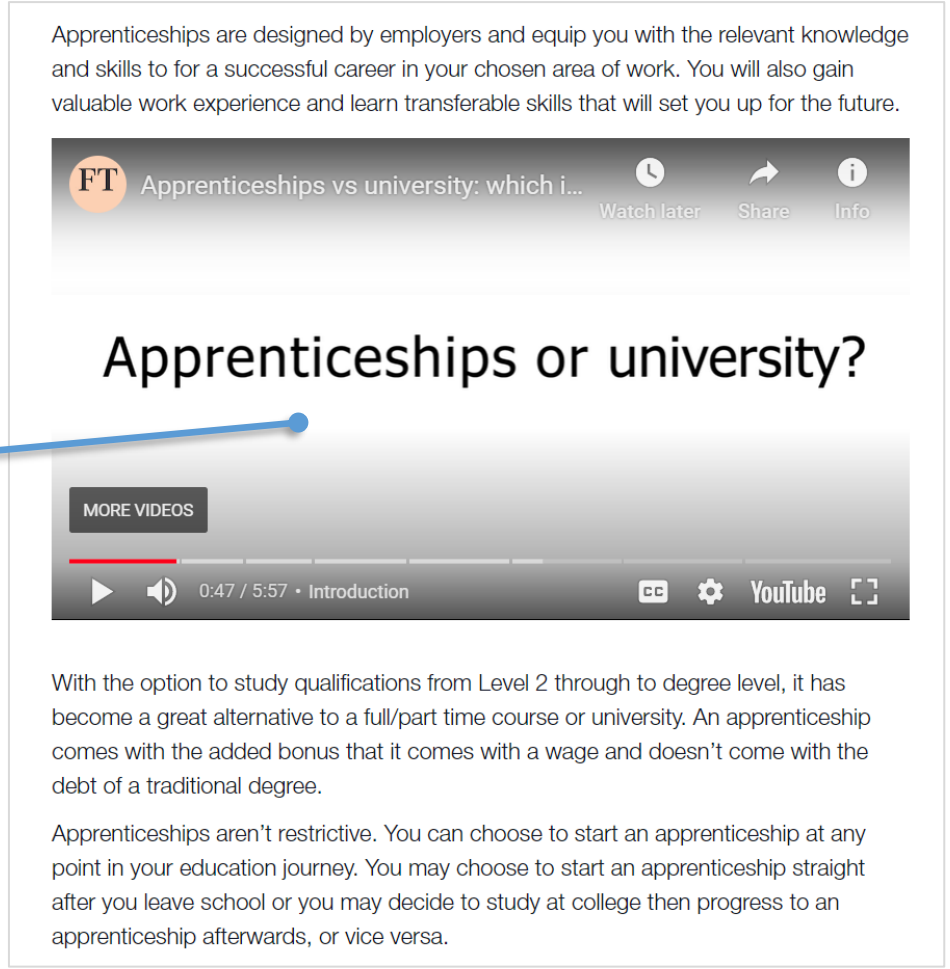
Solution

- For these videos, get a speaker to ask the questions to the interviewee or add a small amount of audio description for these questions
- For more complex video content there are two solutions:
  - Provide audio description of the video content. Audio description is an edited version of a video's soundtrack that adds more information than the regular soundtrack offers during pauses. This might mean narrating movements that are not audibly explained in the video, identifying speakers or explaining visual information. There is a good video on the RNIB website that describes why it's important. Here's a couple of examples of audio description in action:
    - Disney's The Lion King audio description
    - Subaru advert audio description
  - Provide all the information of the video (both visual and auditory) in text form. A text transcript is a document that includes all information present in the video, essentially a script for the video. This means including any visual cues as well as dialogue and non-speech sounds. W3C have created some advice of producing transcripts.
- To pass at Level A (guideline 1.2.3) either solution can be adopted
- To pass at Level AA (guideline 1.2.5) the site must provide an audio description

1.2.3 & 1.2.5 Examples

Interview style videos

- The videos on the apprenticeship page show interviewees being asked questions. These interview questions are only communicated by text on the screen. Either this should be supplied in the voiceover or added as an audio and text description



1.3 Adaptable

1.3	Adaptable	Level	Assessment	Priority
1.3.1	Info and Relationships	A	Fail	High
1.3.2	Meaningful Sequence	A	Pass	N/A
1.3.3	Sensory Characteristics	A	Pass	N/A
1.3.4	Orientation	AA	Pass	N/A
1.3.5	Identify Input Purpose	AA	Pass	N/A

1.3.1 Incorrect heading structure

The guideline

- Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.

Why it matters

- HTML's hierarchy of heading elements <h1> down to <h6> is intended to tell blind screen and Braille reader users, who cannot see the screen, what the structure of the page is logically and semantically.
- This helps them to understand how the content is organised and what parent section any piece of content belongs to.
- Headings are the primary means of navigation through the page for many blind people. (They also help the search engines and so be good for SEO as well).
- Sighted users frequently look through the headings on a page to get a quick idea of what is discussed, and to pick out sections that interest them. Screen and Braille readers do the same for blind people by:
  - Allowing their users to jump from one heading to the next. (For instance JAWS and NVDA both use the "H" key for this, and "Shift+H" to go back).
  - With a hot key to show an onscreen list of the headings and levels for the user to browse through and use as quick links to each heading in the page

1.3.1 Incorrect heading structure

Issue

- Heading elements are not used correctly in all places. This can make it hard for some users to discern the structure of the page. Issues include:
  - Pages with no h1 element
  - Heading elements not always used sequentially

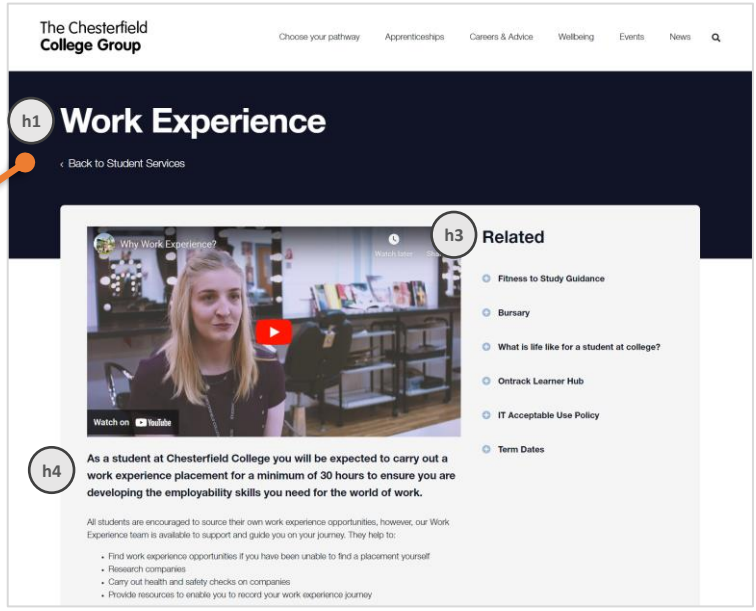
Solution

- When choosing headings, use the following rules:
  - follow the heading hierarchy from h1 down to h6 on all pages
  - always make the main heading on the page an <h1> element
  - subheadings under the main heading should be <h2> elements and so on down to h6
  - do not skip heading levels
  - there should only be one <h1> element on a page
  - never choose the headings elements to achieve a desired font size

1.3.1 Examples

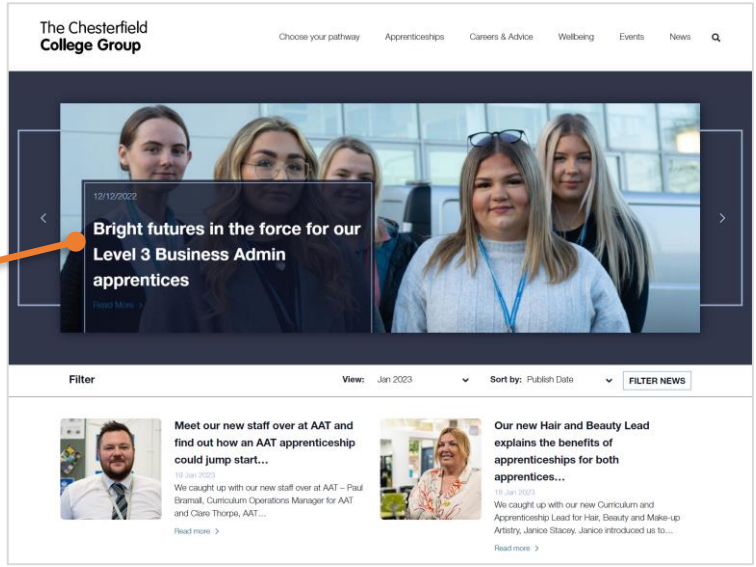
Headings are not used hierarchically

- Heading elements should be used sequentially to help communicate the structure of the page. On many pages, including the work experience page, heading levels jump around, missing out some levels (e.g., h1 to h4)



No <h1>

- The news listing page is missing a h1 element. This helps users to identify the primary purpose of each page



h1 = heading level

1.3.1 ARIA landmarks issues

The guideline

- Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text

Why it matters

- ARIA landmarks are used to programmatically identify different sections on the webpage (e.g., banner navigation, main content, footer)
- This helps screen reader users orientate themselves on the page, navigate to different sections and bypass sections they are not interested in
- Landmarks can also be used by keyboard users (if a suitable browser plugin is activated) to skip over repeated sections on the page (e.g. the main navigation)

1.3.1 ARIA landmarks issues

Issue

- Many pages are missing a main ARIA landmark
- Within the course search page, the search input has a banner landmark and a search landmark
- Some pages have multiple / duplicate main landmarks
- Many users navigate by landmarks and use them to discern the structure of the page. When these landmarks have been used incorrectly, they will be unable to do this

Solution

- Add ARIA landmarks to the page:
  - 'main' – for the main content on the page
  - 'navigation' – one for each of the navigations
  - 'contentinfo' – for the footer
- Landmarks are inserted into the page using the role attribute on an element that marks the section
- Ensure landmarks are given unique labels by using either the aria-label or aria-labelledby elements
- More about landmarks

1.3.1 Form elements not grouped

The guideline

- Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.

Why it matters

- The purpose of form elements is often apparent to sighted users because of visibly associated labels, even if the form element is not programmatically labelled.
- Screen readers users, however, require useful, programmatic form labels to identify the purpose of form elements.
- Without these labels (either because they are absent or not programmatically associated to the form element), screen reader users do not know what they are required to input.

1.3.1 Form elements not grouped

Issue

- Within the contact us form, some fields are not grouped with their labels
- This means screen readers announce these form fields in isolation without the context the labels provide
- This can make it difficult for blind users to establish what the form element is asking them to do and whether they should select it

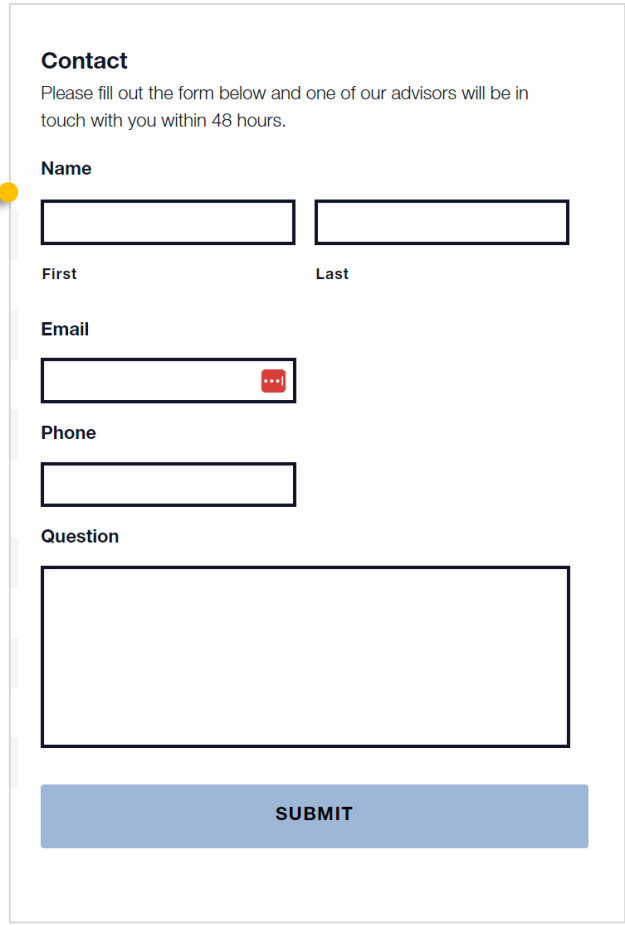
Solution

- Use the <fieldset> and <legend> elements to associate related form controls with the form element. The <fieldset> element provides a container for related form controls, and the <legend> element acts as a heading to identify the group.
- Follow the relevant WAI-ARIA authoring technique for radio buttons
- More about grouping form elements

1.3.1 Examples

Name form fields not grouped with main label

- The name form fields are not programmatically associated with the main label so are announced only as ‘first’ and ‘last’. This may make it unclear what information users should input. These form fields should be grouped with the overarching ‘Name’ label to make clear what ‘first’ and ‘last’ refers to



1.3.1 Accordions incorrectly implemented

The guideline

- Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.

Why it matters

- Screen reader users have to listen to a lot of information when navigating websites. Even the most simple require users to take in a lot of detail, including the structure of the page, how they can engage with it and the content itself.
- Using structural elements incorrectly will add additional clutter to the page for screen reader users, and may confuse them and make them wonder whether they are missing content or relationships

1.3.1 Accordions incorrectly implemented

Issue

- The accordion content on the work experience and about us pages are visually presented as expandable sections, but this content is not programmatically marked up as such
- Instead, they are announced as checkboxes (due to the attribute type="checkbox), which means the content is announced in a confusing way by a screen reader. Blind users would think they are selecting something rather than interacting with expandable sections

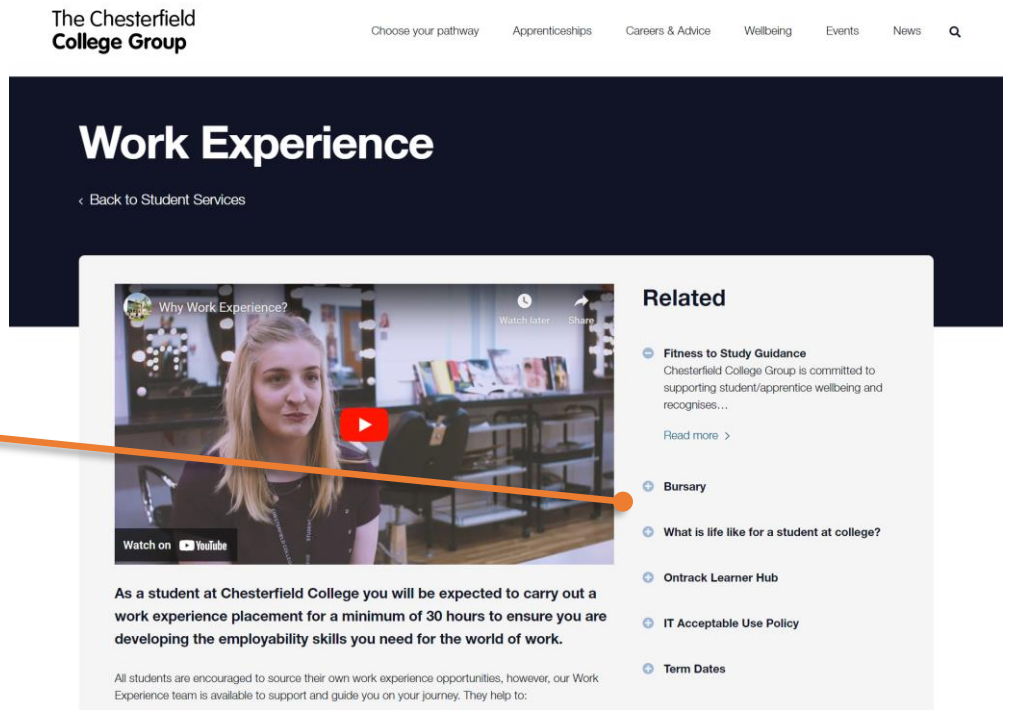
Solution

- When implementing accordions, use a <button> element so it is focusable with a keyboard
- Then add an aria-expanded attribute that is toggled between true and false to indicate whether the accordion is expanded or collapsed
- To remove the content with the accordion from the accessibility tree when collapsed, add an aria-hidden attribute that is toggled between true or false to the content area
- More about creating accessible accordions

1.3.1 Examples

Accordions

- Accordions on the work experience page are incorrectly implemented as checkboxes. Blind users would think they are selecting something rather than interacting with expandable sections



1.3.1 Hidden elements still receive focus

The guideline

- Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.

Why it matters

- If elements are hidden from sighted users, they need to be programmatically hidden from screen reader and keyboard users as well, to avoid confusion and attempts to interact with elements that are not meant to be available

1.3.1 Hidden elements still receive focus

Issue

- On the work experience and about us pages the content within accordions is included in the focus order even when the accordions are collapsed and the content visually hidden
- This means keyboard-only or screen reader users have to tab/read through all the content in each section
- On mobile, the content within the hamburger menu is announced when the menu is collapsed, and menu items are hidden

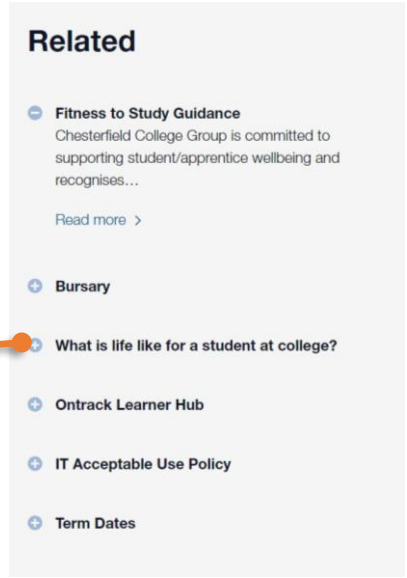
Solution

- When the accordions/ mobile menu are collapsed, bypass this hidden content in the focus order so users can move quickly to the next section on the page
- To remove the content from the accessibility tree, add an aria-hidden attribute to the content that is toggled between true or false depending on whether the accordion/ mobile menu is expanded or collapsed
- More about the aria-hidden attribute

1.3.1 Examples

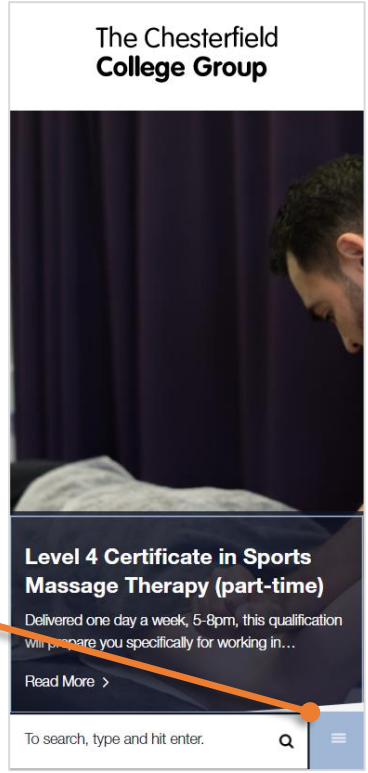
Accordions

- The content within the accordions is included in the keyboard tabbing order regardless of whether the accordions are collapsed or expanded



Mobile menu

- The content within the mobile menu is announced when the menu is collapsed, and menu items are hidden



1.3.1 Filter dropdowns missing labels

The guideline

- Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text

Why it matters

- This success criterion helps people with different disabilities by allowing user agents to adapt content according to the needs of individual users
- When there is a visual relationship between different page elements (e.g. an input field and its label), this relationship must be made to be perceivable to all users, regardless of access requirements/technology

1.3.1 Filter dropdowns missing labels

Issue:

- Within the course search and news listing pages, the filter dropdowns are not grouped with their visible label
- As a result, the filter is announced in an unhelpful way by a screen reader that does not make it clear what the user would be filtering by
- This will prevent screen reader users from confidently interacting with these filters

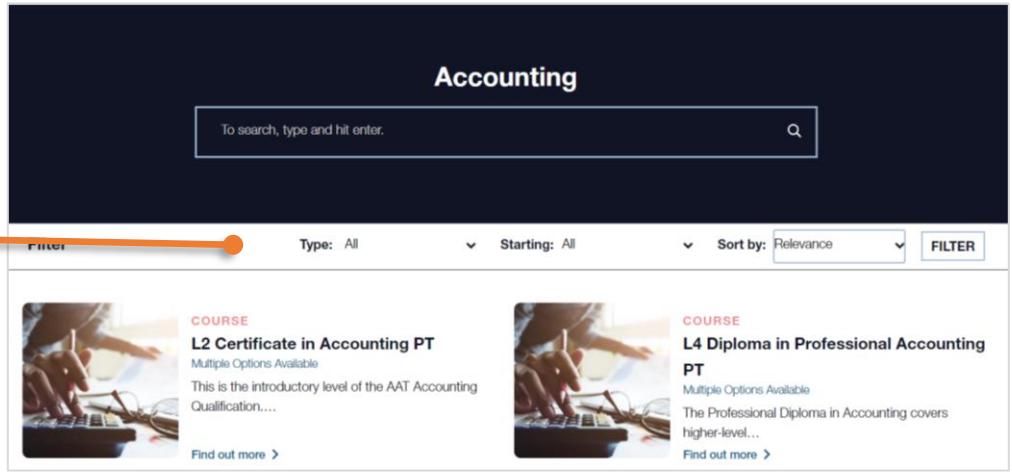
Solution:

- Labels need to be properly associated with their form fields. To do this explicitly, adopt one of the following approaches:
  - Match *for* and *id* values to associate the label with its form control. Because *id* attribute values must be unique on each page, a form control can only have one associated <label>.
  - Create the association by placing the label text and the input within the <label> element (and not using *for* and *id*).
- More about labelling form controls

1.3.1 Examples

Filter dropdowns

- On the course search page there are dropdown filters to sort courses. These filters are not grouped with their visible label e.g. ‘relevance’ is not programmatically associated with its label ‘sort by’ so is announced by a screen reader without the context of that label



1.4 Distinguishable

1.4	Distinguishable	Level	Assessment	Priority
1.4.1	Use of Colour	A	Fail	High
1.4.2	Audio Control	A	Pass	N/A
1.4.3	Contrast (Minimum)	A	Fail	Medium
1.4.4	Resize text	AA	Pass	N/A
1.4.5	Images of Text	AA	Fail	Low
1.4.10	Reflow	AA	Fail	Low
1.4.11	Non-text Contrast	AA	Fail	Medium
1.4.12	Text Spacing	AA	Pass	N/A
1.4.13	Content on Hover or Focus	AA	Pass	N/A

1.4.1 Colour is only distinguishing feature

The guideline

- Colour is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.

Why it matters

- Changes in colour are not necessarily visible to people with colour blindness (10% of the population), or impaired vision. So WCAG requires that colour must not be the only way information is made known, or a visual element or state (such as the focus state) distinguished.

1.4.1 Colour is only distinguishing feature

Issue

- Across the site, text links are only indicated by colour
- This may be imperceivable to some users with colour blindness or visual impairments

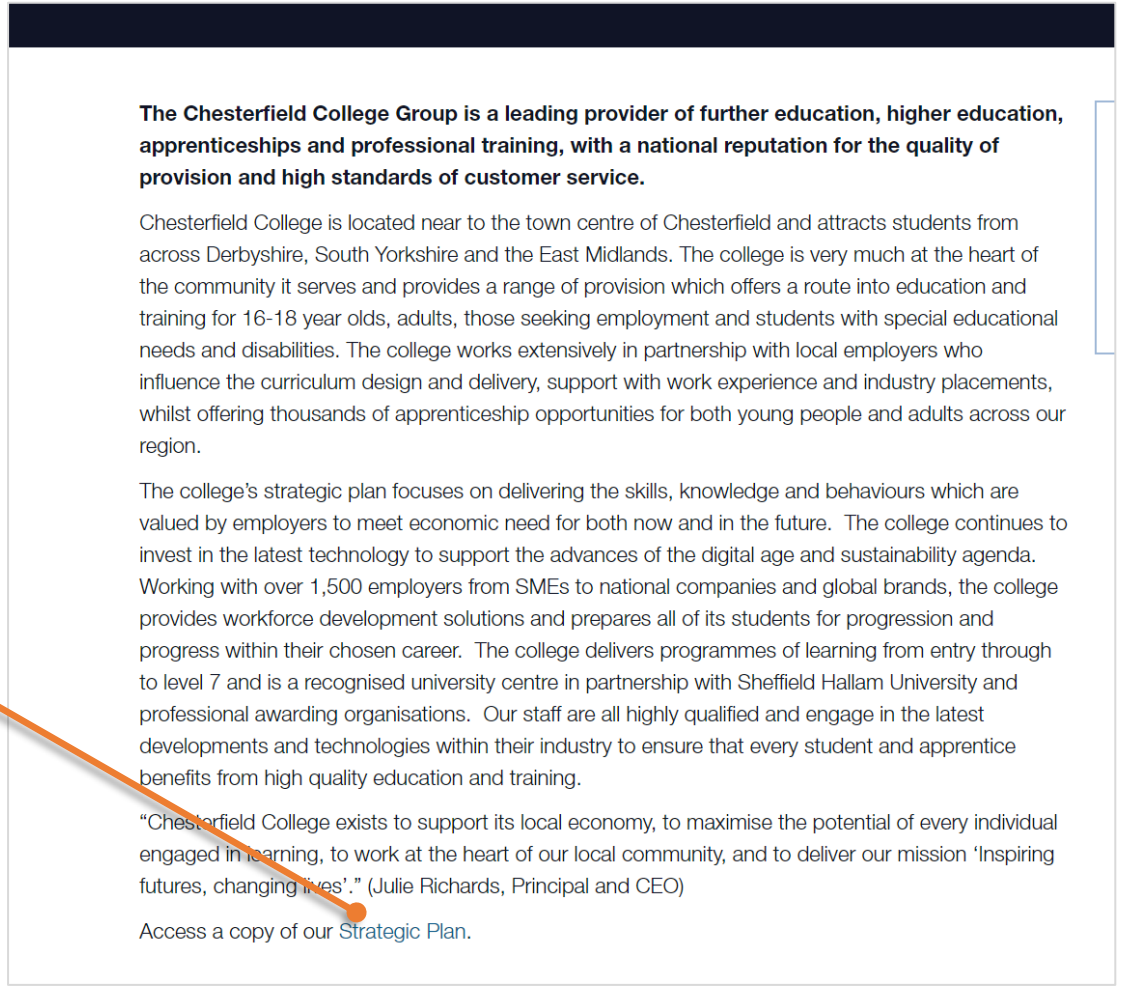
Solution

- Ensure that elements are distinguished by more than just colour
- For the in-text links make sure they are distinguished by additional formatting
- The most established convention is to provide a permanent underline for in-text links
- Other conventions include using icons and arrows to distinguish links
- NB. Whatever link convention is adopted should be used consistently across the website

1.4.1 Examples

Text links only indicated by the colour blue

- Across the site, text links are only indicated by the colour blue e.g. on the about us page. This may be imperceivable to some users



The Chesterfield College Group is a leading provider of further education, higher education, apprenticeships and professional training, with a national reputation for the quality of provision and high standards of customer service.

Chesterfield College is located near to the town centre of Chesterfield and attracts students from across Derbyshire, South Yorkshire and the East Midlands. The college is very much at the heart of the community it serves and provides a range of provision which offers a route into education and training for 16-18 year olds, adults, those seeking employment and students with special educational needs and disabilities. The college works extensively in partnership with local employers who influence the curriculum design and delivery, support with work experience and industry placements, whilst offering thousands of apprenticeship opportunities for both young people and adults across our region.

The college's strategic plan focuses on delivering the skills, knowledge and behaviours which are valued by employers to meet economic need for both now and in the future. The college continues to invest in the latest technology to support the advances of the digital age and sustainability agenda. Working with over 1,500 employers from SMEs to national companies and global brands, the college provides workforce development solutions and prepares all of its students for progression and progress within their chosen career. The college delivers programmes of learning from entry through to level 7 and is a recognised university centre in partnership with Sheffield Hallam University and professional awarding organisations. Our staff are all highly qualified and engage in the latest developments and technologies within their industry to ensure that every student and apprentice benefits from high quality education and training.

"Chesterfield College exists to support its local economy, to maximise the potential of every individual engaged in learning, to work at the heart of our local community, and to deliver our mission 'Inspiring futures, changing lives'." (Julie Richards, Principal and CEO)

Access a copy of our Strategic Plan.

1.4.3 Colour contrast is insufficient

The guideline

- The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:
  - Large-scale text and images of large-scale text have a contrast ratio of at least 3:1
  - Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement
  - Text that is part of a logo or brand name has no contrast requirement

Why it matters

- Poor contrast of text, icons or other content on the page makes it very difficult for people with colour blindness or impaired vision to read the content.
- It also makes it difficult for other users in environments of bright sunlight on computer or mobile screens.

1.4.3 Colour contrast is insufficient

Issue

- There are a number of colour contrast issues across the site
- These are detailed in the page-by-page section of this report

Solution

- Adjust text colour and/or background colour to give them a higher contrast value. Meet at least the 4.5 to 1 WCAG minimum for ordinary text, and at least 3 to 1 for larger text of 24 px or larger (18px for bold font).
- Wherever possible we recommend choosing a much higher contrast than the minimum, for best visibility by all your users including people with impaired vision, and to cater for all environments including PC or mobile screens in direct sunlight.
- Colour contrast checking tool

1.4.5 Images of text

The guideline

- If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following:
  - Customizable: The image of text can be visually customised to the user's requirements
  - Essential: A particular presentation of text is essential to the information being conveyed

Why it matters

- Some users with disabilities need to be able to adjust the text presentation as needed. This includes people who require the text in a particular font size, foreground and background colour, font family, line spacing or alignment.
- Images of text restrict users' ability to adjust the presentation and could limit their access to this content
- In addition, if the images do not have alt text the text will also be inaccessible to screen reader users (see Guideline 1.1.1)

1.4.5 Images of text

Issue

- On the work experience page, an image contains text
- This text cannot be resized or otherwise manipulated, and there is no alternative presentation of the information
- For visually impaired users who rely on formatting adjustments, this text may be difficult or impossible to read

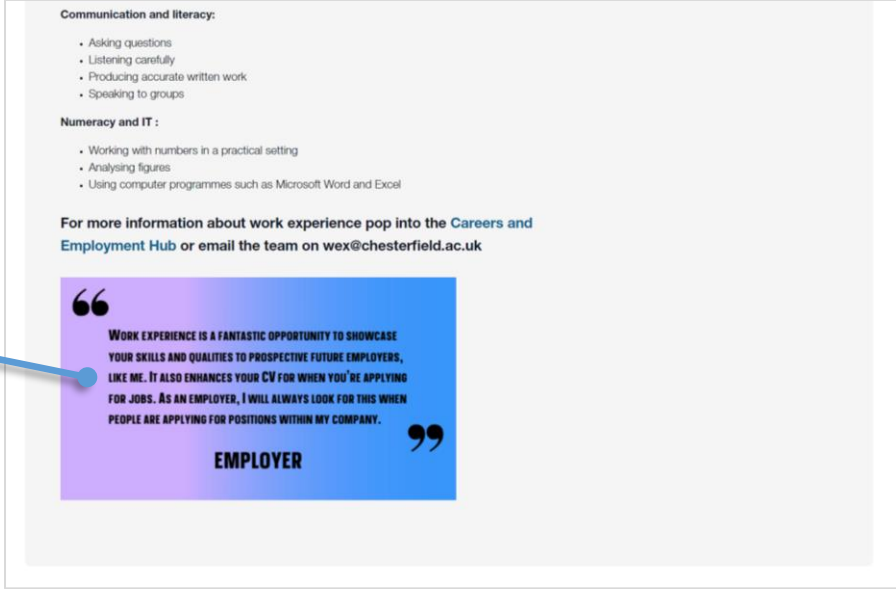
Solution

- Avoid using images of text
- If the content is relevant, ensure that it is presented in another form as well, e.g. in text alongside as well as in the alt text for the image

1.4.5 Examples

Image of text

- This image on the work experience page contains text that is not presented as html text elsewhere. This text cannot be resized or otherwise manipulated



1.4.10 Content does not reflow

The guideline

- Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:
  - Vertical scrolling content at a width equivalent to 320 CSS pixels;
  - Horizontal scrolling content at a height equivalent to 256 CSS pixels.
- Except for parts of the content which require two-dimensional layout for usage or meaning.

Why it matters

- WCAG 2.1 requires that low vision users should be able to read all content without having to scroll horizontally (in addition to the vertical scrolling already present), for all zoom levels up to 400%.
- On a responsive design web page with media queries, at 400% zoom users see the layout for small screen mobile phones, so all content must continue to be shown in some way on the mobile layout, though it is allowable to hide some things behind show/hide buttons.

1.4.10 Content does not reflow

Issue

- At 400% zoom, the mobile menu does not reflow effectively so the links within the menu are not visible
- This may make the menu difficult or impossible for users who rely on browser zoom at this level to operate

Solution

- Test all content on mobile and at 400% zoom to check for any bad effects. No content must be lost at that zoom level (but bear in mind that some low vision users use zoom levels even higher than that)

1.4.10 Examples

Menu does not reflow

- When the site is viewed at 400% zoom, the main navigation turns into an expandable hamburger menu. However, when clicking the button to expand this, the menu items do not reflow and are not visible

1.4.11 Button contrast insufficient

The guideline

- The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent colour(s):
  - User Interface Components
    - Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author;
  - Graphical Objects
    - Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed.

Why it matters

- People with low vision often have difficulty perceiving graphics that have insufficient contrast. This can be exacerbated if the person has a colour vision deficiency that lowers the contrast even further. Providing a relative luminance (lightness difference) of 3:1 or greater can make these items more distinguishable when the person does not see a full range of colours.

1.4.11 Button contrast insufficient

Issue

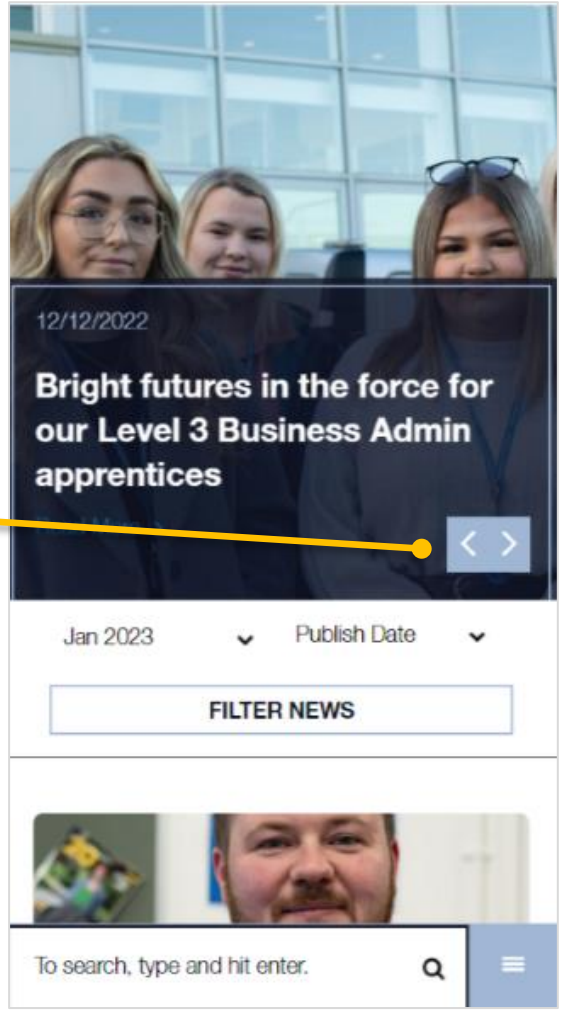
- At high zoom or on mobile, the off white colour on the light blue background of some interactive components has insufficient contrast (1.82:1). These components include:
  - The button to expand the mobile menu
  - The arrows to navigate text panels in zoom / mobile / focused state on desktop
- This may make it difficult to perceive for visually impaired and colour blind users

Solution

- Adjust the colours used on the icons to ensure that there is a contrast ratio of at least 3:1 between the different colours
- Wherever possible, we recommend choosing a much higher contrast than the minimum for best visibility by all your users including people with impaired vision, and to cater for all environments including PC or mobile screens in direct sunlight

1.4.11 Examples

Mobile buttons
The off white colour of the arrow buttons and button to expand the mobile menu do not have sufficient contrast against the light blue background (1.82:1). These require a minimum contrast of 3:1



2.1 Keyboard Accessible

2.1	Keyboard Accessible	Level	Assessment	Priority
2.1.1	Keyboard	A	Fail	Critical
2.1.2	No Keyboard Trap	A	Pass	N/A
2.1.4	Character Key Shortcuts	A	Pass	N/A

2.1.1 Main menu not keyboard operable

The guideline

- All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints

Why it matters

- Keyboard users are people who cannot use a mouse due to injury or impairment of the hand or arm, muscle damage, arthritis, hand tremors or other physical disability. (And some users also use the keyboard by choice simply because they find it easier.)
- They use the Tab key to navigate from one interactive component to the next (and Shift+Tab to navigate back up). They press Enter to follow links, and Enter or spacebar to press buttons. Some HTML components such as radio buttons and list select controls require the arrow keys. Other keys are used for other components where appropriate.
- Blind screen reader users also have to use the keyboard since they cannot see the screen. And other assistive devices such as switches, wands, muscle sensors, and sip-and-puff devices also listen for the interactive HTML components - they map to the same key events and will not work if a component is not keyboard usable.
- All interactive components on a web page must be usable from the keyboard, including:
  - Standard HTML elements
  - Components custom-built by the developer
  - Components created by a framework or third-party library
  - Otherwise all the above users are prevented from using those facilities

2.1.1 Main menu not keyboard operable

Issue

- It is not possible to access the links in the dropdowns that expand on hover of the main menu items with a keyboard
- On mobile, when a screen reader is turned on, it is not possible to access the hamburger menu. It cannot be swiped to in the focus order or expanded on tap

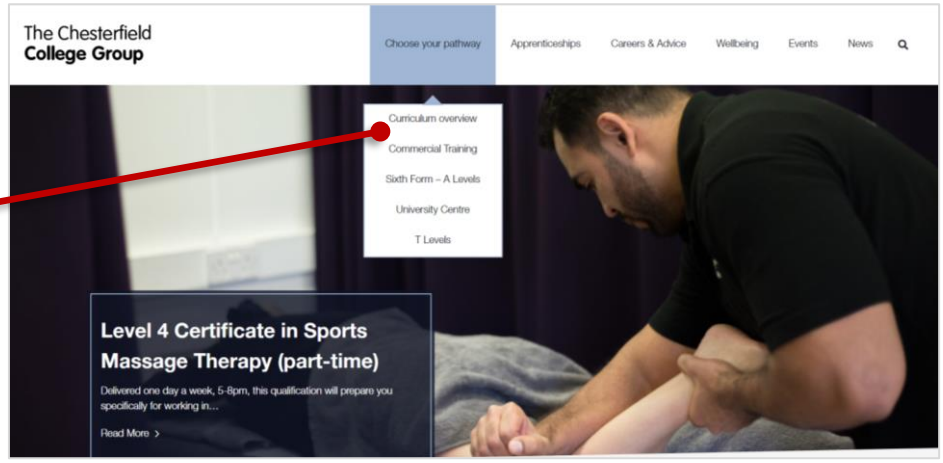
Solutions

- Ensure all page elements are accessible by keyboard (read more guidance from WCAG).
  - Use links, buttons, and form controls as they are natively accessible to keyboard users
  - For custom controls that are not natively accessible (e.g. custom widgets) use tabindex="0" to ensure an element can receive keyboard focus
  - NB. *Never use tabindex="1". These elements will receive keyboard focus before elements with no tabindex value (or tabindex="0") resulting in a navigation order that is different from the visual and/or screen reader order.*
- Check this by using tab and shift + tab to navigate forwards and backwards through the page and identify any elements that are missed out.

2.1.1 Examples

Main menu dropdowns

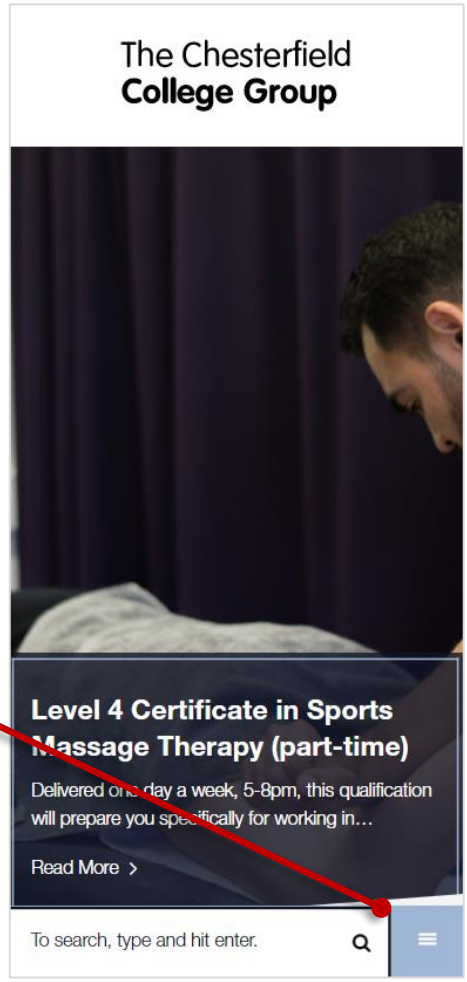
- It is not possible to access the links in the dropdowns that expand on hover of the main menu items with a keyboard – either by tabbing or arrowing through. This content would be completely inaccessible to sighted keyboard-only users



2.1.1 Examples

Mobile hamburger

- On mobile, it is not possible to access the hamburger mega menu with the screen reader – it cannot be swiped to in the focus order or opened on tap



2.2 Enough Time

2.2	Enough Time	Level	Assessment	Priority
2.2.1	Timing Adjustable	A	Pass	N/A
2.2.2	Pause, Stop, Hide	A	Fail	Low

2.2.2 Animated banner cannot be paused

The guideline

- For moving, blinking, scrolling, or auto-updating information, all the following are true:
  - Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and
  - Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.

Why it matters

- Content that moves or auto-updates can be a barrier to anyone who has trouble reading stationary text quickly as well as anyone who has trouble tracking moving objects. It can also cause problems for screen readers.
- Moving content can also be a severe distraction for some people. Certain groups, particularly those with attention deficit disorders, find blinking content distracting, making it difficult for them to concentrate on other parts of the web page.

2.2.2 Animated banner cannot be paused

Issue

- On the Apprenticeships page there is a banner with moving content
- This cannot be paused, which may be distracting for neurodiverse users and make the text difficult for visually impaired users to read

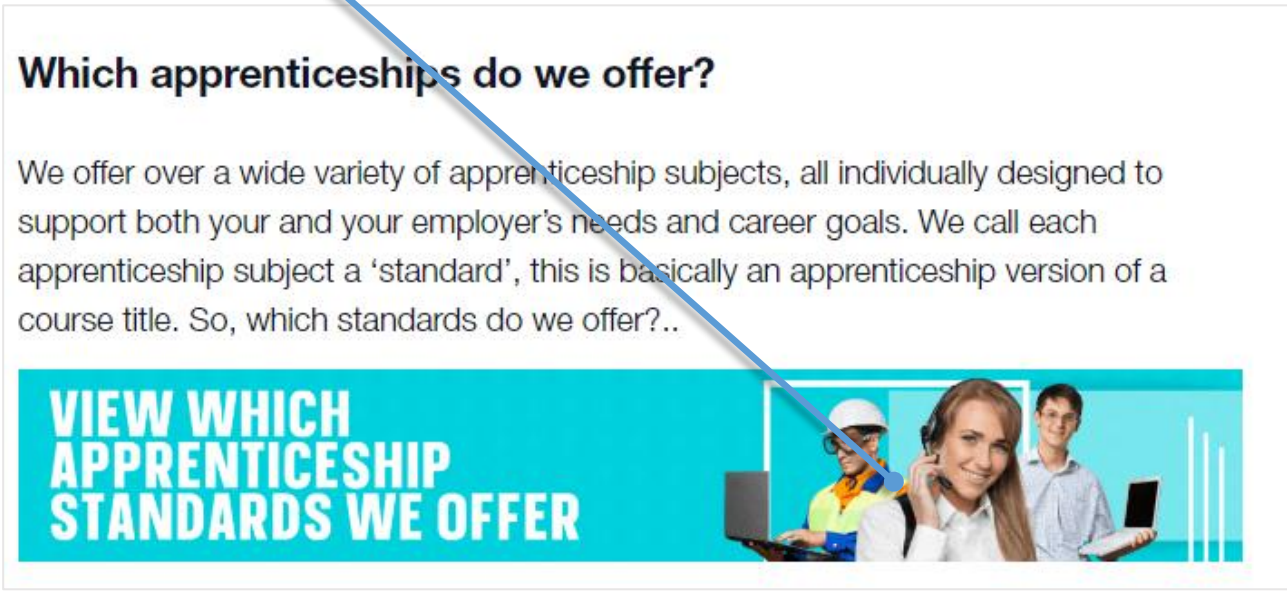
Solution

- Either provide a clear mechanism that can be used to pause the videos e.g. a button labeled pause or a pause icon
- Or, stop the animation after 5 seconds

2.2.2 Examples

Animated banner

- The ‘drive-in stay in’ animation cannot be paused



2.4 Navigable

2.4	Navigable	Level	Assessment	Priority
2.4.1	Bypass Blocks	A	Fail	High
2.4.2	Page Titled	A	Pass	N/A
2.4.3	Focus Order	A	Fail	Medium
2.4.4	Link Purpose (In Context)	A	Fail	Medium
2.4.5	Multiple Ways	A	Pass	N/A
2.4.6	Headings and Labels	AA	Pass	N/A
2.4.7	Focus Visible	AA	Fail	Critical
2.4.11	Focus Appearance (minimum)	AA	Fail	High
2.4.12	Focus Not Obscured (Minimum)	AA	Pass	N/A

2.4.1 No skip to content bypass link

The guideline

- A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.

Why it matters

- Web pages and applications often have content that appears on other pages or screens. Examples of repeated blocks of content include but are not limited to navigation links, heading graphics, and advertising frames.
- Sighted users are able to ignore these repeated blocks and look straight at the main content on the page. Screen reader or keyboard only users are unable to do this and must navigate through all these repeated blocks on every page.
- By providing a link that skips past these repeated blocks, you make it quicker and easier for these users to reach the main content on the page.

2.4.1 No skip to content bypass link

Issue

- There is no bypass link on any of the pages to allow users to skip over the main navigation
- As a result, individuals who navigate the the site using a keyboard have to tab through all the navigation links on every page they visit before they reach the body of the page

Solution

- Add a ‘skip to main content’ link
- This should be the first interactive item on a web page and when selected should take users to the main header and navigation
- Note: the link must be visible when it has focus. At all other times it can be hidden from view
- Read more about adding a skip to content link

2.4.3 Focus order issues

The guideline

- If a web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.

Why it matters

- A logical focus order is important for users who navigate a web page using a keyboard as it allows them to move through the site quickly without surprises.
- Additionally, people with disabilities that make reading difficult can become disoriented when tabbing takes focus someplace unexpected.
- For users with visual impairments, only a small portion of the page may be visible to an individual using a screen magnifier at a high level of magnification. Such a user may interpret a field in the wrong context if the focus order is not logical.

2.4.3 Focus order issues

Issue

- On the search courses page and specific course search, the button to search the courses comes before the box to input search terms in the focus order
- On the course search and news listing pages, when filters are applied and the ‘filter’ button selected, the focus order returns to the very top of the page instead of continuing through the filtered results

Solution

- Review the order of focus (by tabbing through the page) to ensure the journey users take through the page and within elements is the most logical and efficient
- If possible, make this order logical in the source code (e.g. the search <button> currently comes before the <input> field)
- Avoid refreshing the whole page when a field is applied or automatically move focus to the newly refreshed area to ensure the journey remains logical

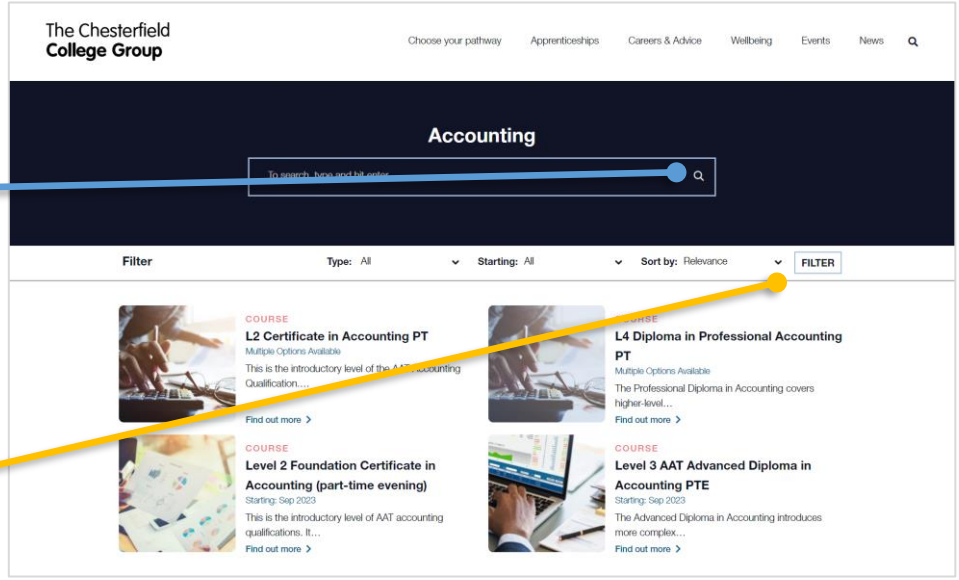
2.4.3 Examples

Search button

- The button to search the courses comes before the box to input search terms in the focus order. This order does not preserve meaning

Filtered results

- When filters are applied and the button ‘filter’ selected, the focus order returns to the very top of the page instead of continuing through the filtered results



2.4.4 Link purpose not always clear

The guideline

- The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general.

Why it matters

- Screen readers only announce the text in the link when navigating between links using the Tab key, a common way for blind people to navigate. But if all they hear is "Read more, Read more, Read more....[etc]", then they are forced to explore round each link in turn to find out what it is about.
- Most screen readers also give users a hot key to call up a list of all links on the page but, again, a list with lots of “Read more" or similar items is not helpful to them.

2.4.4 Link purpose not always clear

Issue

- The purpose of some links cannot be determined from the link text alone.
  - Some links are repeated making it difficult for screen reader users to differentiate between them There are some repeated links e.g. ‘Apply now, ‘Read more’
  - Anchor links are not clearly described as linking to content in the same page. This will likely be disorientating for screen reader users

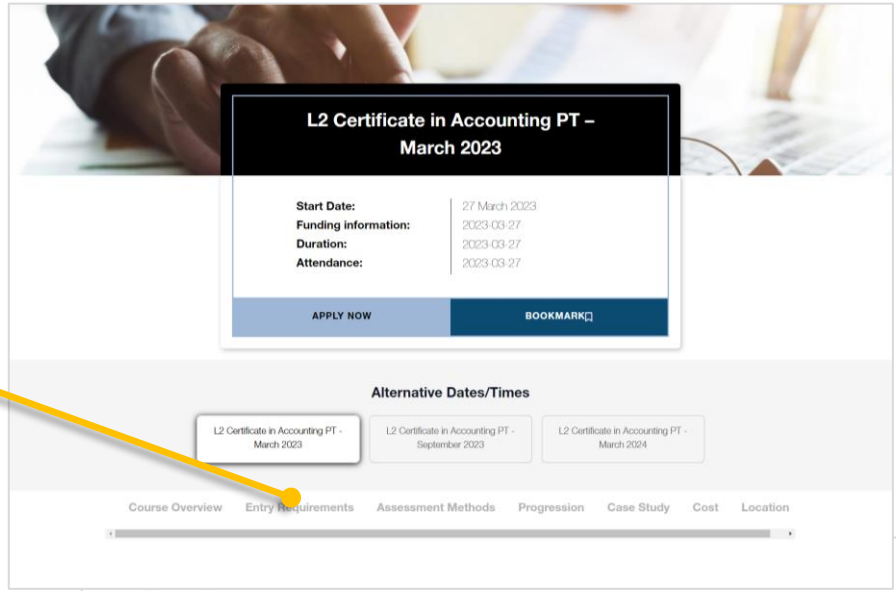
Solution

- Ensure that the meaning of all links and buttons is clear and make sense on their own, without relying on surrounding content
- For buttons or where a portion of text is followed by a "Read more" or similar link/button, give each of these links an aria-labelledby attribute pointing to the heading above it, or other suitable few words in the preceding text, that says what the link is for. Screen readers will announce that text after the link text.
- For anchor links, provide some additional context, either as visible text on the page or hidden aria-label text that describes how the links work e.g. Jump down to…, On this page…

2.4.4 Examples

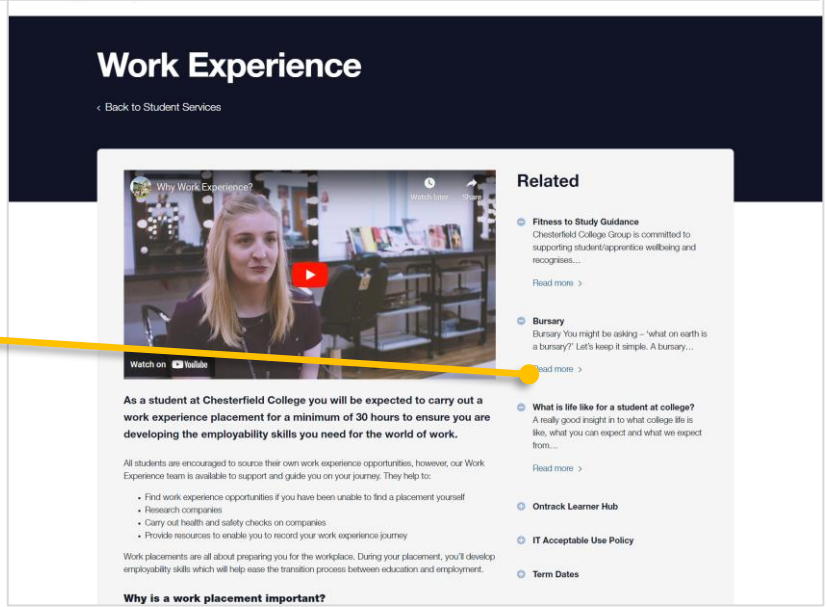
Anchor links

- The role of these anchor links is not clear by the way they are announced. For each, a screen reader just announces ‘link’ e.g. course overview link, progression link etc. Blind users would expect clicking these links to take them to a new page. Additional context is required to make it clear what clicking these links will do



Repeated links

- On the work experience page are a number of repeated ‘Read more’ links. These are all announced the same way by the screen reader, making it difficult to differentiate what they relate to



2.4.7 Focus indicator not always visible

The guideline

- Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.

Why it matters

- Keyboard users need a hi-vis focus indicator to see where they are on the page.
- If just one control has no indicator, a user might guess when they are on it.
- If many controls show nothing, the user has no means of knowing where they are.

2.4.7 Focus indicator not always visible

Issue

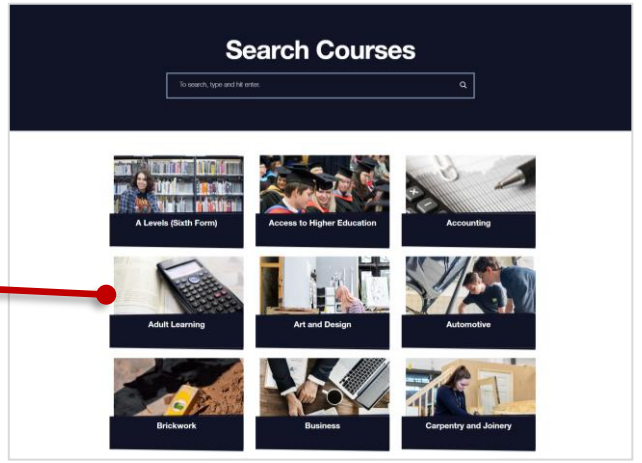
- A number of elements on the site have no visible focus indicator, so it will be very difficult for sighted keyboard users to know which element on the page is active
- NB there are also a number of elements where visible focus is present but unclear – see SC 2.4.11.

Solution

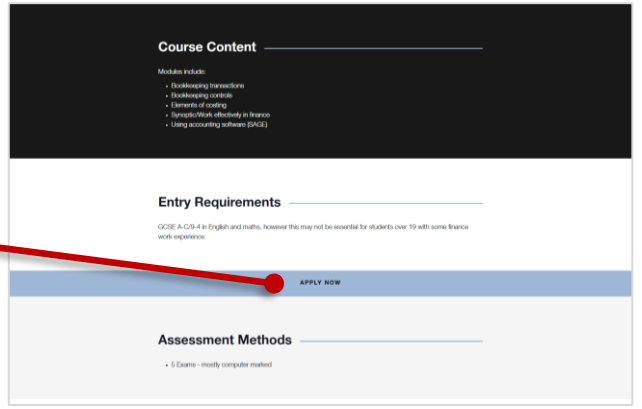
- Ensure all interactive controls, including buttons, text fields, checkboxes and radio buttons, show a high-vis indicator when they receive focus.
- Ideally the design of this focus indicator should be consistent across the website

2.4.7 Examples

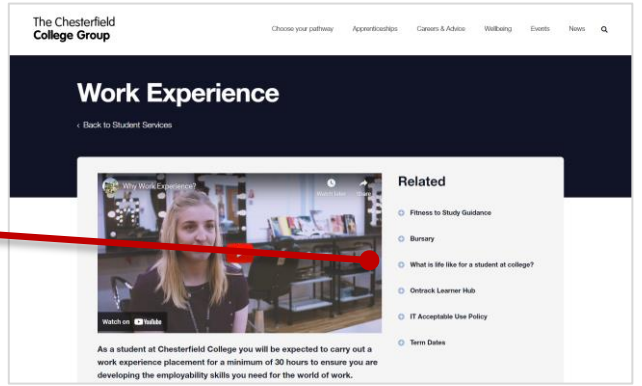
Course search
- There is no visible focus indicator for the course listings



Apply now buttons
- Visible focus is lost for some of the buttons on the course page



Accordions
- There is no visible focus on the accordions



2.4.11 Focus unclear (WCAG 2.2)

The guideline

- When the keyboard focus indicator is visible, one or both of the following are true:
  - The entire focus indicator meets all the following:
    - encloses the user interface component or sub-component that is focused, and
    - has a contrast ratio of at least 3:1 between the same pixels in the focused and unfocused states, and
    - has a contrast ratio of at least 3:1 against adjacent non-focus-indicator colours.
  - An area of the focus indicator meets all the following:
    - is at least as large as the area of a 1 CSS pixel thick perimeter of the unfocused component or sub-component, or is at least as large as a 4 CSS pixel thick line along the shortest side of the minimum bounding box of the unfocused component or sub-component, and
    - has a contrast ratio of at least 3:1 between the same pixels in the focused and unfocused states, and
    - has a contrast ratio of at least 3:1 against adjacent non-focus-indicator colours, or is no thinner than 2 CSS pixels.

Why it matters

- The purpose of this Success Criterion is to ensure a keyboard focus indicator is clearly visible and discernible.
- Where SC 2.4.7 merely requires a visible focus indicator, this SC defines a minimum level of visibility.

2.4.11 Focus unclear (WCAG 2.2)

Issue

- In places, the focus indicator does not meet the minimum contrast requirements of this new WCAG 2.2 success criterion:
  - Light blue indicator around white input box (1.48:1)
  - Light blue indicator around light blue button (1.58:1)
  - Blue indicator around image panels (2.61:1)
  - Light blue glow indicator on navy background (2.74:1)

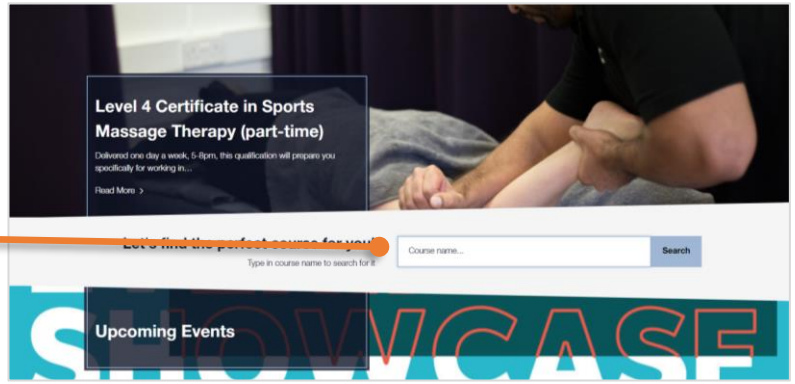
Solution

- Make all focus outlines as highly visible as possible for keyboard users with low vision, with a minimum contrast of 3.1 against the unfocused element and the background
- We recommend a thick solid outline of 3px thickness, with a highly contrasting colour. If it has a space between the outline and the control (obtained using the CSS outline offset property) then that solves the difficulty of finding a colour with sufficient contrasts with both page and control, and it is more visible to users. Remember that focus indicators do not affect the page design as they are only visible when a control has focus.
- Other options are discussed in detail on the W3C 'Focus Appearance (minimum)' page

2.4.11 Examples (WCAG 2.2)

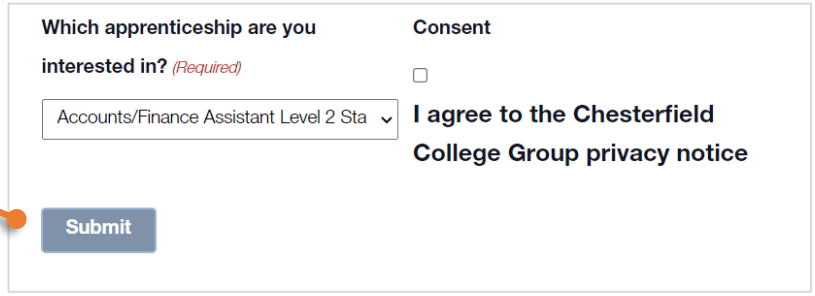
Search text box

- The contrast of the light blue indicator around the white text box is insufficient (1.48:1)



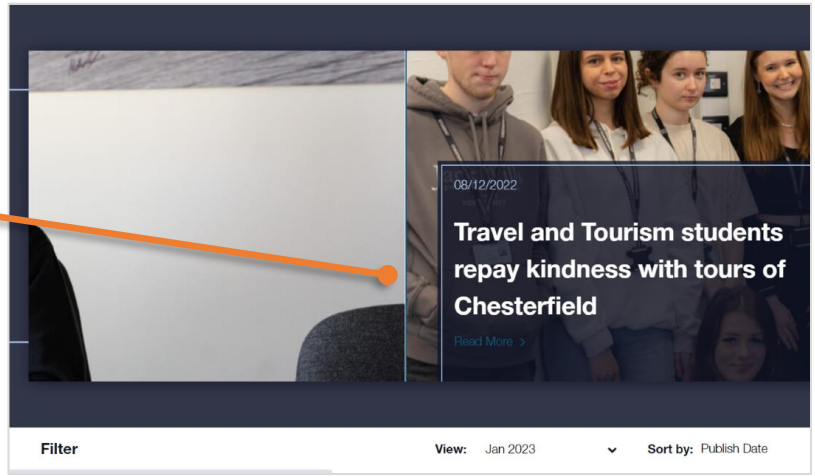
Submit button

- The contrast of the light blue indicator around the light blue button is insufficient (1.58:1)



Panels

- The contrast of the blue focus indicator around image panels is insufficient (2.61:1)



3.3 Input Assistance

3.3	Input Assistance	Level	Assessment	Priority
3.3.1	Error Identification	A	Pass	N/A
3.3.2	Labels or Instructions	A	Pass	N/A
3.3.3	Error Suggestion	AA	Fail	Medium
3.3.4	Error Prevention (Legal, Financial, Data)	AA	Pass	N/A
3.3.7	Accessible Authentication	A	Pass	N/A
3.3.8	Redundant Entry	A	Pass	N/A

3.3.3 Error messaging is not helpful

The guideline

- If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.

Why it matters

- Generic error messaging can often be unhelpful or even confusing for users. Providing information about how to correct a specific input error allows users who have learning disabilities to fill in a form successfully, and users who are blind or have impaired vision to understand more easily the nature of the input error and how to correct it.
- People with motion impairment can also reduce the number of times they need to change an input value.

3.3.3 Error messaging is not helpful

Issue

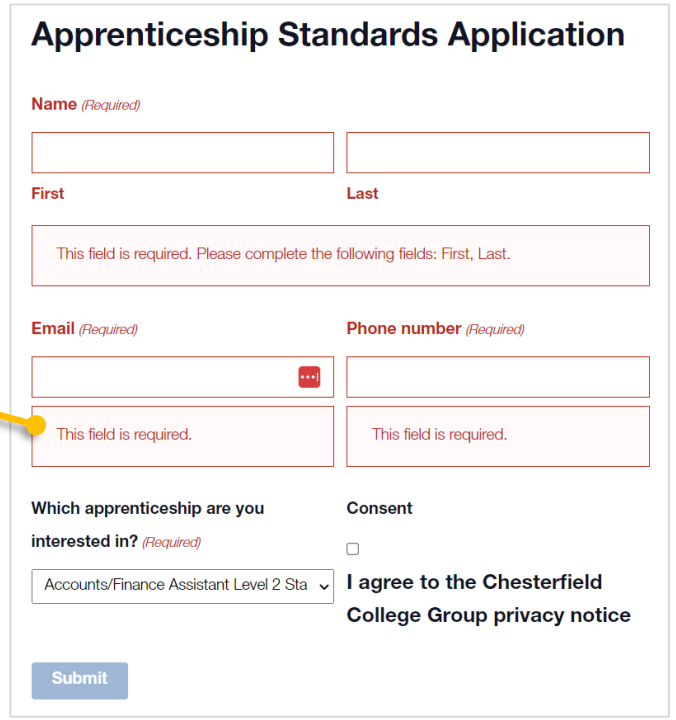
- Error messaging throughout the site is too generic:
  - On the application form on the apprenticeships page, it is 'this field is required'
  - On the contact us form it is 'at least one field must be filled out'
- This does not tell users in which field the error has occurred or how to correct the error (i.e. what they need to put in the field)

Solution

- Provide clear and informative error messaging that accurately describes what the user needs to do in order to correct the errors (e.g. First name is a required field. Enter your first name)
- This should remain contextual to the field i.e. it should appear next to the field it relates to, ideally as soon as the user leaves that field uncompleted
- Read more about techniques for creating descriptive error messaging on the W3C website

3.3.3 Examples

Form error messaging
The error messaging is not specific enough e.g. on the apprenticeship application form 'this field is required'. It would be unclear which field this relates to



4.1 Compatible

4.1	Compatible	Level	Assessment	Priority
4.1.1	Parsing	A	Fail	Low
4.1.2	Name, Role, Value	A	Fail	High
4.1.3	Status Messages	AA	Pass	N/A

4.1.1 HTML5 validation errors found

The guideline

- In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.

Why it matters

- Assistive technology devices for disabled people are all engineered to work to the HTML specification and are likely to be confused by invalid HTML. They are not usually as forgiving as web browsers.
- Fixing such errors will give all assistive technology a better chance of understanding the pages and providing a good experience for their users, this includes:
  - screen readers
  - Braille readers
  - speech interpreters
  - switches
  - sip-and-puff devices
  - and many others

4.1.1 HTML5 validation errors found

Issue

- After running the homepage through the W3C HTML Validator, 23 errors and 30 warnings were detected, including undefined elements and missing attributes:

Errors (23) · Hide all errors · Show all errors

1. A `meta` element with an `http-equiv` attribute whose value is `X-UA-Compatible` must have a `content` attribute with the value `IE=edge`.
2. Element `___` not allowed as child of element `___` in this context. (Suppressing further errors from this subtree.) (13) · Hide all · Show all
   - 2.1 Element `title` not allowed as child of element `head` in this context. (Suppressing further errors from this subtree.)
   - 2.2 Element `h1` not allowed as child of element `time` in this context. (Suppressing further errors from this subtree.)
   - 2.3 Element `p` not allowed as child of element `time` in this context. (Suppressing further errors from this subtree.) (5)
   - 2.4 Element `style` not allowed as child of element `section` in this context. (Suppressing further errors from this subtree.) (3)
   - 2.5 Element `style` not allowed as child of element `li` in this context. (Suppressing further errors from this subtree.) (3)
3. A document must not include more than one `meta` element with its `name` attribute set to the value `description`.
4. Bad value `___` for attribute `___` on element `___`: The literal did not satisfy the time-datetime format. (6) · Hide all · Show all
   - 4.1 Bad value `24/01/2023` for attribute `datetime` on element `time`: The literal did not satisfy the time-datetime format.
   - 4.2 Bad value `25/01/2023` for attribute `datetime` on element `time`: The literal did not satisfy the time-datetime format.
   - 4.3 Bad value `07/02/2023` for attribute `datetime` on element `time`: The literal did not satisfy the time-datetime format.
   - 4.4 Bad value `01/03/2023` for attribute `datetime` on element `time`: The literal did not satisfy the time-datetime format.
   - 4.5 Bad value `29/11/2022` for attribute `datetime` on element `time`: The literal did not satisfy the time-datetime format.
   - 4.6 Bad value `12/12/2022` for attribute `datetime` on element `time`: The literal did not satisfy the time-datetime format.
5. The `main` element must not appear as a descendant of the `section` element.
6. Bad value for attribute `id` on element `input`: An ID must not be the empty string.

Warnings (30) · Hide all warnings · Show all warnings

1. The `type` attribute for the `style` element is not needed and should be omitted. (2)
2. The `type` attribute is unnecessary for JavaScript resources. (16)
3. The document is not mappable to XML 1.0 due to two consecutive hyphens in a comment. (5)
4. The `___` role is unnecessary for element `___`. (5) · Hide all · Show all
   - 4.1 The `banner` role is unnecessary for element `header`.
   - 4.2 The `navigation` role is unnecessary for element `nav`.
   - 4.3 The `contentinfo` role is unnecessary for element `footer`.
   - 4.4 The `button` role is unnecessary for element `button`. (2)
5. Consider using the `h1` element as a top-level heading only (all `h1` elements are treated as top-level headings by many screen readers and other tools).
6. Section lacks heading. Consider using `h2`–`h6` elements to add identifying headings to all sections, or else use a `div` element instead for any cases where no heading is needed.

Solution

- We recommend running each page of the website through an HTML validator and correct the errors found where possible. Any HTML or ARIA errors could adversely affect screen and Braille reader users

4.1.2 Unlabelled buttons

The guideline

- For all user interface components, the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies.

Why it matters

- Screen reader users are not able to discern the purpose of button that has no accessible name or is incorrectly labeled.
- As a result, screen reader users will be unable to confidently engage with certain functionality on the website

4.1.2 Unlabelled buttons

Issue

- On the news listing page, a calendar modal expands when tabbing through. The buttons to navigate the month and year in this calendar are missing a programmatic label and so are announced as ‘button’
- Within the news articles, the social icons at the bottom of the article are unlabelled and so are announced as ‘links’

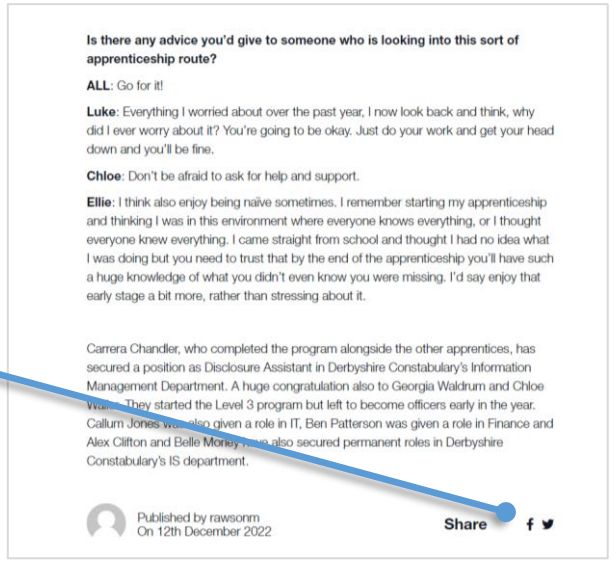
Solution

- Ensure all buttons and links have appropriate programmatic labels
- To do this:
  - Add inner text to the button or input elements that is visible to screen readers
  - Use aria-label to explicitly label the button
- More about labeling page elements

4.1.2 Examples

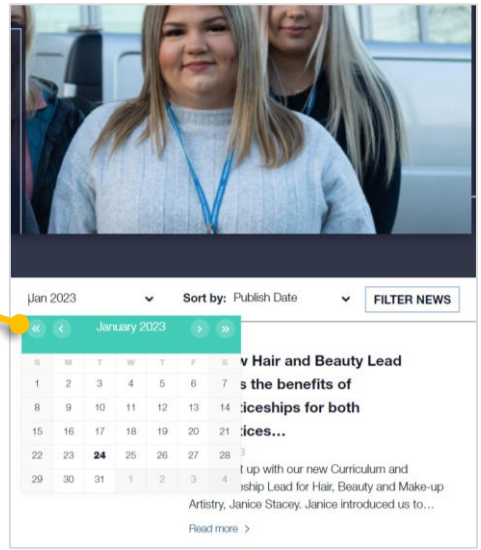
Share on social icons

- The social media icons to share news articles have no programmatic label so are announced simply as ‘links’ by a screen reader



Calendar buttons

- The buttons to navigate the calendar within the news listing page have no programmatic label so are announced as ‘buttons’ by a screen reader



4.1.2 Misuse of aria-labels

The guideline

- For all user interface components, the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies.

Why it matters

- If interactive elements have been implemented in a way that makes them behave in unconventional ways, this can be very confusing and disorientating for users of assistive technologies.

4.1.2 Misuse of aria-labels

Issue

- Some links have been give aria-labels that have undescriptive or confusing text
- aria-labels override any other labelling. This means screen reader users are reliant on these confusing links, rather than the clear links that are visible to sighted users
- In many cases, these aria-labels do not tell users what the link is for or where they will be taken if they click on it
- This issue occurs:
  - On the homepage hero link
  - The news article listing page

Solution

- Remove aria-labels from these links
- Aria-label is intended for use on interactive elements, or elements made to be interactive via other ARIA declarations, when there is no appropriate text visible in the DOM that could be referenced as a label
- In all these examples, there is appropriate text visible that should be referenced

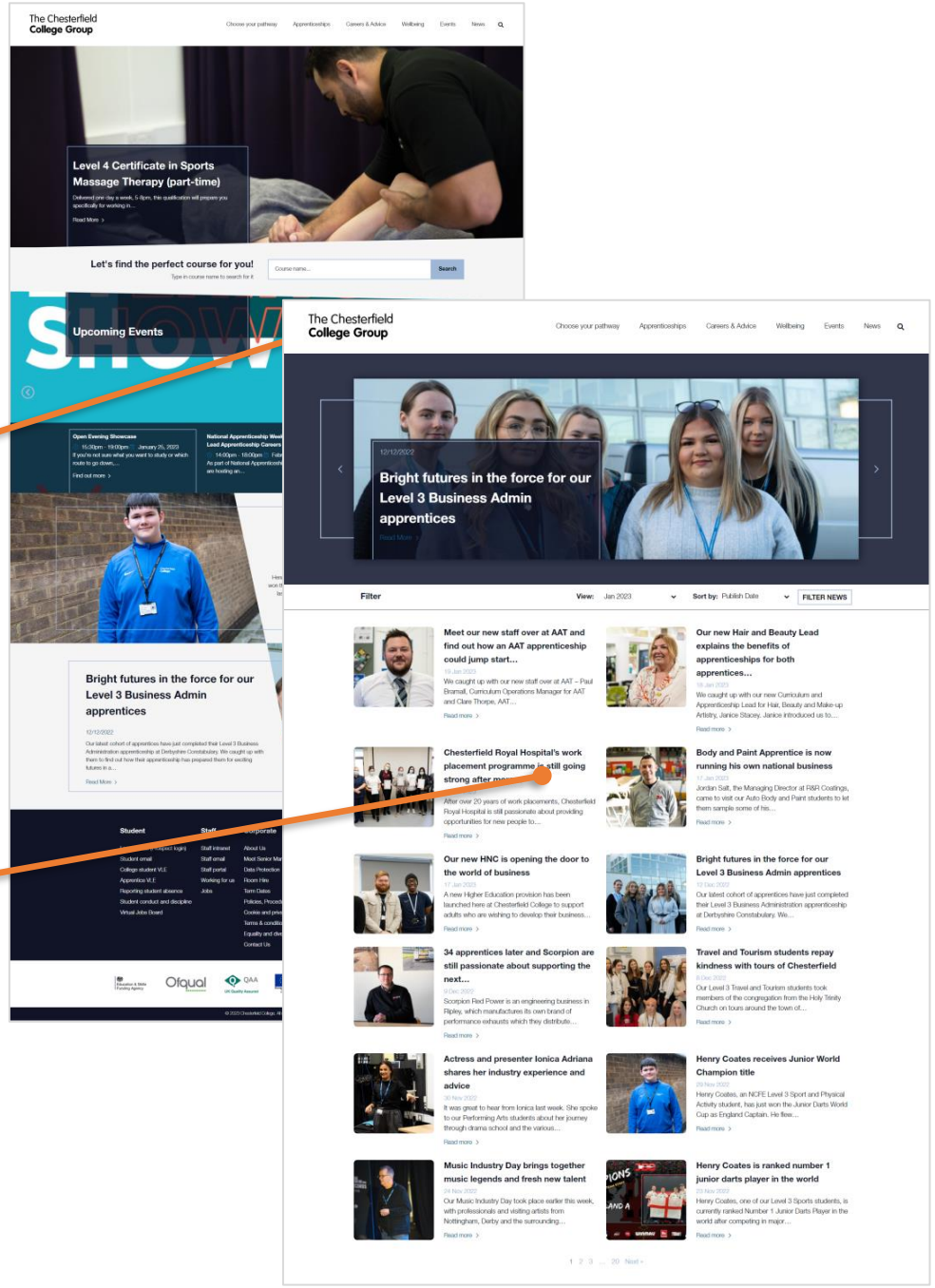
4.1.2 Examples

Homepage link

- This link has been given an aria-label="front page hero headline". This does not describe what the link is for and as it overrides the visible link text (e.g. "Level 4 certificate in sports massage therapy"), screen reader users will likely be very confused

News article titles

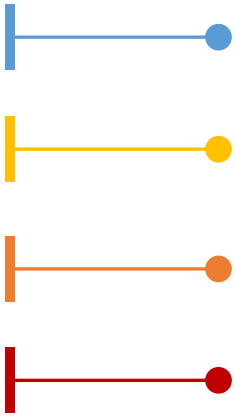
- Each of the article titles on the news listing page have been given an aria-label that references the first few words of the title e.g. aria-label="meet our new staff…" or aria-label="our new hair and…". As these override the visible label, screen reader users are likely to be very confused by this page



Page-by-page guideline fails

Page-by-page guidelines fails

On the following slides (106-123), each of the pages reviewed in this audit is examined in details for accessibility fails. Each of the fails are prioritised using the following scale:



Low priority – The issue is a minor or cosmetic one - something is wrong, but users will not be affected too seriously by it

Medium priority – Some user groups will experience significant problems or will find it very frustrating

High priority – Some user groups cannot use part of the site, or perform certain actions, or access certain content

Critical – Some groups of disabled users cannot use important functionality at all due to this issue

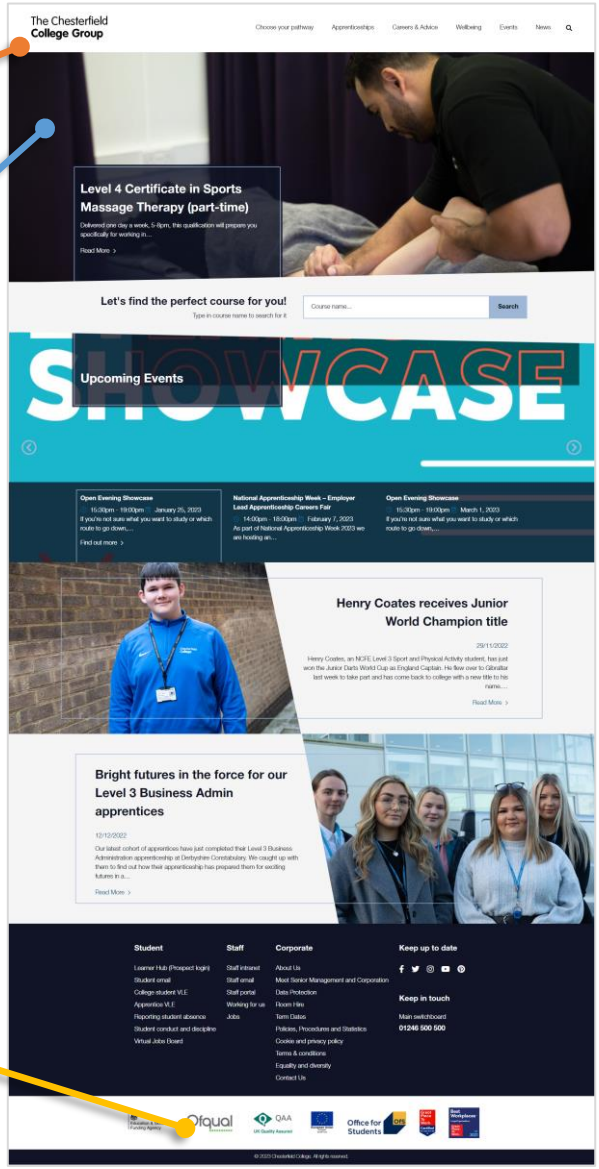
NB – some practical accessibility issues are also included, even though they do not technically fail any success criteria – these are flagged as 'Good practice' and given the same priority ratings

Site-wide issues

Success Criterion 2.4.1
There is no skip to content link that allows keyboard users to bypass the main navigation on each page

Success Criterion 1.1.1
The website logo has the alt text “logo”. This does not communicate what the logo is and the role it plays i.e. a home link. The alt text should be changed to alt=“Chesterfield College Group home”

Success Criterion 1.1.1, 4.1.2
The logos in the footer have been given an aria-label, which is the full URL of the organisations website. This is highly confusing when announced by a screen reader. Remove the aria-label and replace with a clear alt text (e.g. alt=“Ofqual logo”)



Site-wide issues

Success Criterion 2.1.1

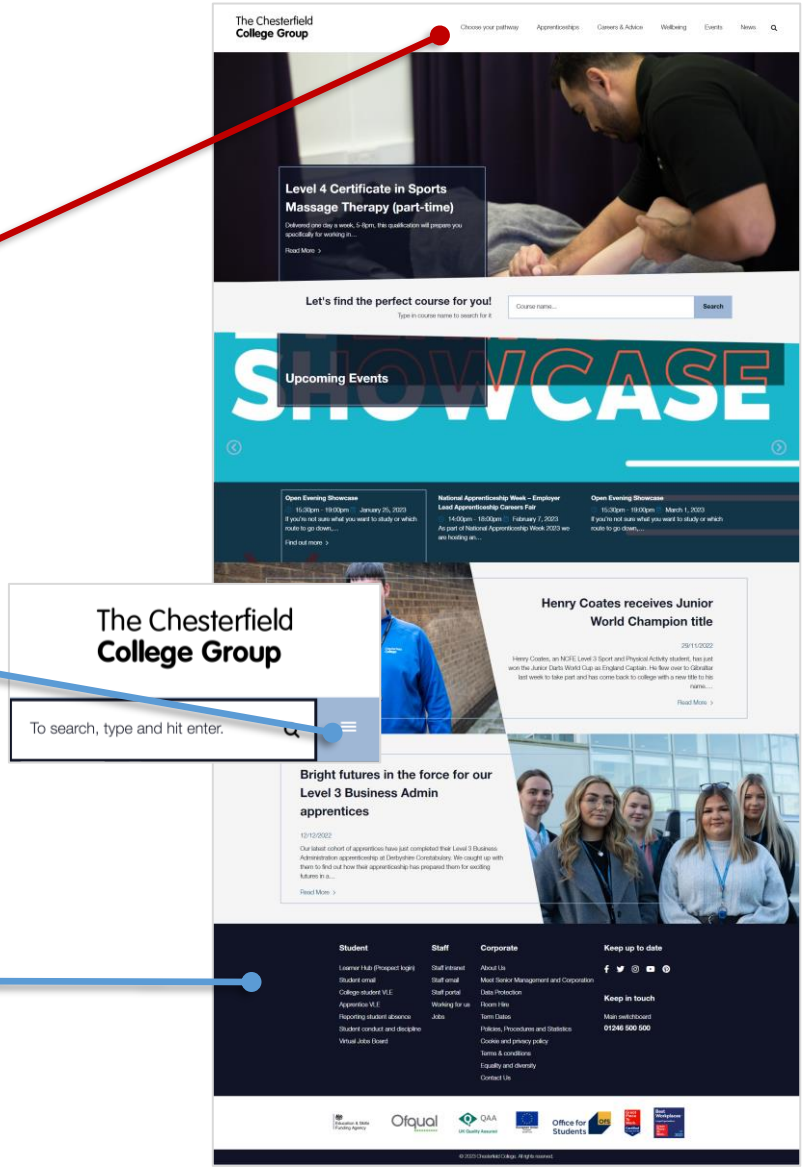
It is not possible to access the links in the dropdown menus using a keyboard. Although much of the content is available through the navigation pages, keyboard only users should not be restricted from accessing this content through the main menu

Success Criterion 1.4.10

When the website is resized using the browser zoom, the main navigation turns into an expandable hamburger menu. At 400%, when expanding the menu, the links within do not reflow and are not visible. This means visually impaired users who navigate the site at high levels or browser zoom will be unable to access this content.

Success Criterion 4.1.1

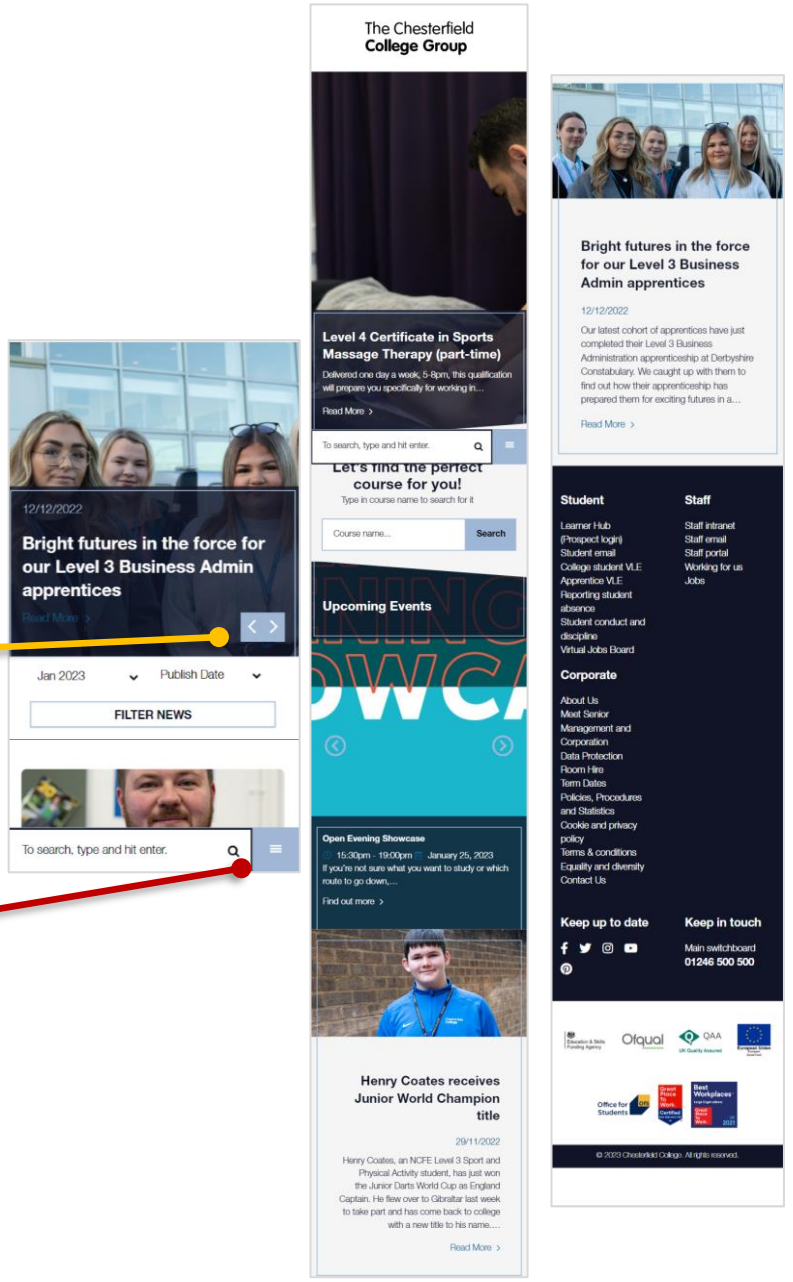
After running sample pages through the W3C HTML Validator, errors and warnings were detected on the site, including undefined elements and incorrect attributes



Mobile-specific issues

Success Criterion 1.4.11
On mobile and at high levels of zoom, the off white colour of the arrow buttons and button to expand the mobile menu do not have sufficient contrast against the light blue background (1.82:1). These require a minimum contrast of 3:1

Success Criterion 2.1.1
On mobile, it is not possible to access the hamburger mega menu with the screen reader – it cannot be swiped to in the focus order or opened on tap



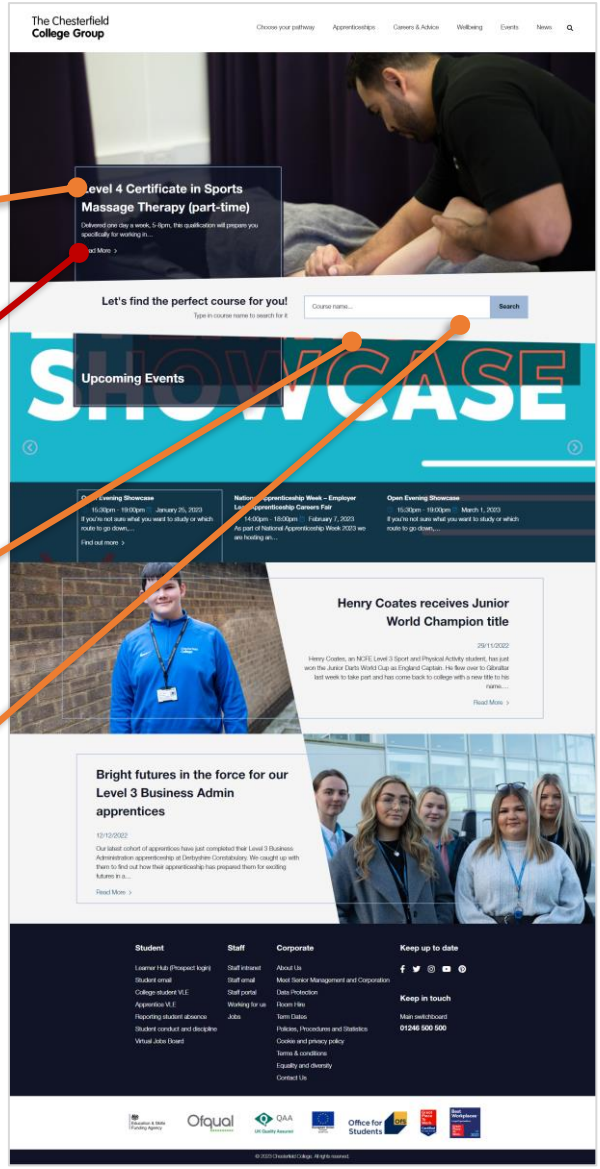
Homepage

Success Criterion 4.1.2
This link has been given an aria-label="front page hero headline". This does not describe what the link is for and as it overrides the visible link text (e.g. "Level 4 certificate in sports massage therapy"), screen reader users will likely be very confused

Success Criterion 2.4.7
Visible focus is lost for some of the text panels over images when tabbing through the page

Success Criterion 1.3.1
The homepage uses ARIA landmarks incorrectly - the main ARIA landmark is assigned to the search function. The 'main' landmark should be used for all the main content on the page

Success Criterion 2.4.11 *[New in WCAG 2.2]*
The visible focus indicator (light blue solid line) has insufficient contrast against the white input box (1.48:1). This should have a contrast of at least 3:1

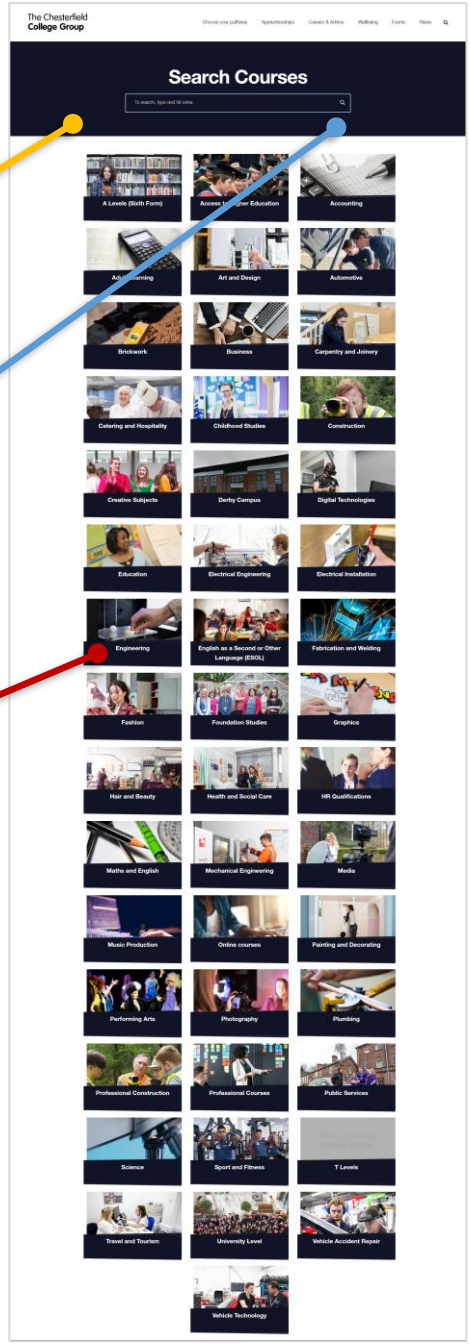


Search courses

Success Criterion 1.3.1
This page is missing a ‘main’ ARIA landmark. There is also a duplicate banner landmark. This means some users may struggle to discern the structure of the page

Success Criterion 2.4.3
The button to search the courses comes before the box to input search terms in the focus order. This order does not preserve meaning

Success Criterion 2.4.7
Visible focus is lost when tabbing through this page, there is no visible indicator around the search input or any of the course tiles



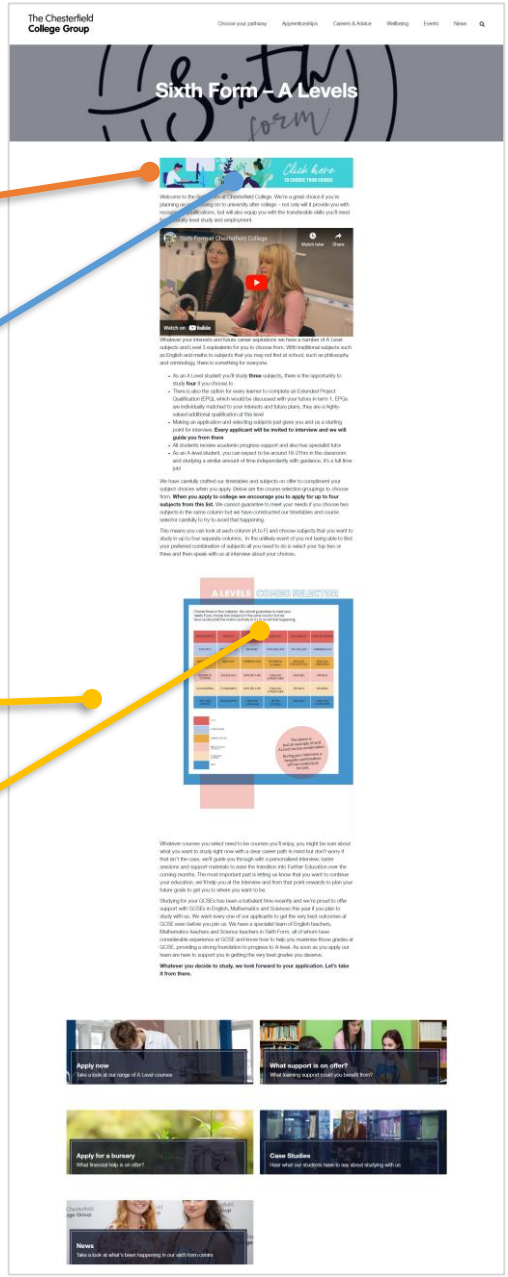
Sixth form – A levels

Success Criterion 1.1.1, 4.1.2
This image has been given the aria-label="funded course subject area = 6', which is not clear. Remove the aria-label and add a clear alt text

Success Criterion 1.4.5
The images on this page contains text that is not presented as html text elsewhere. This text cannot be resized or otherwise manipulated for visual impaired users

Success Criterion 1.3.1
This page is missing a 'main' ARIA landmark. This means some users may struggle to discern the structure of the page

Success Criterion 1.1.1
The detailed image on the sixth form page has no alt text and no link to alternative / detailed information. As a result, blind users would not be able to engage with this matrix. An alt text should be added



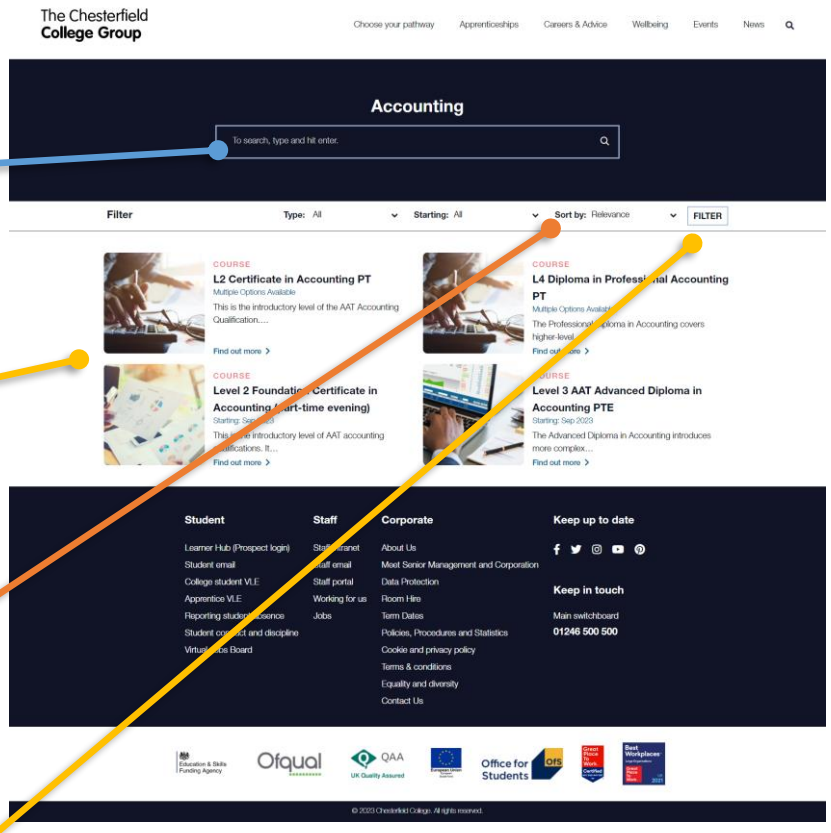
Specific course search

Success Criterion 2.4.3
The button to search the courses comes before the box to input search terms in the focus order. This order does not preserve meaning

Success Criterion 1.3.1
This page is missing a ‘main’ ARIA landmark. There is also a duplicate banner landmark. This means some users may struggle to discern the structure of the page

Success Criterion 1.3.1
These dropdown filters to sort courses are not grouped with their visible label e.g. ‘relevance’ is not programmatically associated with its label ‘sort by’ so is announced by a screen reader without the context of that label

Success Criterion 2.4.3
When filters are applied and the ‘filter’ button selected, the focus order returns to the very top of the page instead of continuing through the filtered results

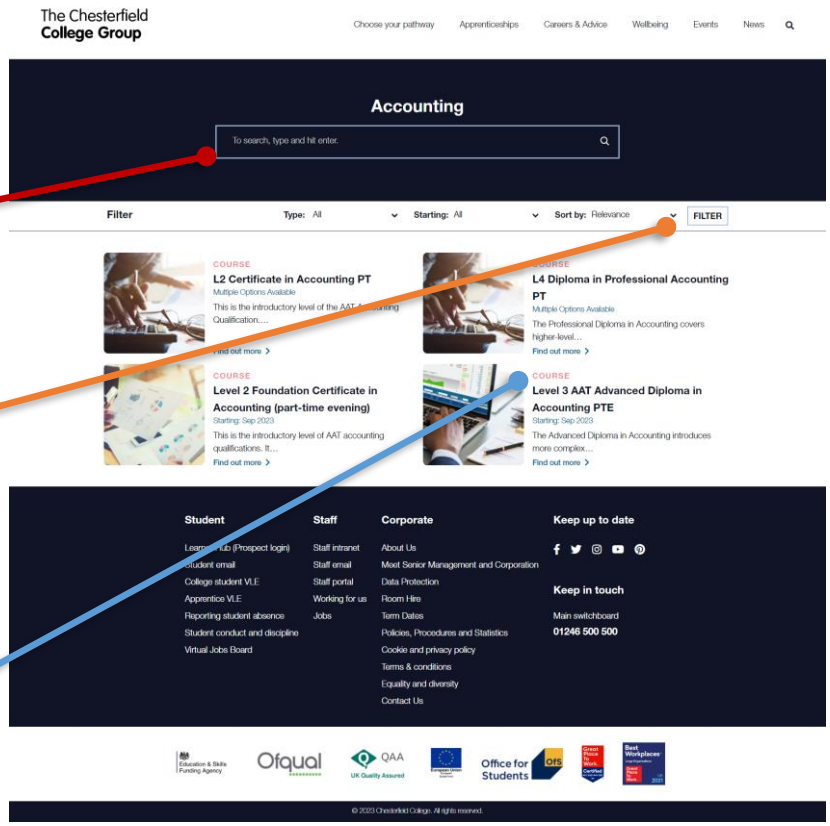


Specific course search cont.

Success Criterion 2.4.7
There is no visible focus indicator around the search input

Success Criterion 2.4.11 *[New in WCAG 2.2]*
The contrast of the light blue indicator around the light blue filter news button is insufficient (1.58:1). This should have a contrast of at least 3:1

Success Criterion 1.4.3
The colour contrast of the pink text 'course' on white background (2.64) and the white text on light blue background of the filter button in focused state (2.05) are insufficient. These require a minimum contrast of 4.5:1



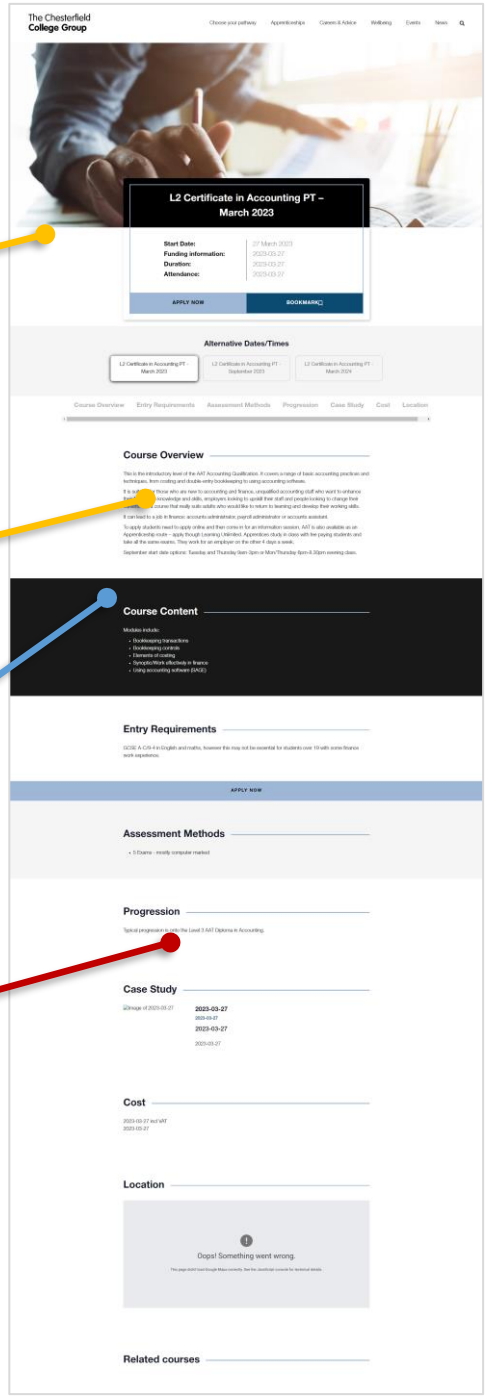
Course page

Success Criterion 1.3.1
This page has a duplicate navigation landmark. This means some users may struggle to discern the structure of the page

Success Criterion 1.3.1, 2.4.4, 4.1.2
The role of these anchor links is not clear by the way they are announced. For each, a screen reader just announces 'link' e.g. course overview link, progression link etc. Blind users would expect clicking these links to take them to a new page. Additional context is required to make it clear what clicking these links will do

Success Criterion 1.4.3
The colour contrast of the light grey text on white background (2.07) is insufficient. This requires a minimum contrast of 4.5:1

Success Criterion 2.4.7
Visible focus is lost for the entry requirements apply now button when tabbing through the page



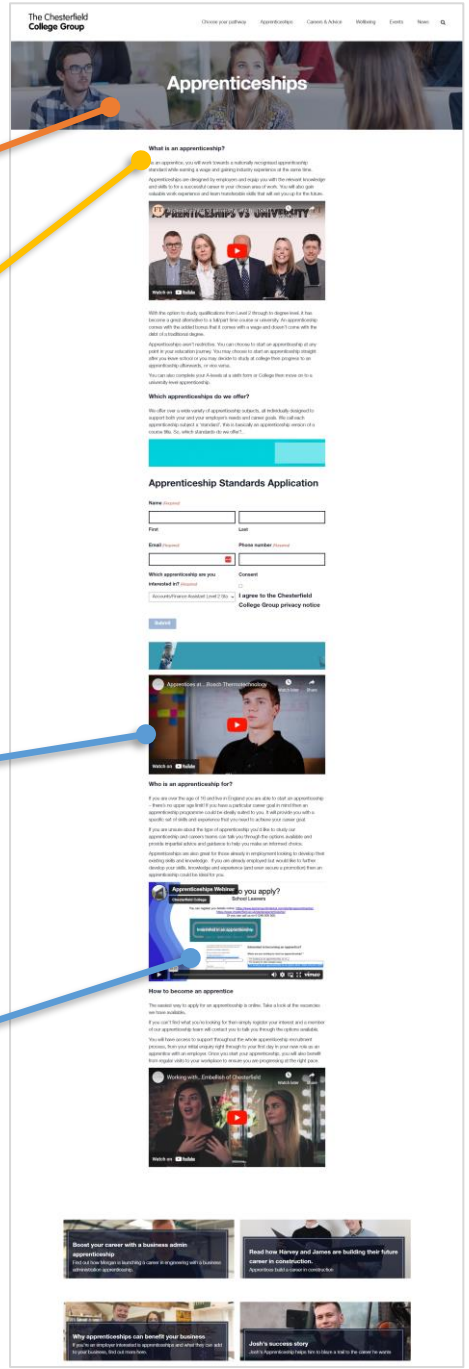
Apprenticeships

Success Criterion 1.3.1
Heading elements should be used sequentially to help communicate the structure of the page. On this page, heading levels jump around from h1 to h3, missing out h2

Success Criterion 1.3.1
This page is missing a ‘main’ ARIA landmark. There is also a duplicate banner landmark. This means some users may struggle to discern the structure of the page

Success Criterion 1.2.3 & 1.2.5
Most of the videos on this page show interviewees being asked questions. These interview questions are only communicated by text on the screen. Either this should be supplied in the voiceover or added as an audio and text description to ensure blind people do not miss out on this content

Success Criterion 1.2.2
This video has no captions, so deaf users will not be able to understand some of the content. Add open or closed captions so deaf users can access all of the videos content



Apprenticeships cont.

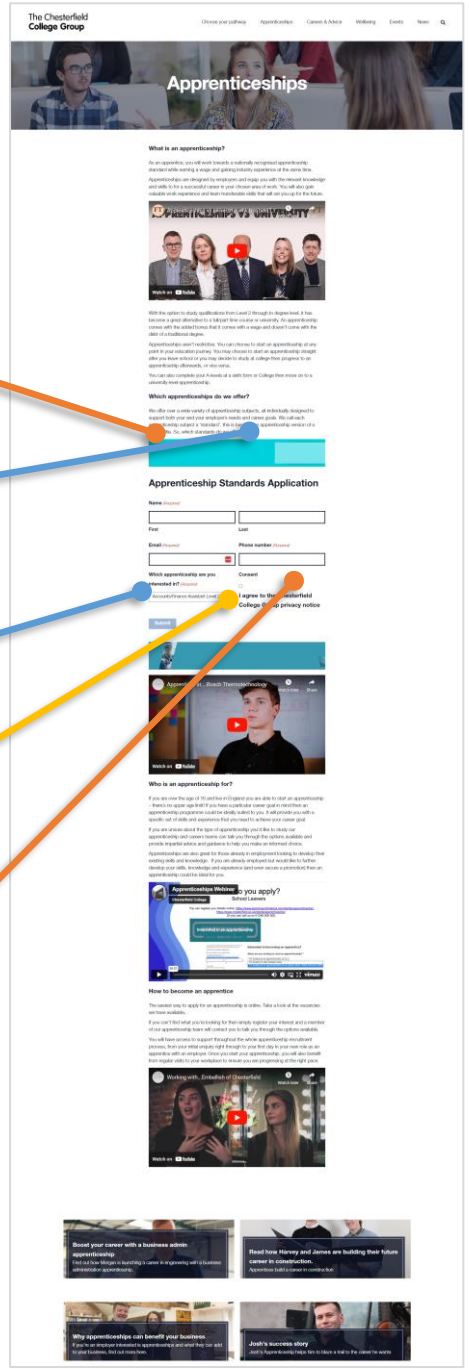
Success Criterion 1.1.1, 4.1.2
This animated banner link is announced by a screen reader as "standard". This does not describe this links. Ensure this image has a descriptive alt text e.g alt="view apprenticeship standards"

Success Criterion 2.2.2
It is not possible to pause this animation. This may be distracting for users with cognitive impairments and may make reading the content challenging for visually impaired users

Success Criterion 1.4.3
The colour contrast of the white text on light blue button (2.04) is insufficient. This requires a minimum contrast of 4.5:1

Success Criterion 3.3.3
Within the application form, error messaging 'this field is required' is not specific enough. It would be unclear which field this relates to

Success Criterion 2.4.11 *[New in WCAG 2.2]*
The visible focus indicator around the form fields (light blue solid line against white input box) (1.88:1) and the contrast of the light blue indicator around the light blue submit button are insufficient (1.58:1). These should have a contrast of at least 3:1



Work experience

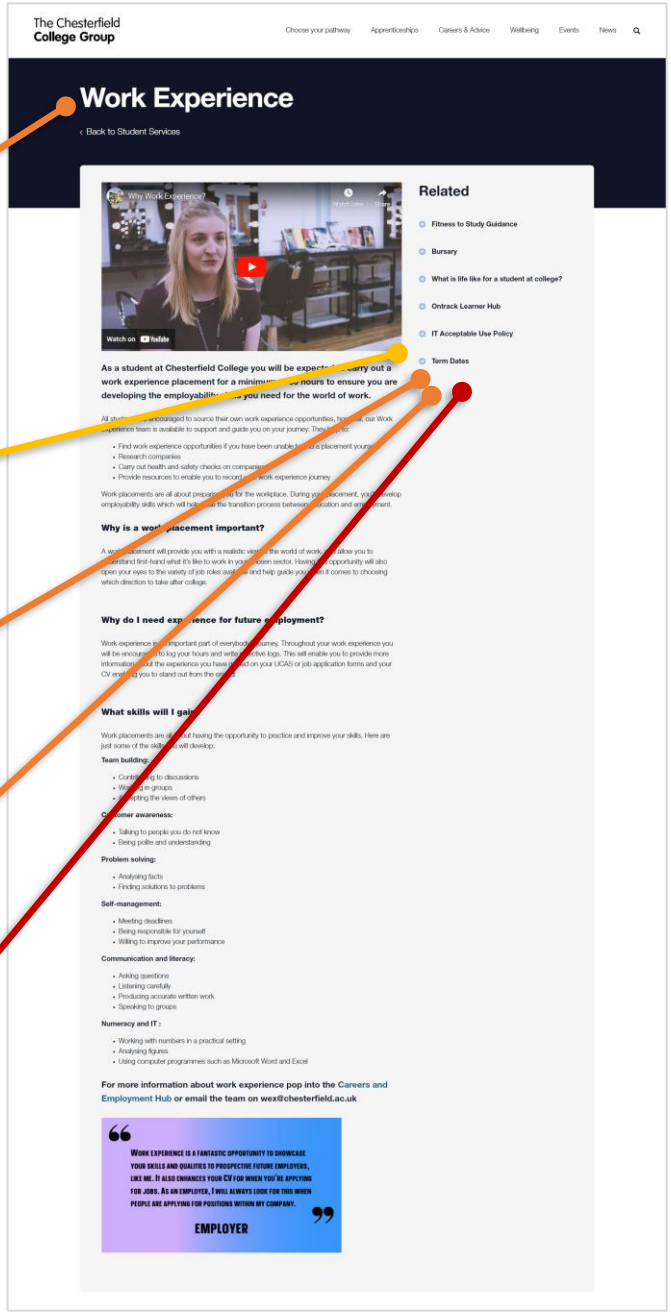
Success Criterion 1.3.1
Heading elements should be used sequentially to help communicate the structure of the page. On this page, heading levels jump around from h1 to h4, missing out a h2 and h3 element

Success Criterion 1.3.1
This page has duplicate main landmarks because each of the accordions has been assigned one. The ‘main’ landmark should enclose all of the pages main content

Success Criterion 1.3.1
Accordions have been incorrectly implemented as checkboxes. Blind users would think they are selecting something rather than interacting with expandable sections

Success Criterion 1.3.1
The content within the accordions is included in the keyboard tabbing order regardless of whether the accordions are collapsed or expanded

Success Criterion 2.4.7
Visible focus is lost when tabbing through the accordion content



Work experience cont.

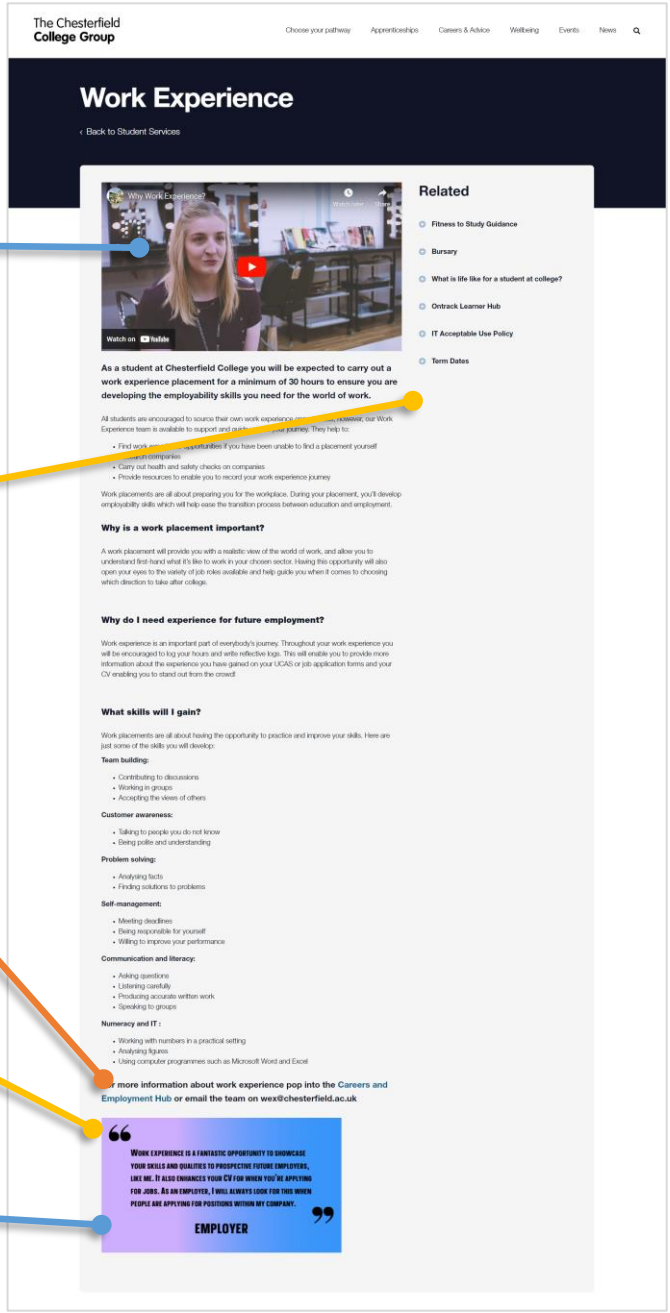
Success Criterion 1.2.3 & 1.2.5
This video shows interviewees being asked questions. These interview questions are only communicated by text on the screen. Either this should be supplied in the voiceover or added as an audio and text description

Success Criterion 2.4.4
On this page the 'Read more' link within the content of each accordion is repeated. These are announced in the same way by the screen reader, making it difficult to differentiate what they relate to

Success Criterion 1.4.1
Text links are only indicated by the colour blue. This may be imperceivable to some users; consider adding a permanent underline

Success Criterion 1.1.1
This image of text currently has no text alternative. The information it displays is not available in text elsewhere on the page

Success Criterion 1.4.5
This image contains text that is not presented as html text elsewhere. This text cannot be resized or otherwise manipulated



News listing page

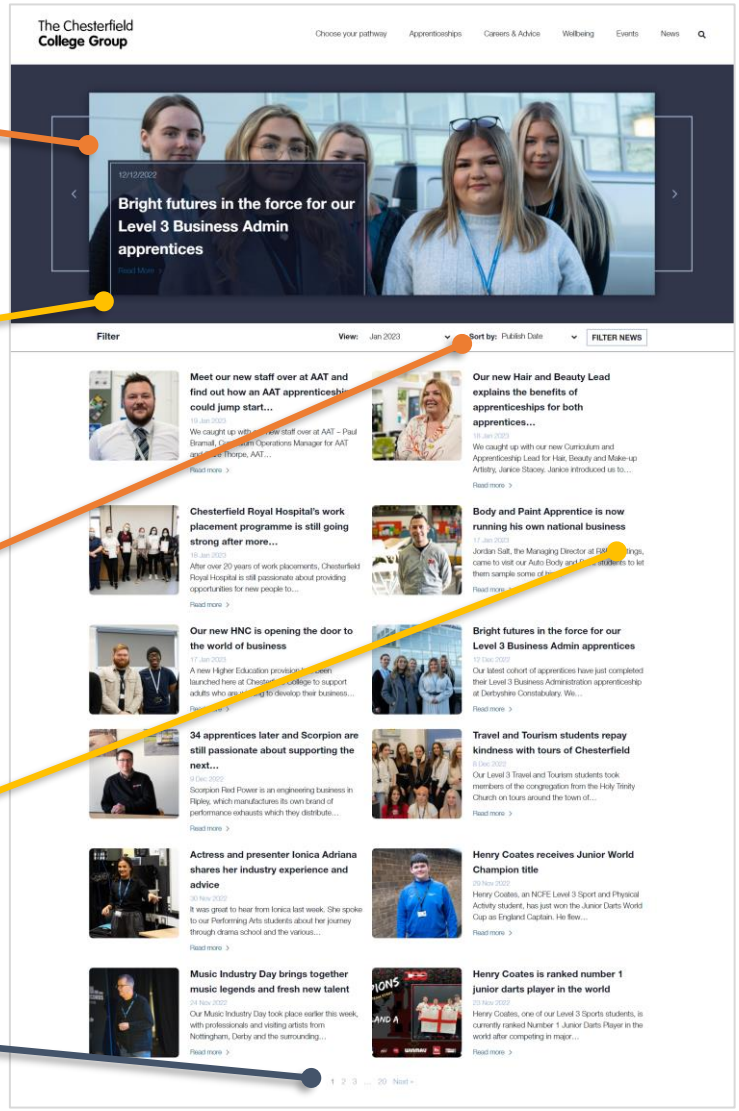
Success Criterion 1.3.1
The page is missing a h1 element – this helps users to identify the primary purpose of each page

Success Criterion 1.3.1
This page has duplicate main landmarks because each of the news listings has been assigned one. The ‘main’ landmark should enclose all of the pages main content

Success Criterion 1.3.1
The dropdown filters to sort courses are not grouped with their visible label e.g. ‘publish date’ is not programmatically associated with its label ‘sort by’ so is announced by a screen reader without the context of that label

Success Criterion 2.4.3
When filters are applied and the ‘filter’ button selected, the focus order returns to the very top of the page instead of continuing through the filtered results

Good practice
Pagination is not communicated clearly by a screen reader, the page numbers are announced as ‘link 1’, ‘link 2’. Ideally, additional context should be provided to make this clear



News listing page

Success Criterion 1.4.3

The colour contrast of the following are insufficient:

- Article dates light blue text on white background (2.06)
  Read more link blue on white background (2.22)
- Lighter blue read more link on navy background (1.56)

These require a minimum contrast of 4.5:1

Success Criterion 1.4.11

In focused state, the off white colour of the arrow buttons on the light blue background have insufficient contrast (1.82). This requires a minimum contrast of 3:1

Success Criterion 4.1.2

Within the filter, a calendar modal appears when tabbing through these filters. The buttons to navigate the calendar by year and date have no programmatic label so are announced as 'buttons' by a screen reader

Success Criterion 2.4.11 *[New in WCAG 2.2]*

The contrast of the light blue indicator around the light blue filter news button (1.58:1) and the blue indicator around image panels (2.61:1) are insufficient. These should have a contrast of at least 3:1

Success Criterion 4.1.2

Each news listing has been given an aria-label that is the first few words of the link text (e.g. '34 apprentices later…'). This overrides the meaningful link text and screen reader users would be unsure what they are linking through to

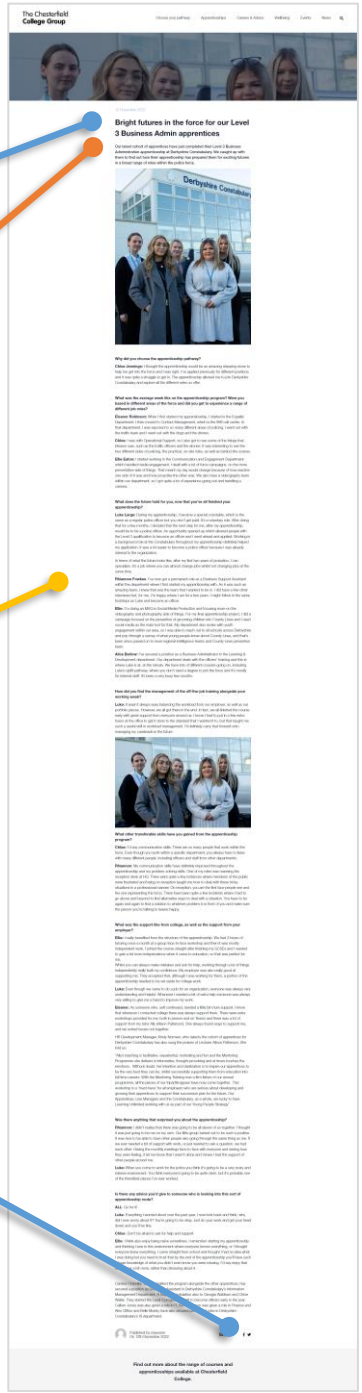
News article

Success Criterion 1.4.3
The colour contrast of the light blue article date on white background is insufficient (2.06). This requires a minimum contrast of 4.5:1

Success Criterion 1.3.1
Heading elements should be used sequentially to help communicate the structure of the page. On this page, heading levels jump around from h1 to h4, missing out a h2 and h3 element

Success Criterion 1.3.1
This page is missing a ‘main’ ARIA landmark. There is also a duplicate banner landmark. This means some users may struggle to discern the structure of the page

Success Criterion 4.1.2
The social media icons to share the news article have no programmatic label so are announced simply as ‘links’ by a screen reader



About us

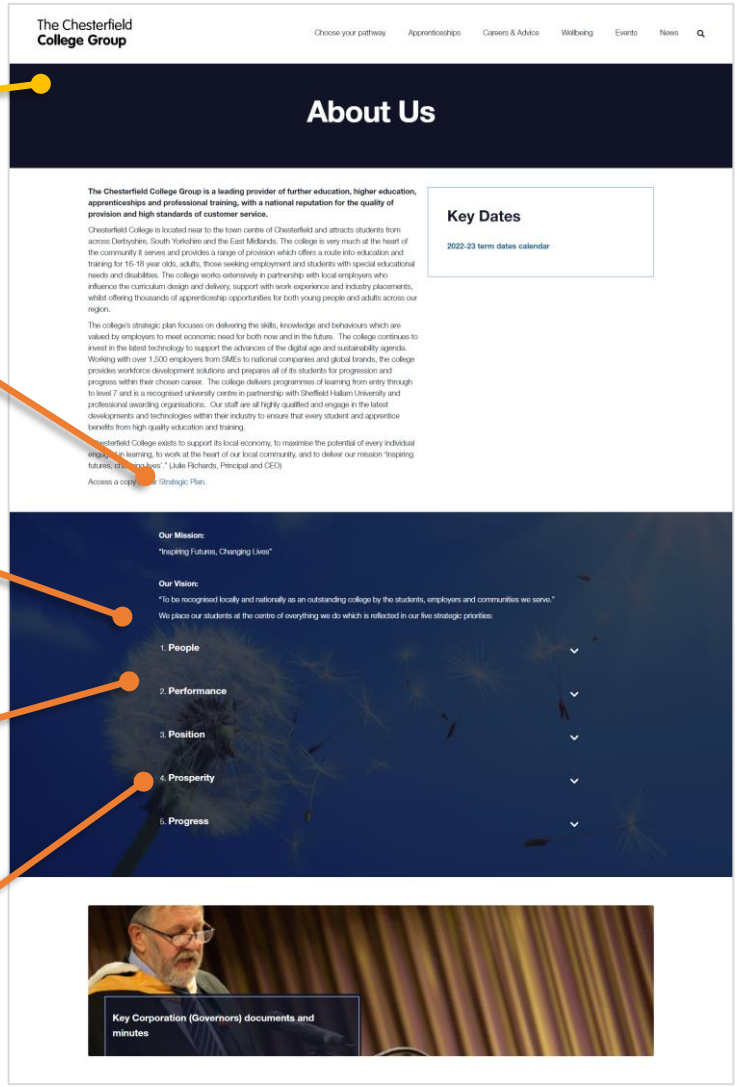
Success Criterion 1.3.1
This page has duplicate main landmarks. The ‘main’ landmark should enclose all of the pages main content

Success Criterion 1.4.1
Text links are only indicated by the colour blue. This may be imperceivable to some users; consider adding a permanent underline

Success Criterion 1.3.1
Accordions have been incorrectly implemented as checkboxes. Blind users would think they are selecting something rather than interacting with expandable sections

Success Criterion 1.3.1
The content within the accordions is included in the keyboard tabbing order regardless of whether the accordions are collapsed or expanded

Success Criterion 2.4.11 *[New in WCAG 2.2]*
When tabbing through the accordions the contrast of the light blue indicator around the darker blue background is insufficient (2.74:1). This should have a contrast of at least 3:1



Contact us

Success Criterion 1.3.1
Heading elements should be used sequentially to help communicate the structure of the page. On this page, heading levels jump around from h1 to h3

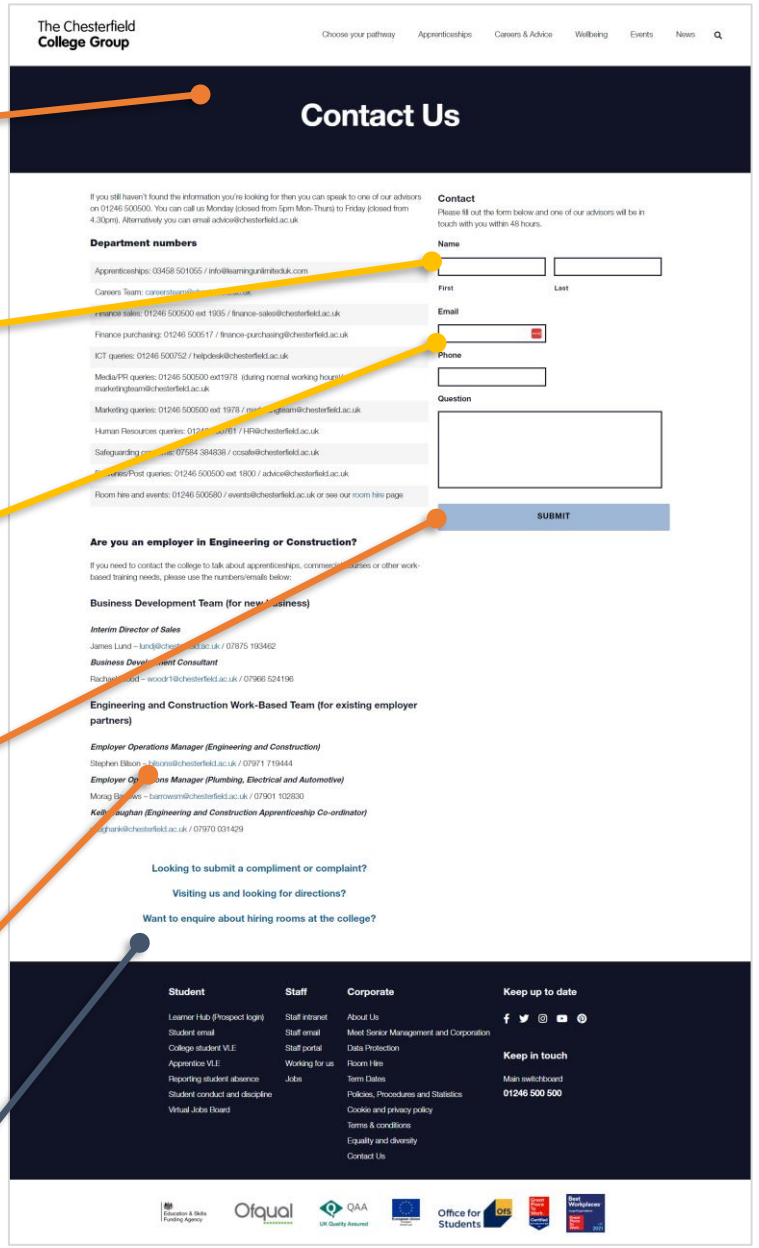
Success Criterion 1.3.1
The name form fields are not programmatically associated with the main label so are announced only by ‘first’ and ‘last’. This may make it unclear what information users should input

Success Criterion 3.3.3
Within the contact us form, error messaging ‘at least one field must be filled out’ is not specific enough. It would be unclear which field this relates to

Success Criterion 2.4.11 *[New in WCAG 2.2]*
The indicator around the form fields (light blue line against white input box) (1.88:1) and the blue indicator around the blue submit button have insufficient contrast (1.58:1). These should have a contrast of at least 3:1

Success Criterion 1.4.1
Text links are only indicated by the colour blue. This may be imperceivable to some users; consider adding a permanent underline

Good practice
When a screen reader is activated, a checkbox is announced that is visibly hidden but has not been removed from accessibility tree



Next steps

What happens next?

Step 1:

Review the audit and speak to Web Usability if you have any questions or would like any advice on how to implement recommendations

Step 2:

Make a plan to fix the issues identified in this audit. Decide which recommendations you plan to implement and which you consider to be a disproportionate burden for your organisation.

Step 3:

Work with your content teams, developers and third party providers to implement the fixes.

Step 4:

Conduct a re-audit to check fixes have been implemented correctly

Step 5:

Develop and publish an accessibility statement on your website. We recommend following the government accessibility statement template.

Looking for more accessibility support?

Ongoing accessibility support

Accessibility should be an ongoing priority, not a one time thing.

Any change that is made to a digital service should be checked for accessibility prior to going live.

Updates and new content all have the potential to undo the good work done to achieve accessibility compliance.

To avoid this happening, Web Usability offer ongoing accessibility support to ensure compliance in maintained.

This could be on a regular basis during new service development or on an annual health check.

More about accessibility support

Testing with disabled users

In addition to accessibility audits, Web Usability offer accessibility testing with users with disabilities.

This is the next step to ensure a truly accessible website.

Testing is conducted with users with a range of disabilities including visual, hearing, motor impairments and those with neurodiverse conditions.

The insight from these testing sessions can take your digital service from being simply compliant to genuinely accessible.

More about testing with disabled users

To learn more about these additional accessibility services, please contact Web Usability (details on next slide) and we can provide more details of our approach and costs.

Web Usability

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