LCB Accessibility Report

1.1 Introduction

- **Name of Site:** Leeds College of Building
- **Site URL:** https://www.lcb.ac.uk/
- **Site Language:** English
- **Date of Review: 14 Oct 2019**
- **Purpose of Site:** Promotion and information for Leeds College of Building, a further education college in the UK for construction

1.2 Background of Evaluation

To undertake an audit of https://www.lcb.ac.uk/ in order to identify any potential accessibility related issues, providing actionable recommendations for improvement. LCB also want to ensure that they are in compliance with upcoming government legislation (https://gds.blog.gov.uk/2018/09/24/how-were-helping-public-sector-websites-meet-accessibility-requirements/)

The Leeds College of Building website has been reviewed using a mix of automated tools and manual evaluation by our team. This has taken place on **14 Oct 2019** , the website may have changed since that time.

The website has been reviewed against the criteria outlined in 1.4 Criteria. This combines the WCAG AA specification (https://www.w3.org/TR/WCAG21/) with best practices outlined by our team.

1.3 Reviewers

Name	Job Title
Simon Read	UX Designer

1.4 Criteria

Testing criteria is based on the Web Content Accessibility Guidelines (https://www.w3.org/WAI/standards-guidelines/wcag/). It also includes industry best practices and commonly-understood patterns for design and user experience.

1.5 Results

Some criteria have been reviewed against key user journeys only

UX/Creative

1. Avoiding use of colour to distinguish content types, errors or changes in information

*Avoid any instances where **only** colour is used to show a change in state or information*

- Key CTAs and links are either underlined or drop their background colour on hover, which is correct

2. Forms should include all relevant information the user requires to complete it, with clear instructions and all required form fields shown

Is it clear what I'm supposed to be doing in order to complete a form as easily as possible?

- Form fields have a clear label alongside each field, which is correct. Required form fields are clearly labelled.
- The key conversion form (https://www.lcb.ac.uk/apply-apprenticeship/) explains what information is required up front, which is the recommended approach
- The search form field in the header does **not** a field name, so the placeholder text is lost once the user starts typing.
  - Recommendation Adding a "Search" title alongside the field would help correct this.

3. Clear hierarchy in page content design, providing clear and consistent navigation

- The navigation is consistent across the top of the site and is persistent as the user scrolls down the page, which is correct
- The hamburger icon used for the supporting navigation could benefit from a "Menu" text addition to make this clearer to people who may not be familiar with the icon or its intended use
  - Recommendation would be to add "Menu" text alongside the supporting navigation icon in the header area
- It isn't immediately clear where in the sitemap you are just by looking at the top-level navigation
  - Recommendation would be to visually highlight the current top-level page in the site. This would **not** want to just be a text colour change. The addition of an underline would be appropriate, similar to the hover state

4. Allowing for captions alongside isolated images to provide context

Are isolated images within content supported by captions explaining their context?

- Images within content make good use of image captions (eg https://www.lcb.ac.uk/student-blogs/alison-dowell/, https://www.lcb.ac.uk/employer-mbing-and-heating/)
  - There are some instances where images do not have captions (eg https://www.lcb.ac.uk/student-blogs/alison-dowell/) but these are not key

5. Ensure all content is clearly legible and readable, especially text and calls-to-action. **Avoid use of images containing important text content or functionality. Colour contrast should meet WCAG-specified criteria.**

Is content easy to read? In regards to text content this can include font size, line height and colour - some of which can be automated using https://accessibilityinsights.io/

- Based on the contrast ratio needed meet WCAG AA guidelines, the following **key** elements on **key** pages do not meet the required threshold:
  - **Homepage** (https://www.lcb.ac.uk/)
    - "Apply" green button in the header area
    - White supporting text on green background on each carousel slide
    - "Find your ideal career path" and "popular career paths" green text below carousel
    - "Upcoming open events" and "View all open events" orange text
    - White text on each individual event panel with green backgrounds
    - White text on orange, light green, brown and red backgrounds within individual "What's going on" panels
    - Green headline text on white background for each individual news article
  - Study With Us (https://www.lcb.ac.uk/study-with-us/)
    - White H1 text on green background
    - Green individual course titles on white background
    - White "Find out more" text on orange CTA button
    - Orange text on red background on cross-site promo pod
    - Green patination controls
    - *Any relevant notes from the above pages*
  - Apprenticeships Course Listing (https://www.lcb.ac.uk/study-with-us/apprenticeship-courses/)
    - White "Find out more" text on green CTA button
    - Green, red, orange and light green title text on white background on individual "Learn more about apprenticeships" panel
    - *Any relevant notes from the above pages*
  - Course Page (https://www.lcb.ac.uk/study-with-us/apprenticeship-courses/bricklaying-apprenticeship/)
    - White text on light green background for breadcrumb navigation
    - Orange "Course at a glance" text on white background
    - White "Apply online today" text on green background
    - Green "Apply Apprenticeships" CTA button
    - *Any relevant notes from the above pages*
  - Apply Apprenticeships form (https://www.lcb.ac.uk/apply-apprenticeship/)
    - "If you are applying..." white text on green background
- Recommendation would be to work with LCB to investigate whether other colours from their brand palette could be used in these places
  - This could take the form of an alternative stylesheet that the user can manually toggle via a link in the header or footer of the site

6. Write copy for links and buttons that can function without context

Do text links and call-to-action buttons make sense without having to read the content around them?

- CTAs on the homepage would want to avoid using generic copy ("Find out more", "Go", "Order today")
  - Recommendation: Rewrite these with a clear emphasis on what action the user should expect to occur when they click on it (eg "More info about this event", "Search courses", "Order a prospectus")
- The global "Apply" CTA could benefit from additional detail so the user knows the intended action
  - Recommendation would be to rewrite this copy with a clearer action in mind (eg "Apply for a course"). This could be A/B tested to ascertain which copy generates the most click-throughs.

7. Ensure errors or mistakes made by the user are clearly highlighted and that they have a way to correct that mistake

eg if the system allows a user to delete a piece of data, can they easily undo this mistake. Are errors in form inputs accompanied by a relevant error message?

- Form fields are given an additional supporting text message ("*Please provide a value for X*") if they are not completed correctly, which is correct

8. Data tables must have clear row and column headers

Do data tables explain their contents with descriptive row and column headers?

- There are very few instances of data tables on the LCB site. If any additional ones are found, please highlight these with `Simon Read`
  - The only data table found during the audit (https://www.lcb.ac.uk/student-blogs/alison-dowell/) does not clear row and column headers.
  - Recommendation would be to update the data table linked to above and ensure this approach is followed in future when adding similar content

9. Moving, flashing or blinking content should be controllable by the user

Flashing or blinking content should be avoided. If moving content is shown, it should be controllable by the user.

- The homepage carousel moves automatically but this can be controlled by the user using the 'dots' in the bottom right
  - Recommendation would be to look at adding left and right-facing arrows within this carousel area to improve usability making it clearer how to control this, as not all users will be familiar with the 'dots'
- The persistent 'Apply' CTA on course pages (https://www.lcb.ac.uk/study-with-us/apprenticeship-courses/bricklaying-apprenticeship/) moves automatic but can also be controlled by the user as it is dictated by their scroll speed, which is correct

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Development

1. Use of correct markup for content to ensure that pages could work without stylesheets

Screen readers will read the page without styling. This can be automated using the disable-HTML Chrome plugin: https://chrome.google.com/webstore/detail/disable-html/lfhjgihpknekohffabeddfkmoiklonhm?hl=en

- Without CSS stylesheets the website is still usable - basic, but retains the same core structure and reading order. However there are some minor issues:
  - The main navigation menu is duplicated - this wouldn't stop a screen reader from viewing the page but it would increase the time it spends working through it and could potentially add confusion
  - Form field identifier - randomised strings of letters and numbers used to uniquely identify a form field - are shown, when they are normally hidden from the user (https://www.lcb.ac.uk/apply-apprenticeship/). Again, this could confuse a user.
    - Recommendation would be to work with a developer to address the above issues and ensure the site works well without stylesheets

2. Allow for keyboard navigation, logical tab order and usable focus states

Users without a mouse or pointer device use keys to navigate the page. A clear tab order and prominent focus states aid this. Inputs such as forms should also be navigable using a keyboard. Some of this can be automated using https://accessibilityinsights.io/

- Tab stops on the homepage are mostly correct, but highlights the links within the supporting navigation without these being visible to the user
- On some subpages (eg https://www.lcb.ac.uk/study-with-us/) the tab stop order does not consistently start with the site navigation, instead starting with the page content below it and leaving the navigation until last
  - Recommendation would be to work with a developer to solve the above issues and ensure that the tab stops follow a consistent order, starting with the navigation and working down the page in a logical order
- Focus states are usable for key links and are not hidden - hover states and small animations help emphasise these, which will benefit users with poor eyesight

3. The user can resize page text in their browser without breaking the page layout

Users with poor eyesight may increase the text size in their browser. The page layout should not break or become unusable.

- Overall, the majority of the site remains usable even after increasing the text size up to **200%**
- However there is an issue with the persistent "Apply Online Today" CTA panel on Course pages (https://www.lcb.ac.uk/study-with-us/apprenticeship-courses/bricklaying-apprenticeship/) where the button is not fully visible
  - Recommendation would be to work with a developer to ensure that this CTA is fully visible across all screen sizes
- There is some other minor overlapping of content but these are not integral to the use of the site:
  - News pod on the homepage (https://www.lcb.ac.uk/): individual article titles overlap the background image
- Zooming and scaling is disabled, which is not recommended by the WCAG guidelines
  - Recommendation would be to work with a developer to remove the maximum-scale code within the META tag to ensure that this can be controlled by the user

4. Uses code that works across devices and screen sizes/responsive design

Users with accessibility needs could be using sites across any number of devices or screen sizes

- The site is built responsively and scales down accordingly on smaller device screens such as tablet and mobile phones, which is the correct approach
  - The main navigation swaps out for a mobile-specific menu that contains all of the same options as the larger 'desktop' menu
- There is no use of proprietary plugins for content that may be restricted if the user does not have the available software on their device
- The only instance in which a feature does not scale down correctly on mobile are the small question mark tooltips used on forms (eg https://www.lcb.ac.uk/apply-apprenticeship/). Click on these on a smaller mobile device screen **does** display the tooltip text but much further up the page, out of the user's view
  - Recommendation would be to work with a developer to fix the above issue and ensure that the tooltips are shown in the correct place alongside their respective form fields

5. Audio and video should not play automatically unless the user has chosen to

Users should have the choice to start, pause or stop any video or audio

- There are some instances of embedded video on the site (eg https://www.lcb.ac.uk/study-with-us/apprenticeship-courses/apprenticeships-for-students/) but these are informational videos that the user must click on to start, which is the recommended approach
- There is no music on the site

6. ARIA values are included where relevant

ARIA values in web applications provide additional context to screen readers. More information can be found here: https://web.dev/aria-roles, this check can be automated using https://accessibilityinsights.io/

- The site makes use of **some** ARIA landmark values in order to highlight key sections of the site; 'navigation; 'banner' and so on.
  - Recommendation would be to review the site with a developer and take these a step further, implementing a wider range of ARIA landmark values such as 'main', 'search' and 'form' where appropriate

Optimisation

1. Title tags and H1 headers should balance SEO requirements with accessibility/relevancy - a title should adequately and briefly describes the content of the page

Page titles should briefly and accurately describe the page as this is picked up by both screen readers and search engines

- Title tags do not consistently mention the name of the website (eg just "Contact") and so do not always function without context.
  - Recommendation would be to add in " - Leeds College of Building" to title tags across the site to ensure that a user knows the site they are not navigating to that page from the homepage
- H1 titles on the page are generally consistent with the naming used in both the navigation and in the title tag, which is the correct approach

2. Alternative text is present on all images

Alt-tags explain images to users with poor eyesight. This can be automated using https://chrome.google.com/webstore/detail/alt-text-tester/koldhcllpbdfcdpfpbldbicbgddglodk

- There are some instances of alternative text being provided for images, often alongside text captions, but these are not applied consistently across the site
  - This also applies to images used within the site structure - eg in a subpage listing area
- Recommendation: add an additional form field in Umbraco for captions when adding an image anywhere in the site, make it a required field so the user cannot save the change until they have completed it, have this caption automatically popular the alt-text
  - This may require going back through some existing key pages within the site to ensure that these captions are added

3. Understandable sitemaps and site structure that is human-friendly as well as SEO-friendly

A logical sitemap can help user orientate themselves and make information as accessible as possible.

- The site structure follows a logical layout and uses common phrases and terminology for page titles
- Instances of industry-specific terminology (eg "ACS Gas Courses") are appropriate for the audience the site is aimed at
- The automatically-generated sitemap used by search engines is present here: https://www.lcb.ac.uk/sitemap.xml

4. The language of the pages content is included within the code in order to assist screen readers in displaying that content correctly

Including reference to language in the page header code ('hreflang') in order to guide screen readers on how to best understand text content on a page

- The HTML lang attribute is present in the code, which is correct

5. Audio and video content should have text-based alternatives for screen-readers and text-to-speech software

Media content such as promo videos, podcasts, interviews etc should have subtitles or transcripts for accessibility software to read

- LCB does have some videos embedded on the site using YouTube (eg https://www.lcb.ac.uk/study-with-us/apprenticeship-courses/higher-degree-apprenticeships/) but these do not have manual subtitles for users with poor hearing to use
- YouTube **does** have an option to automatically generate subtitles but these cannot always be relied upon to be accurate. However they may be sufficient for short videos with no/little background music and clear speech
  - Recommendation would be to ensure all videos have manually-created subtitles available alongside them.

1.7 Conclusions & Recommended Actions

Based on our analysis of the Leeds College of Building website against the Criteria established above, we would make the follow recommendations to increase the accessibility of the site:

- Recommendations are included inline alongside each Criteria point above

1.8 References

Any additional references or relevant legislation or guidelines:

- https://gds.blog.gov.uk/2018/09/24/how-were-helping-public-sector-websites-meet-accessibility-requirements/
- http://www.legislation.gov.uk/uksi/2018/952/contents/made