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Accessibility Test Report

Date:	14/10/2024
Client:	Department for Education (DfE)
Project Name:	School Placements & Claim Funding for Mentor Training
Project Manager:	▨▨▨▨
Test Analysts:	▨▨▨▨▨▨
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Introduction

Our accessibility auditing service is a comprehensive assessment of your application against the Web Content Accessibility Guidelines (WCAG) 2.2. The aim of an audit is to determine where an application does/does not meet the WCAG guidelines to identify if improvements to accessibility can be made.

This feedback can be incorporated into a longer-term accessibility roadmap and help to identify areas within the business where additional training or support will be most beneficial.

By addressing the issues raised, you will be fulfilling your responsibilities under UK law and improving the user experience for many people accessing your site.

Web Content Accessibility Guidelines

The Web Content Accessibility Guidelines (WCAG) are an internationally recognised set of guidelines for improving web accessibility. Each guideline contains a series of success criteria that can be tested to identify accessibility conformance. The success criteria are split into three levels of conformance: A, AA and AAA, and each successive level cannot be achieved without adherence to the previous level.

Our Test Approach

Our WCAG audit is based on a scripted approach and uses a representative sample as described in the WCAG Evaluation Methodology. The audit's primary focus is to identify non-conformances to the WCAG success criteria. We supplement this with testing of best practices and user journeys using assistive technology to ensure no assistive technology specific usability issues are present.

We document each unique issue in an online issue tracker. Each ticket contains steps to recreate, areas the issue was observed, remediation recommendations and a reference link to the relevant WCAG success criteria for further understanding.

Following the main audit, time is allocated to implement fixes before retests take place. This ensures each issue has been resolved satisfactorily.

Project Details

Template URL(s):	**School Placements –** https://manage-school-placements-1102.test.teacherservices.cloud/ ● Placements ● Subject ● Window ● Check your answers ● Add mentor ● Placement Search and filter ● Organisations **Claim Funding for Mentor Training –** https://track-and-pay-1102.test.teacherservices.cloud ● Claims ● Accredited provider ● Mentor ● Hours of training ● Check your answers ● Mentors ● Enter a TRN ● Check your answers ● Organisation details ● Organisations ● Check your answers ● Claims
Test Environment(s):	Chrome 127 – JAWS (desktop screen reader) Edge 127 – NVDA (desktop screen reader) Safari 17 – macOS VoiceOver (desktop screen reader) Safari 17 – iOS VoiceOver (mobile screen reader) Chrome 127 – TalkBack (mobile screen reader) Windows Magnifier (screen magnifier) Chrome 127 – Dragon Naturally Speaking (speech recognition)
Issue tracker URL:	School Placements – https://zoonou.mydonedone.com/issuetracker/projects/89163 Claim Funding – https://zoonou.mydonedone.com/issuetracker/projects/89164

Audit Summary

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Issue verification was performed today on the 'School Placements' and 'Claim Funding for Mentor Training' web applications on behalf of DfE. All previously raised issues were verified on a new set of URLs, testing them against the Web Content Accessibility Guidelines (WCAG) 2.2 Level AA. Issues were verified in as similar environments as they were raised in.

All 19 issues have been successfully verified and closed within the tracker. Fourteen of these have been verified as fixed, where the previous behaviour is no longer observed. These include form labels now being correctly associated with their respective fields, a correct heading structure across all pages on both web applications, and multiple instances of link text now containing additional information to help discern them from one another. These changes make the websites much more accessible, with users operating screen readers and other accessibility tools able to do so with much more confidence and fluidity.

The remaining 5 issues closed were based on client comments, where the issue was raised as a false positive, or something unable to be resolved while following the Gov.uk design systems. For the latter, they will be included within an accessibility statement but emphasised where relevant that the impact on users is minimal.

To conclude our accessibility verification, all 19 issues have been closed within the tracker, leaving no outstanding tickets. This concludes accessibility testing on the scoped 'School Placements' and 'Claim Funding for Mentor Training' websites, with both accessibility statements currently scheduled for tomorrow, Tuesday 15th October.

Metrics

New issues raised:	19
Issues closed:	19
Issues verified as not fixed:	00
Total No. of outstanding issues:	00

Results	Total
Pass	38
Level A Fail	0
Level AA Fail	0
N/A	15

Appendix A: Guideline Results

Test Area	Overall Result	Level A Result	Level AA Result
Text Alternatives	Pass	Pass	N/A
Time-Based Media	N/A	N/A	N/A
Adaptable	Pass	Pass	Pass
Distinguishable	Pass	Pass	Pass
Keyboard Accessible	Pass	Pass	N/A
Enough Time	Pass	Pass	N/A
Seizures	Pass	Pass	N/A

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Navigable	Pass	Pass	Pass
Input Modalities	Pass	Pass	Pass
Readable	Pass	Pass	Pass
Predictable	Pass	Pass	Pass
Input Assistance	Pass	Pass	Pass
Compatible	Pass	Pass	N/A

Appendix B: Guideline Breakdown

Test Area	Requirement	Test Case	Overall Result	Issue Reference
Text Alternatives	Frames, images, multimedia, etc. are considered accessible using alternative text, values, labels and titles.	**A**: 1.1.1 Non-Text Content	Pass	
Time-Based Media	Video and audio elements are accessible and alternative audio and/or visual aids have been provided.	**A:** 1.2.1 Pre-Recorded Audio-Only and Video-Only	N/A	
		A: 1.2.2 Captions (Pre-Recorded)	N/A	
		A: 1.2.3 Audio Description or Media Alternative (Pre-Recorded)	N/A	
		AA: 1.2.4 Captions (Live)	N/A	

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		AA: 1.2.5 Audio Description (Pre-Recorded)	N/A	
Adaptable	Markup is used semantically and promotes accessibility. Content is ordered logically with stylesheets disabled and instructional content on the page does not rely upon shape, size, visual location, or sound.	**A:** 1.3.1 Info and Relationships	Pass	
		A: 1.3.2 Meaningful Sequence	Pass	
		A: 1.3.3 Sensory Characteristics	Pass	
		AA: 1.3.4 Orientation	Pass	
		AA: 1.3.5 Identify Input Purpose	N/A	
Distinguishable	Information - including clickable links - are not solely conveyed by colour. Mechanisms are provided to stop, pause, mute or adjust the volume for audio that automatically plays on a page for more than 3 seconds, and contrast between elements is of an acceptable standard as defined by the W3C. Additionally, the size of the text on the page can be resized to 400% without loss of content or functionality and images of text are avoided, or accessible if necessary.	**A:** 1.4.1 Use of Colour	Pass	
		A: 1.4.2 Audio Control	Pass	
		AA: 1.4.3 Contrast (Minimum)	Pass	
		AA: 1.4.4 Resize Text	Pass	
		AA: 1.4.5 Images of Text	N/A	
		AA: 1.4.10 Reflow	Pass	
		AA: 1.4.11 Non-text Contrast	Pass	
		AA: 1.4.12 Text Spacing	Pass	

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		AA: 1.4.13 Content on Hover or Focus	N/A	
Keyboard Accessible	The website is accessible as a keyboard-only user, not requiring the use of a mouse unless the functionality cannot be accomplished in any known way using only the keyboard (e.g., freehand drawing). Shortcut and accesskeys do not conflict with existing browser and screen reader shortcuts and focus is never locked or trapped at one particular element on navigating the website using the keyboard.	A: 2.1.1 Keyboard	Pass	
		A: 2.1.2 No Keyboard Trap	Pass	
		A: 2.1.4 Character Key Shortcuts	Pass	
Enough Time	If a page or application has a time limit, the user is given options to turn off, adjust, or extend that time limit. Furthermore, the user has control over automatically moving, blinking, scrolling, or updating content on the page.	A: 2.2.1 Timing Adjustable	N/A	
		A: 2.2.2 Pause, Stop, Hide	N/A	
Seizures	Flashes do not occur more than 3 times per second, unless that flashing content is sufficiently small, and the flashes are of a low contrast and do not contain too much red.	A: 2.3.1 Three Flashes or Below Threshold	Pass	
Navigable	The user can skip repeated elements on the page using a CTA or appropriately structured heading hierarchy. Titles are used where appropriate and the purpose of links, buttons and map hotspots can be determined and are readily distinguishable. More than one	A: 2.4.1 Bypass Blocks	Pass	
		A: 2.4.2 Page Titled	Pass	
		A: 2.4.3 Focus Order	Pass	

	way is available to locate a webpage within a set of pages (except where the webpage is a result of, or a step in a process).	**A:** 2.4.4 Link Purpose (In Context)	Pass	
		AA: 2.4.5 Multiple Ways	N/A	
		AA: 2.4.6 Headings and Labels	Pass	
		AA: 2.4.7 Focus Visible	Pass	
		AA: 2.4.11 Focus Not Obscured (Minimum)	Pass	
Input Modalities	All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential. This requirement applies to web content that interprets pointer actions (i.e., this does not apply to actions that are required to operate the user agent or assistive technology).	**A:** 2.5.1 Pointer Gestures	Pass	
		A: 2.5.2 Pointer Cancellation	Pass	
		A: 2.5.3 Label in Name	Pass	
		A: 2.5.4 Motion Actuation	N/A	
		AA: 2.5.7 Dragging Movements	N/A	
		AA: 2.5.8 Target Size (Minimum)	Pass	
Readable	The language of the page or each passage or phrase in the content can be programmatically determined.	**A:** 3.1.1 Language of Page	Pass	
		AA: 3.1.2 Language of Parts	Pass	
Predictable	Interaction with the elements on the page does not result in a change of context or substantial change to the page. Navigation is consistent	**A:** 3.2.1 On Focus	Pass	
		A: 3.2.2 On Input	Pass	

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	throughout the website and components that have the same functionality within a set of webpages (e.g., a 'Save' button) are identified consistently.	**AA:** 3.2.3 Consistent Navigation	Pass	
		AA: 3.2.4 Consistent Identification	Pass	
		A: 3.2.6 Consistent Help	Pass	
Input Assistance	The user is made aware of when an input has been entered incorrectly or left. blank, and the user can reverse, check, or confirm in a process that causes a legal or financial commitment.	**A:** 3.3.1 Error Identification	Pass	
		A: 3.3.2 Labels or Instructions	Pass	
		AA: 3.3.3 Error Suggestion	Pass	
		AA: 3.3.4 Error Prevention (Legal, Financial, Data)	N/A	
		A: 3.3.7 Redundant Entry	N/A	
		AA: 3.3.8 Accessible Authentication	N/A	
Compatible	Markup is written in a way that facilitates accessibility, and changes in the page are announced to screen readers.	**A:** 4.1.2 Name, Role, Value	Pass	
		AA: 4.1.3 Status Messages	Pass	

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Appendix C: Top Tips

Zoonou have conducted accessibility testing against the pages/templates as agreed; however, there may be many other pages on your website. If you're using a templated approach, these should be based on the same coding structure as those tested, but each page will have its own unique copy and content. Certain accessibility standards are based around the specific content on a page.

In which case, the way you create your content on each new page may affect the extent to which you are meeting the accessibility standards you're aiming for.

Here are our top tips to help you ensure you're generating accessible content for your website:

1	All non-decorative images, particularly any that have a functional use (e.g., a button), must have an appropriate alt attribute that describes the image and its use.
2	Images that do not convey content, are decorative, or with content that is already conveyed in text are given null alternative text or implemented as CSS backgrounds.
3	Ensure no information on the page is conveyed solely by colour.
4	The user should be able to control (pause, stop, hide, etc.) any moving content on the page that persists for longer than 5 seconds.
5	Ensure no page content flashes more than 3 times per second, unless the content is sufficiently small, the flashes are of a low contrast and do not contain too much red.
6	Keep visual and auditory impairments in mind when it comes to video and audio content and provide appropriate alternate media.
7	Ensure the page can be resized to 200% using the browser's in-built zoom functionality and no loss of functionality or content occurs.
8	Instructions on the page should not rely on shape, size or visual location (e.g., 'Click the square icon to continue').
9	Define differing languages on the page appropriately in the HTML.
10	Form inputs should have associated text labels or, if labels cannot be used, a descriptive title attribute.

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