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# Accessibility Test Report

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**Client:** Department for Education (DfE)

**Project Name:** School Placements & Claim Funding for Mentor Training

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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

<b>Template URL(s):</b>	<p><b>School Placements -</b>  <a href="https://qa.manage-school-placements.education.gov.uk">https://qa.manage-school-placements.education.gov.uk</a></p> <ul style="list-style-type: none"> <li>• Placements</li> <li>• Subject</li> <li>• Window</li> <li>• Check your answers</li> <li>• Add mentor</li> <li>• Placement Search and filter</li> <li>• Organisations</li> </ul> <p><b>Claim Funding for Mentor Training -</b>  <a href="https://qa.claim-funding-for-mentor-training.education.gov.uk">https://qa.claim-funding-for-mentor-training.education.gov.uk</a></p> <ul style="list-style-type: none"> <li>• Claims</li> <li>• Accredited provider</li> <li>• Mentor</li> <li>• Hours of training</li> <li>• Check your answers</li> <li>• Mentors</li> <li>• Enter a TRN</li> <li>• Check your answers</li> <li>• Organisation details</li> <li>• Organisations</li> <li>• Check your answers</li> <li>• Claims</li> </ul>
<b>Test Environment(s):</b>	<p>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)</p>
<b>Issue tracker URL:</b>	<p>School Placements -  <a href="https://zoonou.mydonedone.com/issuetracker/projects/89163">https://zoonou.mydonedone.com/issuetracker/projects/89163</a></p> <p>Claim Funding -  <a href="https://zoonou.mydonedone.com/issuetracker/projects/89164">https://zoonou.mydonedone.com/issuetracker/projects/89164</a></p>

## Audit Summary

An accessibility audit has taken place this week on the 'School Placements' and 'Claim Funding for Mentor Training' web applications on behalf of DfE. The purpose of this audit has been to evaluate scoped webpages against the Web Content Accessibility Guidelines (WCAG) 2.2 level AA. Outside of the level A and AA test execution, user journeys have been conducted across 7 assistive technology combinations.

A total of 19 accessibility issues have been identified across both web applications. Ten for 'School Placements' and nine for 'Claim Funding for Mentor Training'. Most notably, the heading structure is incorrect across both web applications, with the <H1> tag frequently absent. It is crucial that the heading hierarchy is correctly structured to support users who rely on headings for navigation. Similarly, several webpages across both applications lack ARIA landmarks for page regions. All content must be contained within ARIA landmarks; otherwise, users who depend on them may unintentionally skip or miss webpage content. Additionally, both web applications feature 'Search' inputs that do not provide a label. It is imperative that form elements have accessible text to allow users of assistive technologies to identify their purpose.

It has also been identified, unique to 'School Placements', the 'Check your answers' webpage contains heading-styled text "Check your answers" that uses custom CSS for styling instead of semantic markup such as <H1>. To support users of assistive technologies like screen readers, semantic markup should be used to convey information rather than relying on custom styling. Furthermore, on the same 'Check your answers' webpage, there are two identical 'Change' links associated with adding a mentor. Links should be readily distinguishable to assist screen reader users.

Outside of the level A and AA test execution, 5 user journeys have been conducted to test the websites usability with assistive technologies. Unique to Android Talkback, it was found that when navigating the 'Check your answers' webpage, main body content is inaccessible and unable to be focused. This appears to only be seen during the 'Add a mentor' user journey.

Regarding the specific feedback requested relating to GDS Status tags, the GOV.UK design system tag components do not present any accessibility concerns in the examples provided.

To conclude our accessibility audit, 19 new issues have been raised in the tracker. Over 68% of the issues raised have been assigned a major severity where level A WCAG standards have not been met. This concludes accessibility testing on the scoped 'School Placements' and 'Claim Funding for Mentor Training' websites.

## Top 5 Issues of Concern

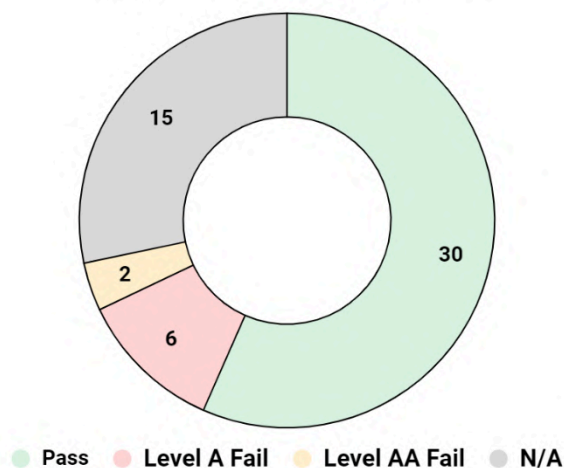
<b>Issue 1</b>	<u>#2 - [Ally] [School Placements] 2.4.1 Bypass Blocks - Heading Structure Incorrect</u>
<b>Issue 2</b>	<u>#4 - [Ally] [School Placements] 1.3.1 Info and Relationships - Page Regions Not Identified with ARIA Landmarks</u>
<b>Issue 3</b>	<u>#1 - [Ally] [School Placements] 1.1.1 Non-Text Content - Form Inputs Lack Text Labels</u>
<b>Issue 4</b>	<u>#3 - [Ally] [School Placements] 1.3.1 Info and Relationships - Variations in Text Convey Information</u>
<b>Issue 5</b>	<u>#10 - [Ally] [School Placements] 2.4.4 Link Purpose (In Context) Multiple Instances of Identical Link Text</u>

## Metrics

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

<b>Results</b>	<b>Total</b>
<b>Pass</b>	30
<b>Level A Fail</b>	6
<b>Level AA Fail</b>	2
<b>N/A</b>	15

### WCAG Guideline Breakdown



## User Journeys

The table below describes the user journeys (UJ) that were tested.

<b>User Journey 1</b>	Users can add a placement
<b>User Journey 2</b>	Users can add a mentor
<b>User Journey 3</b>	Users can add a claim
<b>User Journey 4</b>	Admins can view organisations and the details of an organisation
<b>User Journey 5</b>	Admins can filter claims

## Screen Readers (Desktop)

Assistive Technology	Version	Browser	UJ.1	UJ.2	UJ.3	UJ.4	UJ.5
<b>JAWS</b>	2024	Chrome 127	Pass	Fail	Pass	Pass	Pass
<b>NVDA</b>	2023.3	Edge 127	Pass	Fail	Pass	Pass	Pass
<b>MacOS VoiceOver</b>	17	Safari 17	Pass	Pass	Pass	Pass	Pass

## Screen Readers (Mobile)

Assistive Technology	Version	Browser	UJ.1	UJ.2	UJ.3	UJ.4	UJ.5
iOS VoiceOver	17	Safari 17	Pass	Fail	Pass	Pass	Pass
Android TalkBack	14	Chrome 127	Pass	Blocked	Pass	Pass	Pass

## Magnification

Assistive Technology	Version	Browser	UJ.1	UJ.2	UJ.3	UJ.4	UJ.5
Windows Magnifier	n/a	Chrome 127	Pass	Pass	Pass	Pass	Pass

## Speech Recognition

Assistive Technology	Version	Browser	UJ.1	UJ.2	UJ.3	UJ.4	UJ.5
Dragon Naturally Speaking	15	Chrome 127	Pass	Pass	Pass	Pass	Pass

## Appendix A: Guideline Results

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



<b>Seizures</b>	Pass	Pass	N/A
<b>Navigable</b>	Fail	Fail	Pass
<b>Input Modalities</b>	Pass	Pass	Pass
<b>Readable</b>	Pass	Pass	Pass
<b>Predictable</b>	Pass	Pass	Pass
<b>Input Assistance</b>	Fail	Fail	Pass
<b>Compatible</b>	Fail	Fail	N/A

## Appendix B: Guideline Breakdown

Test Area	Requirement	Test Case	Overall Result	Issue Reference
<b>Text Alternatives</b>	Frames, images, multimedia, etc. are considered accessible using alternative text, values, labels and titles.	<b>A:</b> 1.1.1 Non-Text Content	Fail	#1
<b>Time-Based Media</b>	Video and audio elements are accessible and alternative audio and/or visual aids have been provided.	<b>A:</b> 1.2.1 Pre-Recorded Audio-Only and Video-Only	N/A	
		<b>A:</b> 1.2.2 Captions (Pre-Recorded)	N/A	
		<b>A:</b> 1.2.3 Audio Description or Media Alternative (Pre-Recorded)	N/A	

		<b>AA:</b> 1.2.4 Captions (Live)	N/A	
		<b>AA:</b> 1.2.5 Audio Description (Pre-Recorded)	N/A	
<b>Adaptable</b>	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.	<b>A:</b> 1.3.1 Info and Relationships	Fail	#1,#2,#3,#4
		<b>A:</b> 1.3.2 Meaningful Sequence	Pass	
		<b>A:</b> 1.3.3 Sensory Characteristics	Pass	
		<b>AA:</b> 1.3.4 Orientation	Pass	
		<b>AA:</b> 1.3.5 Identify Input Purpose	N/A	
<b>Distinguishable</b>	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.	<b>A:</b> 1.4.1 Use of Colour	Pass	
		<b>A:</b> 1.4.2 Audio Control	Pass	
		<b>AA:</b> 1.4.3 Contrast (Minimum)	Pass	
		<b>AA:</b> 1.4.4 Resize Text	Fail	#7,#5
		<b>AA:</b> 1.4.5 Images of Text	N/A	
		<b>AA:</b> 1.4.10 Reflow	Fail	#7,#6
		<b>AA:</b> 1.4.11 Non-text Contrast	Pass	

		<b>AA:</b> 1.4.12 Text Spacing	Pass	
		<b>AA:</b> 1.4.13 Content on Hover or Focus	N/A	
<b>Keyboard Accessible</b>	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.	<b>A:</b> 2.1.1 Keyboard	Pass	
		<b>A:</b> 2.1.2 No Keyboard Trap	Pass	
		<b>A:</b> 2.1.4 Character Key Shortcuts	Pass	
<b>Enough Time</b>	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.	<b>A:</b> 2.2.1 Timing Adjustable	N/A	
		<b>A:</b> 2.2.2 Pause, Stop, Hide	N/A	
<b>Seizures</b>	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.	<b>A:</b> 2.3.1 Three Flashes or Below Threshold	Pass	
<b>Navigable</b>	The user can skip repeated elements on the page using a CTA or appropriately structured heading hierarchy. Titles are used where appropriate and	<b>A:</b> 2.4.1 Bypass Blocks	Fail	#2
		<b>A:</b> 2.4.2 Page Titled	Pass	

	the purpose of links, buttons and map hotspots can be determined and are readily distinguishable. More than one 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).	<b>A:</b> 2.4.3 Focus Order	Pass	
		<b>A:</b> 2.4.4 Link Purpose (In Context)	Fail	#10,#4
		<b>AA:</b> 2.4.5 Multiple Ways	N/A	
		<b>AA:</b> 2.4.6 Headings and Labels	Pass	
		<b>AA:</b> 2.4.7 Focus Visible	Pass	
		<b>AA:</b> 2.4.11 Focus Not Obscured (Minimum)	Pass	
<b>Input Modalities</b>	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).	<b>A:</b> 2.5.1 Pointer Gestures	Pass	
		<b>A:</b> 2.5.2 Pointer Cancellation	Pass	
		<b>A:</b> 2.5.3 Label in Name	Pass	
		<b>A:</b> 2.5.4 Motion Actuation	N/A	
		<b>AA:</b> 2.5.7 Dragging Movements	N/A	
		<b>AA:</b> 2.5.8 Target Size (Minimum)	Pass	
<b>Readable</b>	The language of the page or each passage or phrase in the content can be programmatically determined.	<b>A:</b> 3.1.1 Language of Page	Pass	
		<b>AA:</b> 3.1.2 Language of Parts	Pass	

<b>Predictable</b>	Interaction with the elements on the page does not result in a change of context or substantial change to the page. Navigation is consistent throughout the website and components that have the same functionality within a set of webpages (e.g., a 'Save' button) are identified consistently.	<b>A:</b> 3.2.1 On Focus	Pass	
		<b>A:</b> 3.2.2 On Input	Pass	
		<b>AA:</b> 3.2.3 Consistent Navigation	Pass	
		<b>AA:</b> 3.2.4 Consistent Identification	Pass	
		<b>A:</b> 3.2.6 Consistent Help	Pass	
<b>Input Assistance</b>	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.	<b>A:</b> 3.3.1 Error Identification	Fail	#5
		<b>A:</b> 3.3.2 Labels or Instructions	Fail	#8
		<b>AA:</b> 3.3.3 Error Suggestion	Pass	
		<b>AA:</b> 3.3.4 Error Prevention (Legal, Financial, Data)	N/A	
		<b>A:</b> 3.3.7 Redundant Entry	N/A	
		<b>AA:</b> 3.3.8 Accessible Authentication	N/A	
<b>Compatible</b>	Markup is written in a way that facilitates accessibility, and changes in the page are announced to screen readers.	<b>A:</b> 4.1.2 Name, Role, Value	Fail	#9
		<b>AA:</b> 4.1.3 Status Messages	Pass	

## 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.