

INM_315 Evaluating Interactive Systems Coursework

Usability Report

Word Count: 2998

I agree that this report can be shared with Swim England.

Executive Summary

This report outlines the results acquired through a usability test of the Swim England website. The main focus was placed upon the overall usability of the site, based upon four distinct objectives: (1) the users' first impression of the homepage, covering the purpose of the homepage's clarity and the target audience; (2) navigation and availability of key information; (3) discoverability and usability of 'PoolFinder' tool; and (4) the user experience related to swimming progression stages – assessment of 'Learn to Swim'.

Recruitment was done for five participants for moderated usability testing sessions. Based on realistic user scenarios and aligned with the evaluation goals, they performed sequentially seven tasks. Sessions were recorded, transcribed, and manually analyzed with the use of affinity mapping and a rainbow spreadsheet in order to identify and group prominent issues and patterns.

The results indicated multiple recurring usability issues. Some participants said they had trouble understanding the purpose of the website describing it as outdated and cluttered. Labeling was inconsistent with duplicate or hidden content, and key pathways were difficult to find. The majority did not notice the grey top-level navigation bar nor the 'Useful Links', mainly sticking with the key Swim England main menu, thus missing key elements such as Volunteering. Despite the PoolFinder tool being highly praised for being user intuitive and useful, its placement caused discoverability issues. Similarly, in the Learn to Swim section, users had trouble locating progression stages due to poor labeling (e.g., under "Awards") and subtle menu structure changes when assessing a different domain that were not visually indicated.

In response, four main suggestions were made: (1) adopt a simple banner across the homepage clearly stating the purpose of the web site and identifying its target audience; (2) merge the two horizontal navigation menus and 'Useful Links' into a single system highlighting key user journeys; (3) examine and refine the navigation labels throughout the web site; and (4) include clear visual cues while moving between domains in the web site in order to help guide users maintain orientation.

The study presents practical suggestions for clarifying, making more findable, and generally ensuring user satisfaction across the site.

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Goals

Swim England wanted to assess their website in terms of general usability, including navigation, findability of key information and visual appeal. The four following goals were established:

1. General evaluation of the homepage including first impressions, whether the main purpose and the target audience is clear and the general visual appeal.
2. Usability of the menu structure and whether users can locate essential information such as volunteering at an event, becoming a swimming teacher, finding out about a specific event.
3. Findability and usability of the 'PoolFinder' functionality.
4. User experience of finding information about learning to swim and progressing through swimming stages from the perspective of various user types (e.g., parents of young children, intermediate swimmers).

Method

This part outlines the structure and conduct of usability testing with explanations for the methodologies chosen. Where ideal practices are departed from, such instances are noted as necessary requirements.

Task design

Seven tasks were designed: an open-ended exploratory task and six scenario-based usability tasks, directly corresponded to the goals listed under evaluation in the brief.

The first task was broad and observation-oriented to suit Goal 1, homepage success. It invited users to glance around the homepage, report their first impressions, their notion of the website's purpose, of who it was meant for, and its appearance. The task was designed to be open-ended because, thus encouraging spontaneous responses (Krug, 2014; Dumas & Redish, 1999).

To evaluate the organization of the menu and its findability of important information (Goal 2), four scenario-based tasks were created testing the findability of some of the most important elements:

- Volunteering - Claim general volunteering interest.
- Coaching - Obtain information about how to become a swimming coach.

- Swimming Teacher - Some were requested to find information on becoming a Level 1 instructors, and the others were requested to ask about how to progress to Level 2, to examine different possible pathways.
- Event Search - Locate details about a forthcoming event.

To achieve Goal 3, a task requested users to find a local pool using PoolFinder to assess the tool's usability, visibility, and perceived usefulness.

Finally, Goal 4 was addressed by a task simulating development scenarios. Users were assigned tasks such as searches for lessons appropriate to children's different stages or exploration of advanced stages such as water polo or diving. It ensured evaluation of the Learn to Swim pathway from multiple user perspectives, without overburdening individual participants.

All tasks reflected realistic user goals and were designed as open-ended scenarios to elicit natural navigation patterns and spontaneous user feedback. (Dumas & Redish, 1999; Barnum, 2011).

Participants

Swim England's website targets a wide range of users, including:

- Recreational/independent swimmers
- Caregivers seeking guidance about their children's progression.
- Aspiring or active teachers/coaches
- Competitive or advanced-level swimmers
- Stakeholders and organizations such as educators or club organizers

Nielsen and Landauer (1993) recommend five participants per group as a minimal number to establish common usability issues. Ideally, a total of 25 participants should be recruited from these groups by using pre-screen questionnaires designed to provide a variation of swimming competence as well as digital skills. Participant recruitment would ideally take place through relevant networks and Swim England communication channels, with a suggested incentive (e.g. vouchers) to encourage participation (Rubin & Chisnell, 2008).

Due to scope and time constraints, five participants were selected from the interviewer's immediate network. They were recreational swimmers with varying degrees of swimming activity. The selection may limit generalization of results but in the scenarios, they were assigned roles (e.g., parent, coach) to simulate a larger stakeholder experience.

All participants signed a consent form prior to this session, confirming that their data was to be documented and used only for academic purposes.

Materials and Tools

The script was based on a template provided by [City Interaction Lab](#) (Scott S., 2025). A series of warm-up questions were created to gather information about each participant's swimming background and typical search behavior. This procedure served to relax participants and provide valuable context about their user identity (Barnum, 2011; Rubin & Chisnell, 2008).

The session was designed to last between 30 and 45 minutes, in line with set protocols for moderate usability testing (Krug, 2010). One interview was conducted in person and the others remotely. Participants used their own devices and chosen browsers to access the website, thus maintaining participant comfort and a real-life simulation (Bargas-Avila & Hornbæk, 2011).

Screen and audio captures were taken with OBS Studio. Tasks were presented in verbal and written form. Ideally, pre- and post-test questionnaires designed to elicit demographic data and measure perceived usability would have complemented the observational data (Tullis & Albert, 2013; Brooke, 1996). Alas, these tools were not used because of time issues and the scope of the evaluation.

Procedure

Each session began with a brief overview of the study's aims, followed by informed [consent](#). Participants were reassured that the session focused on evaluating the website, not them to reduce evaluation anxiety (Barnum, 2011). The short warm-up conversation preceded the tasks.

The Ericsson and Simon (1993) think-aloud protocol was used consistently throughout. Participants were asked to verbalize their expectations, responses, and thoughts as they interacted with the site. Where participants were having trouble, neutral questions, e.g., "What are you currently thinking?" (Albert et al., 2010), were used to nudge participants without guiding them. Prompts were minimized and only used where participants were clearly stuck or unsure how to proceed.

Activities were assigned in a sequence, one at a time. No strict time limits were imposed, allowing users to proceed at their natural pace. No preliminary pilot test was conducted, but task clarity was informally reviewed.

At the end of the session, participants were debriefed and asked to reflect on several themes, including usability, aesthetic satisfaction, anything especially frustrating or pleasingly fulfilling they encountered and to rate their experience.

Data analysis

The usability test produced a large amount of qualitative data, which was captured in audio and visual form. The recordings were then transcribed using Otter.ai, a speech-to-text AI program. Transcripts were reviewed against recordings for accuracy before annotation, ensuring a comprehensive context-specific understanding of the participants' actions and comments. Annotations were added to highlight the places visited, time spent on each page, navigation behaviors (scrolling, clicking, hovering) and visible or audible emotional cues (confusion, hesitation) to develop a nuanced understanding of the user experience (Barnum, 2011).

[Transcripts](#) were manually coded and color-tagged into three broad categories:

Usability issues – Barriers that impeded user progress, clarity, or task completion.

Positive usability results - Actions that indicate a feature or interaction operated smoothly, or in an unconscious way.

Supplemental feedback – Comments not related to navigation, including matters of branding, visual appeal, or content coherence.

Regarding the definition of positive results, it was often difficult separating actual positive usability results with expected behavior of a typical website. As a result, observations were categorized as "positive" only when a participant would openly compliment a feature, or when the task was performed much faster or more intuitively, resulting in a degree of ease greater than initially expected.

For Goals 2 through 4, all the discovered usability issues and positive findings were compiled into a structured [usability table](#) in a methodical manner. The table included the location of the problems, participant number, and brief descriptions. This data was used to group commonly encountered observations and to match them with the brief goals and thus to create the [rainbow spreadsheet](#) - One row represented a unique usability issue or beneficial comment, and each column represented if a certain participant was faced with this problem. The color coding helped to denote the number of users affected by each of these issues, thus aiding in prioritization of common or serious problems to incorporate into the recommendations (Kuniavsky, 2003).

Goal 1, which focused on homepage impressions, did not yield standard usability problems but produced exploratory and perceptual findings on the website's aesthetics, clarity, and targets. The feedback gathered was analyzed using [Affinity Mapping](#), a method used to group open-ended user thoughts into emerging themes (Dumas & Redish, 1999; Holtzblatt & Beyer, 1997). This method grouped recurring patterns and sentiments into key

themes—such as visual design and navigation structure—facilitating a clearer understanding of how users interpret the site’s purpose and usability.

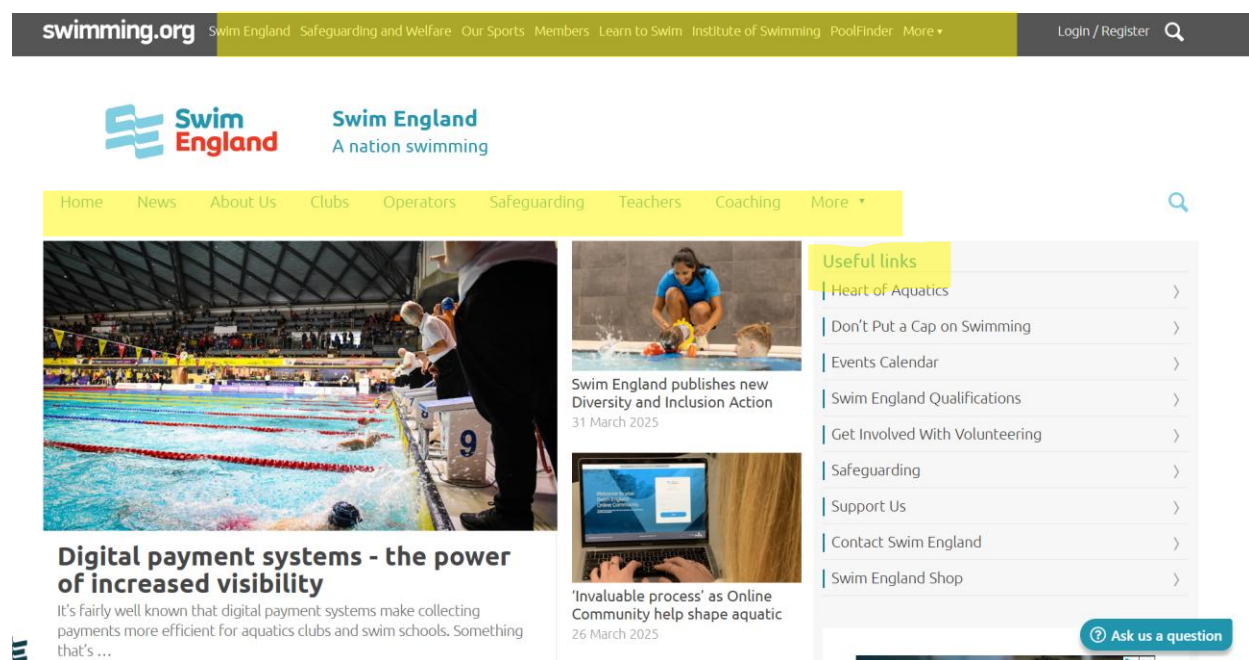
While the manual coding followed set protocols, some interpretations, being potentially subjective or emotionally weighted, are vulnerable to bias. In this case, steps were taken to prevent overgeneralization, with all findings being rooted in observable behaviors or overt participant reflections. The use of inter-rater reliability or qualitative analysis software such as NVivo would add objectivity to the research (Tullis & Albert, 2013). However, within the constraints of resources connected to the current study, the research methodology used provided an adequate and appropriate foundation for analysis.

Results

Goal 1 Homepage Clarity & First Impressions

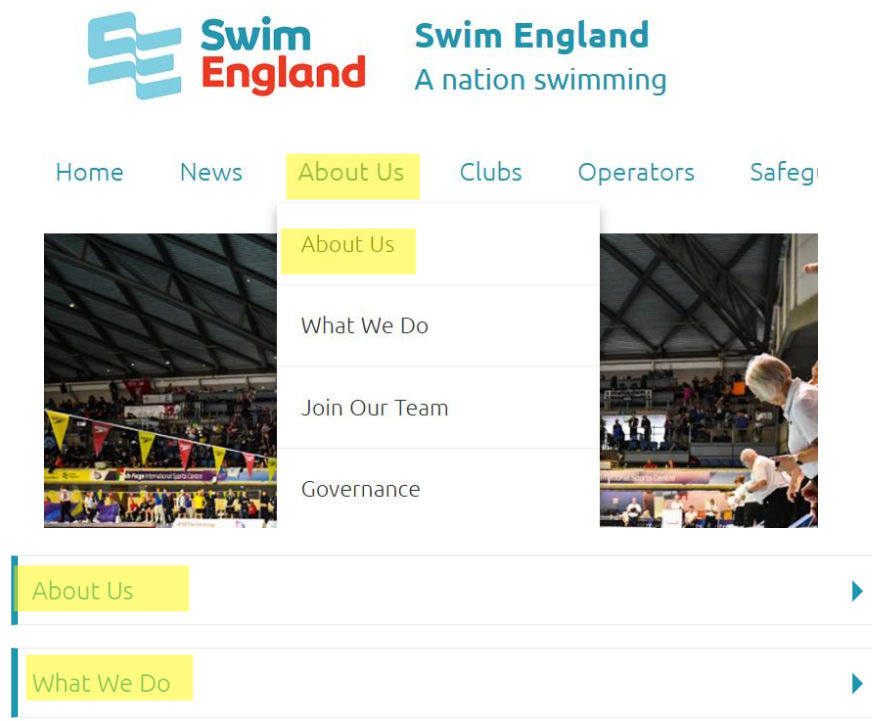
Initial user engagement with the Swim England homepage revealed ongoing issues relating to visual clarity, purposeful communication, and identification of the site's intended audience.

The homepage's visual design was generally found to be outdated and cluttered. Users were greeted with an overwhelming interface because of multiple navigation elements (e.g., the Swim England menu, the top gray band, and sub-sections like “Teachers,” “Clubs,” etc.).



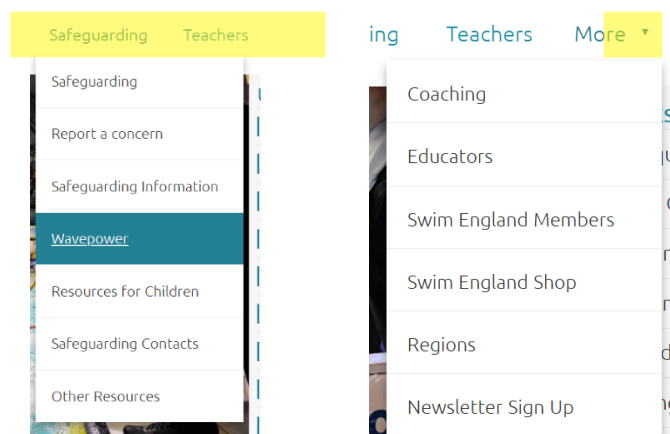
Homepage: Multiple Navigation Elements

Furthermore, users noticed repetition of some elements across the page (e.g. “About Us”)



Homepage: Repetition of elements

This created a sense of confusion and required substantial cognitive processing. The lack of strong visual hierarchy and the lack of consistency of page items made it difficult for users to know where to focus their attention or how to start their navigation. Users mentioned inconsistencies e.g. some items in the main navigation bar had drop-downs and others not.



Homepage: Inconsistencies – ‘Safeguarding’ has a drop-down, ‘Teachers’ does not, ‘More’ has after clicking on the arrow.

In addition, aspects of the design like tiny fonts, lack of contrast, excessive white space, and inconstancy in layouts even decreased the experience's visual attractiveness and coherence.

Furthermore, users often had a limited understanding of the purpose of the site, assuming it was solely designed to help people learn to swim or find instructors and classes. However, few saw the multiple purposes related to creating a unified page including training, club administration, or professional development. This suggests that the homepage fails to clearly express the varied range of services and stakeholders that the company serves.

Respectively, the intended target audience was not immediately obvious. Although some assumed that it was intended for parents or leisure swimmers, others were unsure or confused about its intent. There was little suggestion that the site also serves professionals, such as teachers or owners of swimming clubs, who represent key user groups.

While some characteristics were held in positive regard—e.g., distinguishable placing of educators or clubs—these were often criticized during task-based interactions based on their perceived faults in terms of functionality or clarity. This indicates an inconsistency between initial impressions and real-world applicability.

Goal 2 - Menu Structure & Key Information Findability

Tasks related to volunteering, coaching, instruction, and event information revealed several recurring usability issues in the menu setup and navigational routes.

Participants generally found the “Coaching” and “Teachers” tabs in the Swim England navigation menu relatively easy to locate, and those pages were usually accessed without confusion. However, the “Teachers” tab was clearly visible in multiple locations — on the navigation panel, one of the four blocks on the homepage, and in one of the promotion banners — which created uncertainty in whether each of these links was taking readers to the same content.



Homepage: Teachers located in multiple places, in different forms.

Many users ignored the top-level gray navigation bar altogether, assuming all important content was covered through the prominent Swim England menu. Likewise, “Useful Links”, which covered Volunteering and the Events Calendar, were either skipped or found only after other less relevant areas had first been explored. Even those who located this section often skimmed through it superficially or downplayed its importance because it was not visually prominent.

In general, the participants expected critical information to be more hierarchically organized and coherent within the main navigation bar.

Goal 3: PoolFinder Usability

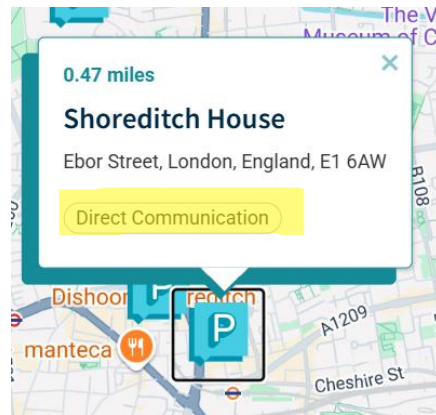
The task of finding a nearby swimming pool through the PoolFinder tool returned positive findings, though it also faced some issues regarding visibility.

Most users described an easy experience using the tool with two people deeming it to be the best and easiest part of the whole site. The filtering functions, the search, and the general structure were found to be coherent, intuitive and well-organized.

However, many were having problems with first finding the PoolFinder. Even though placed in the top gray navigation bar, it was often overlooked—many only became aware of it after being prompted, whilst others ignored it completely, claiming it looked like a banner. Participants would usually focus their attention on the Swim England navigation bar, expecting all facilities to be found there and thus incorrectly assuming that areas like “Clubs” could be the path to look for pool details, causing unnecessary diversions and increasing confusion.

Across the pages: Upper navigation bar was into prominent and mainly ignored

One user was able to reach the PoolFinder through an alternative path outside of the expected flow, which indicates further visibility and position problems. Another user attempted to interact with a tag on the PoolFinder labeled “Direct Communication,” assuming its interactability but found it to be static text. This resulted in temporary annoyance and highlighted the lack of affordance in the user interface.



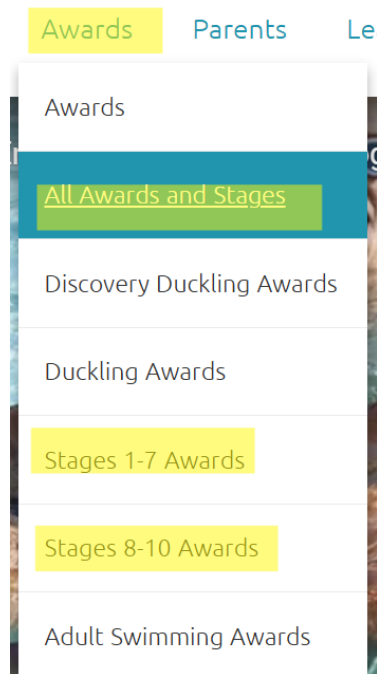
PoolFinder: User assumed tag was clickable.

In a later task, a participant accidentally entered the PoolFinder in search of diving clubs, but went back assuming they were not included there. This suggests that users might not have complete knowledge of the extent of the service because of the range of its features.

Overall, while the tool itself garnered positive feedback, the difficulties in its discoverability and integration into the site's main navigation represented major usability problems.

Goal 4 - Learn to Swim Usability and Progression Pathway.

Most participants faced difficulties particularly in finding out the stages of progression, mainly because stages were located under the label “Awards,” which was not associated with learning progression in the minds of users. Thus, most people found the right page accidentally or after a long exhaustive search, browsing sections considered irrelevant, like “Safeguarding” or “Qualifications”.



Learn to Swim: 'Stages' were not expected to be found under 'Awards'

Regarding locating the 'Learn to Swim', since most users became familiar with the upper navigation bar from the previous task, they had no issue finding it.

On the other hand, the changes in the structural organisation within the Learn to Swim menu, even if the visual components remained the same as in the homepage, led to greater confusion. Most of the users often were not able to acknowledge that structural changes had taken place, generating a sense of confusion and disorientation.

In summary, poor labeling, contextually subtle changes to the navigational scheme, and reliance on non-intuitive categories like "Awards" all significantly impacted the usability of this section.

Recommendations

1. Clarify website purpose and target audience on the homepage

Most of the participants stated that either the purpose of the website or its target audience was unclear or only partly understood. To correct this shortcoming, Swim England should consider adding a brief and salient description stating the purpose and scope of the website near the top of the homepage. Krug (2014) suggests that users are in a position to identify a website's purpose within the first few seconds. Nielsen (2000) argues that homepage clarity supports credibility and reduces abandonment.

2. Streamline navigation by merging the menus into one and highlighting key user paths.

Most participants did not identify the primary grey navigation bar and assumed all key links would be included in Swim England's menu. Redundancy and inconsistency between the menus resulted in user confusion and increased cognitive load. Many participants ignored or missed key items like “Volunteering” and “Events” because these were buried under the Useful Links. It is best to reduce these two navigation bars and ‘Useful Links’ to one well-organized primary one. The new menu should prioritize Swim England's key user journeys (i.e., training, coaching, volunteering), and display them prominently. Dumas and Redish (1999) state that simplifying menus, combined with focusing on primary user activities, increases findability. Garrett (2010) also points out the importance of aligning navigation structures with user intentions in an effort to diminish cognitive friction.

3. Evaluate and Improve Navigation Labels

Unclear or misleading labels—illustrated by the term “Awards” being used for Learn to Swim phases—created confusion. Users commonly misread or overlooked key areas (e.g., confusing “Clubs” with content relating to pools), highlighting an ongoing labeling issue across the site.

Swim England should conduct an in-depth review and overhaul of the navigation headings across the site to ensure that it reflects the content and user expectations. For instance, content related to Learn to Swim stages should be renamed properly (for instance, "Swimming Stages" or "Progression Levels" instead of "Awards").

All labels should follow best practices in web usability by using user-centered and intuitive language, in addition to being consistent in menus and their corresponding subsections (Krug, 2014; Nielsen, 2000).

4. Ensure visual consistency or differentiation in navigation menus

Participants often did not have a sense of moving into a separate domain with a different menu—e.g., the Learn to Swim—because of the top navigation's consistent visual appearance. This created confusion about whether they were still within the Swim England site or in a separate subsection. While the menu content changed, the overall design and visual presentation did not convey any contextual shift. Interfaces need to present clear visual cues to reflect changes in the state of the system Norman (2013). Furthermore, Nielsen (1995) lists "Consistency and Standards" as one of his basic usability heuristics.

It is recommended that either:

- There is a consistent primary menu throughout all domains, or
- Visual or structural cues distinctly signal the introduction of a new navigation system, such as in changes in placement or in headings or in color.

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Rainbow Spreadsheet

| Brief Goal | Evaluation Task | Location | Observation Type | Issue Description | P 1 | P 2 | P 3 | P 4 | P 5 |
|--|---------------------------------|--|------------------|---|-----|-----|-----|-----|-----|
| 2. Swim England would like to know about the usability of the menu structure and whether key information is findable via the menu structure. | 1 - Claim Volunteering Interest | Homepage | Usability Issue | The user believes volunteer information will be located in the main navigation menu. The 'Useful Links' section is also not easily located, causing them to overlook relevant links during their initial search. | | | | | |
| 2. Swim England would like to know about the usability of the menu structure and whether key information is findable via the menu structure. | 1 - Claim Volunteering Interest | Homepage | Usability Issue | The user is confused by the labels and unintentionally clicks in unrelated sections (i.e., 'Members' and 'Operators') when they are searching for volunteer information. The labels are misleading or not clear enough, and they do not align with the users' expectations. | | | | | |
| 2. Swim England would like to know about the usability of the menu structure and whether key information is findable via the menu structure. | 1 - Claim Volunteering Interest | Volunteering Page → Return to Homepage (after task completion) | Usability Issue | Participant is unsure how to quickly return to the homepage using the menu. They try clicking on the logo etc and end up using the back button. | | | | | |
| 2. Swim England would like to know about the usability of the menu structure and whether key information is findable via the menu structure. | 2 - Coaching | Homepage | Positive Finding | Participant immediately locates the correct 'Coaches' tab from the navigation menu without hesitation. | | | | | |
| 2. Swim England would like to know about the usability of the menu structure and whether key information is findable via the menu structure. | 3 - Teacher | Homepage | Positive Finding | Participant immediately locates the correct 'Teachers' tab from the navigation menu without hesitation. | | | | | |

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| 2. Swim England would like to know about the usability of the menu structure and whether key information is findable via the menu structure. | 3 - Teacher | Homepage | Usability Issue | Homepage contains multiple paths (nav bar, block) labeled "teachers" leading to identical pages, creating redundancy and misleading user expectations. | | | | | |
| 2. Swim England would like to know about the usability of the menu structure and whether key information is findable via the menu structure. | 3 - Teacher | Homepage | Usability Issue | User finds relevant information through an advertisement link instead of the main navigation options, leaving the user in doubt of how accurate and reliable the source is, despite completing the task. | | | | | |
| 2. Swim England would like to know about the usability of the menu structure and whether key information is findable via the menu structure. | 4 - Events | Homepage | Usability Issue | The user checks the main navigation and the 'More' dropdown first to look for information on events. The user does not see the 'Events Calendar' link under the 'Useful Links' section. They expect to see event information in the primary navigation, not in a second-level section. | | | | | |
| 2. Swim England would like to know about the usability of the menu structure and whether key information is findable via the menu structure. | 4 - Events | Homepage | Usability Issue | The user expected events to be located under tabs like News or More. This caused confusion and increased the time spent searching. | | | | | |
| 3. Investigate the findability and usability of the 'PoolFinder' functionality. This should include exploring whether users would use this functionality in the future and how It could be improved. | 5 - PoolFinder | Homepage | Usability Issue | The user does not notice the top gray navigation bar, which includes the PoolFinder, indicating that its visual design and placement do not attract user attention. | | | | | |

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| 3. Investigate the findability and usability of the 'PoolFinder' functionality. This should include exploring whether users would use this functionality in the future and how It could be improved. | 5 - PoolFinder | Homepage | Usability Issue | The user is confused by terms such as Regions, Clubs, and Operators. They believe these may contain pool information, thus causing confusion and delays. This indicates that the labels are unclear and do not match the users' expectations. | | | | | |
| 3. Investigate the findability and usability of the 'PoolFinder' functionality. This should include exploring whether users would use this functionality in the future and how It could be improved. | 5 - PoolFinder | Clubs | Usability Issue | The user completed the task via an unexpected route through 'Clubs'. There was no sign or indication this was the correct path in completing the task. | | | | | |
| 3. Investigate the findability and usability of the 'PoolFinder' functionality. This should include exploring whether users would use this functionality in the future and how It could be improved. | 5 - PoolFinder | PoolFinder | Usability Issue | User didn't realize that diving clubs are also included in the PoolFinder. | | | | | |
| 3. Investigate the findability and usability of the 'PoolFinder' functionality. This should include exploring whether users would use this functionality in the future and how It could be improved. | 5 - PoolFinder | PoolFinder | Usability Issue | After selecting a pool, the user sees the tag 'Direct Communication' and expects it to be clickable. However it is not, leading to unexpected behaviour and confusion. | | | | | |
| 3. Investigate the findability and usability of the 'PoolFinder' functionality. This should include exploring whether users would use this functionality in the future and how It could be improved. | 5 - PoolFinder | PoolFinder | Positive Finding | Uses the 'PoolFinder' confidently and successfully, praising it as a useful tool once found. | | | | | |

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| 4. Investigate the usability and UX of user journeys for finding out about learning to swim and progressing through the stages (the swimming progression pathway), from the perspective of different kinds of users. | 6 - Learn to Swim | Homepage | Usability Issue | Struggled to find Learn to Swim. Explored multiple irrelevant sections including Safeguarding resources for children, Teachers, Qualifications, and Operators, without success. | | | | | |
| 4. Investigate the usability and UX of user journeys for finding out about learning to swim and progressing through the stages (the swimming progression pathway), from the perspective of different kinds of users. | 6 - Learn to Swim | Learn to Swim page | Usability Issue | Upon entering the Learn to Swim section, the users noticed that the main Swim England navigation bar changed, which caused confusion. They commented that it looked exactly the same but had different options, leading to difficulty distinguishing site structure. | | | | | |
| 4. Investigate the usability and UX of user journeys for finding out about learning to swim and progressing through the stages (the swimming progression pathway), from the perspective of different kinds of users. | 6 - Learn to Swim | Learn to Swim page | Usability Issue | Confusion caused by unclear labeling and feedback. The users explore multiple pages (e.g. 'Parents') and express uncertainty about whether the content is relevant or if they've reached the right section. | | | | | |
| 4. Investigate the usability and UX of user journeys for finding out about learning to swim and progressing through the stages (the swimming progression pathway), from the perspective of different kinds of users. | 6 - Learn to Swim | Learn to Swim Awards | Usability Issue | Vital content (stage-specific swim guidance) hidden in an unintuitive location, resulting in finding it by chance and causing frustration. | | | | | |

Appendices

Appendix A – Usability Testing Script

Session Instructions

We are working with Swim England in the context of a university module. Over the next 30 to 45 minutes I will guide you through a scenario with a number of tasks designed to allow you to interact with it.

Before we start, there are a few things to bear in mind:

- You will be looking at a fully functioning website, so everything should work as intended. Let me know if there is anything you don't expect to happen and I'll tell you whether it is intended.
- I will set a series of tasks for you to follow and may ask you questions after you complete each task to find out more about your experience
- I will ask you questions but won't guide you, so while you are performing the individual tasks, try to imagine I'm not here
- We will be recording what you do and what you say
- I'd like you to speak out loud and talk me through what you are doing. Also, while you are doing the tasks if you could let me know what you see, think, like, dislike, and what you might do next.
- We are testing the website design, not you, so nothing you do or say is wrong.
- I have no personal involvement in the design of this site, so don't be afraid to say what's on your mind.
- You are free to take a break at any time.
- Everything you say and do will remain confidential and only in the scope of the module.

[Ask participants to sign the consent form]

[Start Recording]

Warm-up questions

- Can you tell me about your experience with swimming? (e.g., Are you a beginner, casual swimmer etc.)
- Where did you learn to swim?
- When looking for swimming-related information (e.g., lessons, competitions, facilities), where do you typically search online?

Tasks

Q1

This is Swim England's official website. Spend a few moments exploring it and share your **first impressions** with me. You don't have to perform any specific actions for now.

1. What do you think Swim England does based on what you see?
2. Who do you think the website is aimed at?
3. How visually appealing do you find the home page?

Q2

1. You are passionate about swimming and would like to get involved in events as a volunteer. You heard that Swim England provides volunteering opportunities, and you want to find out how to claim your interest.
2. You are interested in becoming a swimming coach to train swimmers. You want to find out more information on how to start your coaching journey through Swim England.
3. - You are already a Level 1 qualified swimming teacher, and now you want to advance to Level 2 to take on more responsibilities and teach independently. You visit the Swim England website to find out how to progress to the next level.

or

-You want to become a qualified swimming teacher and you have no prior experience, meaning you want to become a Level 1 teacher. Visit the Swim England website to find out how to start your teaching journey.

4. You have been training in artistic swimming for the past year and are interested in competing in an upcoming event. You recently heard about a

designated artistic swimming competition happening in the UK in April, and you want to find more information about it, including dates, location, eligibility requirements, and how to register.

Q3

You are based in Shoreditch and you are looking for a swimming pool in your area to train. Use the PoolFinder tool to find a pool that suits you.

Q4

- You are an intermediate swimmer and want to take swimming to the next level so you decide to check out diving classes, which is in the advanced stages of swimming. Use the 'Learn to Swim' guide provided by Swim England to find more information.
or
- You are an intermediate swimmer and want to take swimming to the next level so you decide to check out artistic swimming classes, which is in the advanced stages of swimming. Use the 'Learn to Swim' guide provided by Swim England to find more information.
- You are a parent and want your 4-year old toddler to start swimming. Use the 'Learn to Swim' guide provided by Swim England to find more information.
or
- You are a parent and your child has just completed stage 2 of swimming and want to learn more about the next stage (3). Use the 'Learn to Swim' guide provided by Swim England to find more information.
or
- You are a parent and your child has just completed stage 1 of swimming and want to learn more about the next stage (2). Use the 'Learn to Swim' guide provided by Swim England to find more information.

Prompts

General Prompts

- “What are you thinking right now?”
- “Can you tell me what you're trying to do?”
- “How are you feeling about this page?”
- “Is this what you expected to see?”
- “What are you looking for at the moment?”
- “What made you click on that?”
- “Was there anything confusing here?”
- “What do you think this section is for?”

If participants went silent or got stuck

- “It’s okay, just keep talking through what you're doing.”
- “Feel free to say what you’re thinking, even if you’re not sure.”
- “Where do you think you would go next?”

After completing a task

- “Was that easier or harder than you expected?”
- “Was anything unclear or surprising?”
- “Would you have done anything differently if you were doing this on your own?”

Final reflection prompt

- “How would you describe your overall experience using the website?”

Appendix B – Consent Form Template



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Northampton Square
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Participant Informed Consent Form

Title of Study: Evaluating Interactive Systems (INM315)

Please tick
or initial box

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|----|--|--|
| 1 | I confirm that I have read the <i>Participant Information Sheet</i> , for this student coursework project, and can keep a copy of that information for my records. The project has been explained to me, and I had opportunity to ask questions, which were answered satisfactorily. | |
| 2 | I understand that my participation is voluntary, that I can choose not to participate in part or all of the project, and that I can withdraw at any stage, without penalty or disadvantage | |
| 3 | I agree to be interviewed (asked verbal questions). | |
| 4 | I agree to undertake given tasks [on a computer/mobile device] [while being observed]. | |
| 5 | I agree to 'think aloud' while undertaking tasks. | |
| 6 | I agree to screen-recording of tasks I undertake. | |
| 7 | I agree to the session being audio recorded. | |
| 8 | I agree to the session being video recorded. | |
| 9 | I understand that anonymised direct quotes from me, de-identified results and screen images, may be reused in future teaching. | |
| 10 | I understand that anonymised direct quotes from me, de-identified results and screen images, may be used in publications, reports, presentations, posters, and portfolios of the researcher's work. | |
| 11 | I understand that no information that could lead to the identification of any individual will be shared with any other party other than the researcher and those involved in assessing the coursework. | |
| 12 | I agree to City St George's recording and processing this information about me. I understand that this information will be used only for the purpose(s) explained in the <i>Participant Information Sheet</i> , and my consent is conditional on City St George's complying with its duties and obligations under the General Data Protection Regulation (GDPR). | |
| 13 | I understand that data from this study will be stored securely, on a password-protected and encrypted device, and/or in locked storage, and deleted/destroyed after the marks for the coursework have been approved by the examinations board. | |
| 14 | I agree to take part in this study. | |

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|---------------------|-----------|-------|
| _____ | _____ | _____ |
| Name of Participant | Signature | Date |
| _____ | _____ | _____ |
| Name of Researcher | Signature | Date |

Appendix C– Annotated Transcript Sample

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| <p>Participant [10:40] Till now, the first two tasks, I would say that it was more complex than I was expecting. So much irrelevant information—and they're just distractions to me, not even helpful as they probably had in mind.</p> <p>Interviewer [11:02] So you think they were more complicated than they should've been?</p> <p>Participant [11:09] 100%. Not just more—they're exactly... it's a mess. It's a mess.</p> <p>Interviewer [11:15] Okay, why do you think this happens?</p> <p>Participant [11:19] I don't know, but this makes me feel that probably the information that I'm searching for is not valid or not updated. Because I cannot imagine a website with this big and complicated structure being maintained by a person. Okay? So this makes me feel like I'm losing my time and that no email will ever be answered, or any phone...</p> <p>Interviewer [11:50] How are you finding the navigation, like besides the information?</p> <p>Participant [11:58] I find it a little bit difficult. As I told you before, it doesn't have colors, shapes, or buttons to guide me more easily where I'd like to be—as I described here [referring to the homepage].</p> <p>Interviewer [12:11] For the main webpage?</p> <p>Participant [12:15] Yes, let's go to the main website. Here, Okay, I have some drop-downs [in the Swim England navigation bar]. It's inconsistent. Here don't have drop-downs, here have some. Just doesn't seem too friendly. So inconsistent—and with a lot of other landing pages, I do not find them...</p> <p>Interviewer [12:50] It doesn't work the way you expected?</p> <p>Participant [12:54] No. No, no.</p> | <hr/> <p>Task 3: Becoming a Level 1 Swimming Teacher</p> <p>Interviewer [12:57] Okay, So for the next task, now you want to become a qualified swimming teacher, and you don't have any prior experience. So you want to become a Level 1 teacher. You visit the Swim England website to find out how to enroll in a Level 1 course.</p> <p>Participant [13:18] Okay, again, with the same mindset, I would click on Teachers, [clicks on 'Teachers' tab + (https://www.swimming.org/swimengland/teaching-swimming-hub/)] Teachers Hub. I have here a pale blue Contact Us—probably this is the answer. [scrolls through the page] Swim School... okay, <i>Training Courses?</i> No? <i>Teacher Resources, Qualifications...</i> Okay, I would like to click this Contact Us, because probably there is a hidden message again with an email or instructions as before. [clicks on 'Contact Us' and an email page opens] But this is a mail, so no—I don't want to write an email right now. Level 1... <i>Swimming Teacher Resources</i> is a popular one. [clicks on Swimming Teacher Resources from popular content + (swimming.org/swimengland/swimming-teacher-resources/)] Okay. Ah! Level 1—Swimming Assistant, upcoming teacher courses. Probably this is, by mistake—accidentally—the right one. [clicks on this link from the left bar of the page] Yes, I'm going to book on... yeah, I think this is the way. I don't feel sure or even confident to do it again, because I did that by mistake.</p> <p>Interviewer [14:46] Okay. You were just browsing and checking stuff?</p> <p>Participant [14:49] Exactly.</p> <hr/> <p>Task 4: Artistic Swimming Competition in April (UK)</p> <p>Interviewer [14:51] Yeah, okay. Now for the next task, let's go back to the homepage. Let's say you have been training in artistic swimming for the past year and are interested in</p> |
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Example of annotated coded report – Annotations are in brackets [] – Indicating user actions and emotional cues.

Green: positive comments, Yellow: Usability issues, Blue: General feedback

Appendix D – Usability Issues Table

| Participant | Task | Location | Description | Positive Finding / Usability Issue |
|-------------|------------------|--|---|------------------------------------|
| 1 | 1 - Volunteering | Homepage | Participant expected volunteering information to be in the main navigation menu, but does not initially find it there. Additionally, the 'Useful Links' section does not stand out clearly, causing them to overlook relevant links during their first search. | Usability Issue |
| 1 | 1 - Volunteering | Support Us page | Participant is unsure if 'Become a Supporter' relates to volunteering opportunities due to ambiguous labeling, leading them down an incorrect path. | Usability Issue |
| 1 | 1 - Volunteering | Volunteering Page → Return to Homepage (after task completion) | Participant unsure how to quickly return to the homepage after completing the volunteering task. Navigation back to homepage is unclear; participant needs guidance from interviewer to return. | Usability Issue |
| 1 | 2 - Coaching | Homepage | Participant immediately locates the correct 'Coaches' tab from the navigation menu without hesitation. | Positive Finding |
| 1 | 2 - Coaching | Coaching page | Unsure if the coaching information provided is specifically relevant for swimming coaching. | Usability Issue |
| 1 | 3 - Teacher | Homepage | Participant immediately locates the correct 'Teachers' tab from the navigation menu and proceeds with confidence. | Positive Finding |
| 1 | 3 - Teacher | Teachers page | Teachers Hub lacks clear indication of beginner-level friendly teacher training causing participant to leave the page. | Usability Issue |
| 1 | 3 - Teacher | Homepage | Homepage contains multiple paths labeled "teachers" leading to identical pages, creating redundancy and misleading user expectations. | Usability Issue |
| 1 | 3 - Teacher | Homepage → "Become a Swimming Teacher" advertisement link | User finds relevant information through an advertisement link instead of the main navigation options, leading to uncertainty about the credibility and correctness of the source, even though they eventually complete the task. | Usability Issue |
| 1 | 4 - Events | Homepage | User searches the main navigation bar and the 'More' menu initially for event-related information, overlooking the 'Events Calendar' link under Useful Links. The participant expects event-related content to be accessible through the primary navigation options rather than a secondary 'Useful Links' section. | Usability Issue |
| 1 | 4 - Events | Events Calendar | Participant filters events by 'Events and Competitions' and selects 'Artistic Swimming' in the discipline filter with ease. | Positive Finding |

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| 1 | 4 - Events | Events Calendar | Participant struggles to filter relevant events by location. The location filter is unclear, causing uncertainty. She eventually locates the relevant event only by manually scrolling through the list rather than effectively using the provided filters. | Usability Issue |
| 1 | 5 - PoolFinder | Homepage | User initially clicks on 'Clubs' thinking swimming pools might be listed there due to unclear labeling. Spends significant time exploring this path, returns to the homepage, and further explores the 'Our Sports' option, again unsuccessfully due to ambiguous labeling. This ambiguity in labels greatly delays task completion and frustrates the user. | Usability Issue |
| 1 | 5 - PoolFinder | Clubs | The user completed the task via a route that did not clearly communicate its purpose. There was no confirmation or clear feedback that this was the correct place to complete the task | Usability Issue |
| 1 | 5 - PoolFinder | Homepage | User notices the 'Poolfinder' by chance only after returning to the homepage. The upper navigation bar is not prominent enough, causing the user to overlook the intended direct path. | Usability Issue |
| 1 | 6 - Learn to Swim | Homepage | Participant quickly locates the 'Learn to Swim' section from the top navigation menu and navigates into the content. | Positive Finding |
| 1 | 6 - Learn to Swim | Learn to Swim page | Confusion caused by unclear labeling and structure, making it difficult to locate specific swimming guides. | Usability Issue |
| 1 | 6 - Learn to Swim | Learn to Swim page | Unclear page feedback makes it difficult for users to know if they are on the correct page. The user explores multiple pages and expresses uncertainty about whether the content is relevant or if they've reached the right section. | Usability Issue |
| 1 | 6 - Learn to Swim | Learn to Swim Awards | Vital content (stage-specific swim guidance) hidden in an unintuitive location, causing frustration. | Usability Issue |

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| 2 | 1 - Volunteering | Homepage | The participant clicks on Operators and What We Do expecting to find volunteering opportunities. The labels are misleading or too vague, and do not align with the user's mental model of where volunteering information would be found. | Usability Issue |
| 2 | 1 - Volunteering | Homepage | The participant scrolls through the homepage expecting to find volunteering information but cannot locate it. They expect it to be in a main or visible section, but it is only found under Useful Links, which is not immediately visible or labeled in a way that highlights its importance. | Usability Issue |
| 2 | 1 - Volunteering | Volunteering Page | Flow to register interest in volunteering involved multiple redirects and lacked clarity. Participant discovered process through trial and error, including opening tabs and retracing steps. | Usability Issue |
| 2 | 2 - Coaching | Homepage | Participant immediately notices the "Coaches" tab and correctly assumes it's the right place to start their coaching journey, navigating there without hesitation. | Positive Finding |
| 2 | 3 - Teacher | Homepage | Participant clicks the "Teachers" tab right away, interpreting the label correctly for finding qualification information. | Positive Finding |
| 2 | 3 - Teacher | Teachers page -> Qualifications | Participant attempted to click the Level 2 title, expecting it to be a link, but it was unresponsive (possible bug). They had to locate a different route via 'Our Qualifications' to complete the task. | Usability Issue |
| 2 | 3 - Teacher | Teachers page -> Qualifications | Participant finds and follows the qualification path (despite a minor bug), reads about the program, finds the correct level, and considers it "a couple of clicks" and not complicated, indicating a well-structured user flow. | Positive Finding |
| 2 | 4 - Events | Events Calendar | Participant quickly identifies the "Events Calendar" in Useful Links and applies the 'Events and Competitions' and 'Artistic Swimming' filters effectively to locate the correct event. | Positive Finding |
| 2 | 4 - Events | Events Calendar | Expresses confusion about the purpose and behavior of the location filter. Seems unsure how to use or interpret it, indicating a lack of clarity in filter labeling and expected function. | Usability Issue |

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| 2 | 4 - Events | Artistic Swimming Event | The participant is prompted to "hit the red button" for more information, but isn't confident about his choice. This indicates uncertainty caused by vague language and unclear visual association, making it hard to identify the intended call-to-action. | Usability Issue |
| 2 | 4 - Events | Artistic Swimming Hub / Competitor Information Pages | After opening the event page, the participant expresses confusion about how to register or qualify for the event. Ends up going back and forth between pages before locating the correct entry point. This highlights insufficient guidance on event participation and unclear user flow. | Usability Issue |
| 2 | 5 - PoolFinder | Homepage | Difficulty to locate PoolFinder. The participant expected this key feature to be prominently displayed but had to search through ambiguous categories like 'Clubs' and guessed that it might be under 'Running Pools'. It was eventually found in the top navigation bar, which the user described as "barely visible." This highlights a visibility and labeling issue for a core function of the website. | Usability Issue |
| 2 | 5 - PoolFinder | PoolFinder | Uses the 'PoolFinder' confidently and successfully, praising it as a useful tool once found. | Positive Finding |
| 2 | 6 - Learn to Swim | Homepage | Participant struggled to find Learn to Swim. Explored multiple irrelevant sections including Safeguarding resources for children, Teachers, Qualifications, and Operators, without success. They only located the correct section after the facilitator prompted them. | Usability Issue |
| 2 | 6 - Learn to Swim | Learn to Swim -> Parents | Participant noticed that the navigation bar changed upon entering the 'Parents' section, causing confusion. The unexpected layout shift disrupted their sense of orientation, making it harder to navigate back or understand where they were in the site | Usability Issue |

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|---|-------------------|--|--|------------------|
| 2 | 6 - Learn to Swim | Learn to Swim Awards | Key learning stage content was found under 'Awards', which participant found misleading. Expected a direct link under a parent- or child-specific section. This indicates a lack of clear labeling and intuitive grouping for children's learning stages. | Usability Issue |
| 3 | 1 - Volunteering | Homepage | The participant expects to find volunteering opportunities in the top grey navigation bar but finds nothing related, leading to initial confusion. | Usability Issue |
| 3 | 1 - Volunteering | Homepage | The participant is unsure about labeling and clicks on irrelevant sections like 'Members' and 'Operators' while searching for volunteering information. | Usability Issue |
| 3 | 1 - Volunteering | Homepage -> Volunteering Page | Branding is inconsistent when redirected to 'Careers in Aquatics' subdomain. Participant is unsure if it is part of Swim England, leading to confusion. | Usability Issue |
| 3 | 1 - Volunteering | Volunteering Page | Once the correct volunteering section is accessed via Useful Links, the user finds the flow intuitive and has no trouble locating how to register their interest. | Positive Finding |
| 3 | 2 - Coaching | Homepage | The user intuitively locates the Coaching tab in the main navigation menu, which aligns with their expectations. They then successfully identify and follow the 'Become a Coach' button, finding the overall flow smooth and efficient. | Positive Finding |
| 3 | 3 - Teacher | Homepage | The user located the Teachers tab easily in the main navigation menu, which aligned with their expectations for where teaching-related resources would be found. | Positive Finding |
| 3 | 3 - Teacher | Teachers page | When the user attempted to search for 'Level 2', they were redirected to an external site without clear indication of what happened or if they were in the correct place. This caused confusion, as it wasn't the expected behavior after using the internal search. | Usability Issue |

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| 3 | 3 - Teacher | Teacher Resources | After choosing an alternative flow, the user found the layout and structure of Level 2 information unclear. Important links (like course details) were not clickable or didn't behave as expected, and relevant info was scattered or difficult to recognize at a glance. | Usability Issue |
| 3 | 4 - Events | Homepage | The user browses around aimlessly, unsure of where to find information about upcoming events. They follow an unexpected path and struggle to locate the Events Calendar in the Useful Links section, which does not stand out. The process is time-consuming and confusing. | Usability Issue |
| 3 | 4 - Events | Events Calendar | The user does not notice the date filter when browsing through the events, which hinders their ability to narrow results effectively and cause them to scroll down. | Usability Issue |
| 3 | 5 - PoolFinder | Homepage | The user immediately notices and successfully uses the Pool Finder from the upper navigation bar. The flow is smooth and intuitive. | Positive Finding |
| 3 | 5 - PoolFinder | PoolFinder | After selecting a pool, the user sees the label 'Direct Communication' and expects it to link to contact information. However, the label is not clickable, leading to unexpected behaviour and confusion. | Usability Issue |
| 3 | 6 - Learn to Swim | Homepage | The user struggles to identify where to begin navigating. 'Learn to Swim' is initially recognized as a possible path, but with hesitation. | Usability Issue |
| 3 | 6 - Learn to Swim | Learn to Swim page | The user opens the 'Learn to Swim' section but assumes it is only for beginners, children, or parents. They assume it does not include diving or advanced stages, which leads them to search elsewhere. | Usability Issue |
| 3 | 6 - Learn to Swim | Diving Development | The user clicks on 'Diving Development', but the meaning of the page is unclear. They do not understand what kind of information it contains, lose time there, and conclude that it is not useful. | Usability Issue |

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|---|-------------------|--|---|------------------|
| 3 | 6 - Learn to Swim | Homepage -> Diving page | The user eventually notices that the navigation menu has changed when entering the diving section, but this change was not visually apparent to them. The inconsistency causes confusion and disorientation. | Usability Issue |
| 3 | 6 - Learn to Swim | PoolFinder | The user clicks 'Find Nearest Pool' expecting to find diving-specific facilities but is redirected to the general Pool Finder. They think this is a mistake, not realizing that diving clubs are included there or that they can use filters, causing them to search for an alternative path. | Usability Issue |
| 4 | 1 - Volunteering | Homepage -> Volunteering Page | The user quickly spots the Useful Links section and locates the Get involved in volunteering link without hesitation. They follow one of the expected paths smoothly and complete the task with confidence. | Positive Finding |
| 4 | 1 - Volunteering | Volunteering Page → Return to Homepage (after task completion) | After completing the volunteering task, the user wants to return to the homepage but struggles to find a clear way. They end up using the Back button, indicating a lack of intuitive navigation for returning to the homepage. | Usability Issue |
| 4 | 2 - Coaching | Homepage, Coaching Page | Participant identifies the Coaching tab intuitively and finds the information they are looking for with ease. | Positive Finding |
| 4 | 3 - Teaching | Homepage, Teachers Page | The user successfully locates the 'Teachers' tab in the main navigation menu and navigates confidently to the correct section, following a logical path to perform the task. | Positive Finding |
| 4 | 3 - Teaching | Teachers page -> Qualifications | The user attempts to click on the Level 2 tab but it is not clickable, causing confusion. They are forced to backtrack and locate the information via an alternative route. | Usability Issue |
| 4 | 4 - Events | Homepage, Events Calendar | The user successfully locates the Events Calendar through the Useful Links section, filters by Competitions and follows the expected path to access the event details. The task was completed smoothly with minimal confusion. | Positive Finding |
| 4 | 4 - Events | Events Calendar | The user chooses to scroll through the events rather than use the filters provided. Although they briefly hover over the filters, they do not engage with them—possibly due to unclear labeling or lack of visibility of their purpose. | Usability Issue |

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|---|-------------------|--|--|------------------|
| 4 | 5 - PoolFinder | Homepage | The user does not notice the PoolFinder tool in the upper navigation bar. This leads them to search extensively and reach it indirectly. | Usability Issue |
| 4 | 5 - PoolFinder | Homepage | The user gets confused by ambiguous labels such as Regions, Clubs, and Operators, assuming they may contain pool info and delays them significantly. | Usability Issue |
| 4 | 6 - Learn to Swim | Homepage | The user does not notice the grey navigation bar where Learn to Swim is located. They only notice it after prompting, which delays the task. | Usability Issue |
| 4 | 6 - Learn to Swim | Learn to Swim page | Once the user discovers the Learn to Swim section, they locate the Stage 2 information quickly and complete the task smoothly. | Positive Finding |
| 5 | 1 - Volunteering | Homepage | User struggles to find the volunteering section, navigating through unrelated sections and only finding the correct page by chance by using an alternative path, not noticing the 'useful links' | Usability Issue |
| 5 | 1 - Volunteering | Volunteering Page → Return to Homepage (after task completion) | After navigating to the volunteering page, the user clicked on the logo expecting it to return them to the homepage. Instead, they were confused by the redirection and ended up using the Back button instead. This indicates a mismatch between user expectations and site behavior. | Usability Issue |
| 5 | 2 - Coaching | Homepage, Coaching Page | User easily identifies the 'Coaching' tab and eventually finds information on how to become a coach. | Positive Finding |
| 5 | 3 - Teacher | Homepage | User easily locates the 'Teachers' tab through the navigation bar. | Positive Finding |
| 5 | 3 - Teacher | Teachers page | User reaches the correct page by mistake and lacks confidence about whether it's the right one. They said they ended up there by chance and are not sure whether they would be able to do it again. | Usability Issue |
| 5 | 4 - Events | Homepage | While scanning the homepage, the user skimmed through the Useful Links but did not notice the 'Events Calendar', didn't stand out for them. | Usability Issue |
| 5 | 4 - Events | Homepage | The user expected events to be located under tabs like News or More. This caused confusion and increased the time spent searching. | Usability Issue |
| 5 | 4 - Events | Events Calendar | Once the user located the Events Calendar, they were able to apply the discipline and date filters correctly and successfully found the event. | Positive Finding |
| 5 | 5 - PoolFinder | Homepage | The user searched under tabs like 'Operators', 'Running Pools' and 'Facilities Contacts', thinking those might lead to local pool information. This shows poor labelling that doesn't match with the users' expectations. | Usability Issue |

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|---|-------------------|---------------------------------------|--|------------------|
| 5 | 5 - PoolFinder | Homepage | The user completely overlooked the gray navigation bar at the top of the site, which includes the PoolFinder. They only discovered it after prompting, indicating that its visual design and placement do not attract user attention. | Usability Issue |
| 5 | 5 - PoolFinder | PoolFinder | User finds PoolFinder eventually and finds it the most useful subpage on the website. | Positive Finding |
| 5 | 6 - Learn to Swim | Search Button results | The user used the search button in the upper navigation bar, typed "water polo," and was overwhelmed by the large number of results resulting in them closing the tab immediately. | Usability Issue |
| 5 | 6 - Learn to Swim | Homepage | Once aware of the upper gray navigation bar, the user easily found and accessed the 'Learn to Swim' section, showing improved efficiency after becoming familiar with the layout. | Positive Finding |
| 5 | 6 - Learn to Swim | Learn to Swim page | Upon entering the Learn to Swim section, the user noticed that the main Swim England navigation bar changed, which caused confusion. They commented that it looked exactly the same but had different options, leading to difficulty distinguishing site structure. | Usability Issue |
| 5 | 6 - Learn to Swim | Learn to Swim page | Inside the Learn to Swim section, the user browsed extensively and was confused about where to find the progression stages. They did not expect the information to be under 'Awards', which made it harder to locate the correct page and they said they only got there by chance. | Usability Issue |

Appendix E – Affinity Map (Screenshot)

Affinity Map

Visual Design & Aesthetic Appeal

Outdated or Unpolished Appearance

P5, 'Outdated, small fonts, feels like I'm 15-20 years before'

P5, 'There is not specific thought behind it, nothing guides you somewhere'

P1, 'It's not appealing, not structured details or information, just a bunch of links'

P3, 'It's not appealing and also kind of unpredictable'

P4, 'Not that appealing, I wanted something more minimal and colourful'

P5, 'No contrast, colors'

Too Much or Poorly Balanced Content

P2, P5, 'Too much white space, not terrible but could be visually improved'

P2, 'Too packed with information, not sure what they want to highlight'

Navigation & Structure

Complexity & Overload

P1, 'Very content-heavy... structure is a bit unclear'

P1, 'Too many different bars... it's confusing.'

P3, 'Bad organization and unpredictable design.'

P5, 'The labelling, the design, the colors — not helping at all.'

Inconsistent Menus and Redundancy

P4, 'Gray bar is not visible... should only have one bar.'

P2, 'Upper nav and Swim England nav are redundant.'

P1, 'I can't distinguish easily the sections.'

P3, P5
'Dropdowns are inconsistent... some tabs have, some don't.'

Purpose of the Website

Unclear Understanding

P5, 'A swimming pool that provides lessons'

P3, 'They have articles... not sure why someone would go here.'

Target audience

Slight Misalignment

P2, 'Not aimed at athletes doing the sport regularly. More casual or limited experience users.'

P3, 'They have articles... maybe it's aimed at middle-aged people looking for lessons for their kids.'

Partial/ Fair Understanding

P2, 'Grouping pools, clubs, activities in a single platform.'

P4, 'I think it's about starting swimming, finding teachers, and swimming news.'

P1, 'Not exactly sure what the main focus is. Maybe about finding teachers and swimming places?.'

Partial/ Fair Understanding

P4, 'People that like swimming, want to learn or find a teacher.'

P1, 'Young children and their parents... general public who want to swim'

P5, 'Parents, everyday people. Maybe 15 to 60 years old.'

Emotional Response /Experience

P2, P5, 'I feel overwhelmed.'

P3, 'Stressful'

P5, 'I would've closed the browser if it wasn't a task.'

P1, 'I feel confused, don't know if I'm doing it right'

Positive Remarks

P2, 'I like the grouping with Teachers, Clubs, Operators.'

P4, 'After locating the upper navigation bar everything was easy'

P2, 'I think the website can be useful and have some good use cases.'

Appendix F – Folder Link

Below you can find a link containing:

- (i) original recordings of the test sessions
- (ii) transcripts of the test sessions marked-up and coded
- (iii) signed consent forms & participant information sheet

[Folder Link](#)