

GUIDANCE See https://www.gov.uk/government/publications/doing-a-basic-accessibility-check-if-you-cant-do-a-detailed-one/doing-a-basic-accessibility-check-if-you-cant-do-a-detailed-one#preparing-to-do-a-basic-accessibility-check	PAGES CHECKED	PAGES CHECKED	PAGES CHECKED	PAGES CHECKED
PAGES COVERED	<p>HOMEPAGE https://www.colchsfc.ac.uk/</p> <p>A unique page for us and one that we have already given much thought to in our planning for the upcoming revamp of the site. We're concerned about the 'three tiers' of information, with lots of detail in the structured boxes in the middle – although, from an accessibility point of view, these perhaps offer some advantages.</p> <p>Our biggest and most complex form – the application form – is usually accessed by this page, but it only appears for Autumn term and is not due to be in place again until Oct '23. We did look at it in terms of section 3 below and will do so again when it reappears in Oct as part of the applications cycle. By that point we also plan to have a radically revised website.</p>	<p>SUBJECT PAGE https://www.colchsfc.ac.uk/courses/details.php?id=234</p> <p>This page was checked under every criteria detailed below. It is based on a standard template and thus reflects the quality of a significant number of other identical 'course information' pages. A list of these can be found here: https://www.colchsfc.ac.uk/courses/</p> <p>The only significant variation between the course pages is the quality of the embedded youtube videos and a far broader number of these were checked. We are aware that these vary considerably in terms of accessibility (see our accessibility statement online https://www.colchsfc.ac.uk/accessibility/)</p>	<p>PDFs https://www.colchsfc.ac.uk/documents/</p> <p>This page was chosen because it contained a significant number of pdf documents from a wide variety of sources; we are aware that there are a range of pdf issues and therefore we checked this page as well as a broader range of infoboxes across the site.</p> <p>We also gave much consideration to pdfs on the following two pages: https://www.colchsfc.ac.uk/governinbody/ https://www.colchsfc.ac.uk/managementreports/</p>	<p>TEXT PAGE https://www.colchsfc.ac.uk/departments/learningsupport/</p> <p>We picked this as a more standard text-based page – as a representative of standard text-based format.</p> <p>https://www.colchsfc.ac.uk/accessibility/ was also checked as an audit requirement</p> <p>https://www.colchsfc.ac.uk/contact/ Was checked as an audit requirement, and because it contained a significant number of forms</p> <p>We also checked the forms on https://www.colchsfc.ac.uk/formerstudents/ and https://www.colchsfc.ac.uk/contact/ (The latter is also an audit requirement)</p>
<p>1. Text content You'll need to start by checking the text-based content pages you included in your sample.</p>				
<p>Check you're using proper headings It's important that any headings you're using are styled properly. This is because some users with visual impairments use tools called 'screen readers' that read out page content to them.</p>	H1, H2 Header tags in place	H1, H2 Header tags in place	H1, H2 Header tags in place	H1, H2 Header tags in place

<p>Screen reader users often jump through the list of headings in a document so they can skip to the content they're looking for.</p> <p>If you're styling headings just using bold, or by using bigger font, then screen readers will not recognise them as headings. This will stop users from skipping straight to the content they need.</p> <p>To check your headings are styled properly, open up the tool you use to edit your website (often known as a 'content management system') and check the headings on your sample pages. They're styled correctly if something like one of the following applies:</p> <ul style="list-style-type: none"> • your headings are styled as things like 'Heading level 2', rather than 'Normal text' • you can see tags like ##, ###, <H2> or <H3> 				
<p>Check pages are usable when stylesheets are disabled The way a page looks is controlled by something called a 'stylesheet'. It defines things like the way a page is laid out and any font colours.</p>	<p>Page still operational / navigable when CSS is disabled – pictures and text are coherent and navigable using tabs. (see https://stackoverflow.com/questions/14046738/how-to-disable-css-in-browser-for-testing-purposes)</p>	<p>Page still operational / navigable when CSS is disabled – pictures and text are coherent and navigable using tabs. (see https://stackoverflow.com/questions/14046738/how-to-disable-css-in-browser-for-testing-purposes)</p>	<p>Page still operational / navigable when CSS is disabled – pictures and text are coherent and navigable using tabs. (see https://stackoverflow.com/questions/14046738/how-to-disable-css-in-browser-for-testing-purposes)</p>	<p>Pages still operational / navigable when CSS is disabled – pictures and text are coherent and navigable using tabs. (see https://stackoverflow.com/questions/14046738/how-to-disable-css-in-browser-for-testing-purposes)</p>
<p>Your content should still be usable even if stylesheets are disabled, or are not loading properly. This means it's still possible for users to complete any relevant tasks or find important information - for example, look for opening hours or contact details, or navigate their way to the form they need to fill out.</p> <p>You'll need to check your sample pages are still usable when stylesheets are disabled. Test this by copying a URL from your website and pasting it into the WAVE tool. Once you've done that, select 'no styles' from the panel on the left-hand side of the tool. This should give you a much more basic view of the page.</p> <p>Check whether you can still use the content to complete any relevant tasks.</p>	<p>Still works when styles turned off in WAVE tool. Can tab around page and use links appropriately Content / pictures still coherent (see https://wave.webaim.org/)</p>	<p>Still works when styles turned off in WAVE tool. Can tab around page and use links appropriately Content / pictures still coherent The embedded video is still operational and I can tab to each control, including turning on/off subtitles (see https://wave.webaim.org/)</p>	<p>Still works when styles turned off in WAVE tool. Can tab around page and use links appropriately Content / pictures still coherent WAVE will let me navigate to, but not open pdf content, as it will only check HTML (but pdfs checked elsewhere in this process) (see https://wave.webaim.org/)</p>	<p>Still works when styles turned off in WAVE tool. Can tab around page and use links appropriately Content / pictures still coherent Documents can be accessed via tab function Header images are labelled</p>

<p>Check that instructions are styled properly You need to make sure you're not conveying instructions in a way that relies on a user's ability to see the page.</p> <p>For example, only sighted users will understand instructions like:</p> <ul style="list-style-type: none"> • 'click the round button' • 'click the big button below' • 'click the red button' <p>Users who cannot see the page will not know what you're referring to, because instructions like that rely on visual descriptions. So check your sample of pages and look out for these types of instructions.</p>	<p>I rewrote each of the text sections in each information block to make it clearer that each was a specific instruction, along the lines of "please click the links below to find out more about...."</p>	<p>We rewrote the code on the infoboxes, so that the download link said something more than 'download'. It now names the specific document to be downloaded, making the link more useful than a standard "download" (download what?) if viewed in isolation.</p>	<p>The links to highlighted documents are clear, in terms of what is to be downloaded.</p> <p>As elsewhere, we rewrote the code on the infoboxes across the site, so that the download link said something more than 'download'. It now names the specific document to be downloaded, making the link more useful than a standard "download" (download what?) if viewed in isolation.</p>	<p>As elsewhere, the infoboxes have been recoded to show exactly what is being downloaded, even if viewed only in isolation, without surrounding text – this applies across the site, wherever infoboxes are featured.</p> <p>Some infoboxes were deleted – (eg 'COURSES') as other navigation routes were available to this material and links available via top ribbon already</p>
<p>Check that links make sense Check any links on your sample content pages to check that the link text you're using clearly explains where any links will take the user. This is important because screen reader users often scan through lists of links in isolation. This means they do not have the surrounding context to help them understand what the link is for.</p> <p>You can check your links by looking at your sample pages and just reading the link text - without paying attention to the surrounding content. If the link text still makes sense in isolation and clearly explains where the link goes, it's likely the text you're using is accessible.</p> <p>If you're using link text like 'click here' or 'more information' then you're probably not meeting this requirement, as link text like that does not describe where the link will go or what it's for. There's guidance explaining what good link text looks like if you're not sure.</p>	<p>I also examined each link in isolation. They all refer to something clear and specific, except for "FIND OUT MORE" in the Announcements box, which I changed to "FIND OUT MORE ABOUT THE COLLEGE INTRODUCTORY MATERIAL)"</p>	<p>We rewrote the code on the infoboxes, so that the download link said something more than 'download'. It now names the specific document to be downloaded, making the link more useful than a standard "download" (download what?) if viewed in isolation.</p>	<p>The links to highlighted documents are clear, in terms of what is to be downloaded.</p> <p>We rewrote the code on the infoboxes, so that the download link said something more than 'download'. It now names the specific document to be downloaded, making the link more useful than a standard "download" (download what?) if viewed in isolation.</p>	<p>As elsewhere, the infoboxes have been recoded to show exactly what is being downloaded, even if viewed only in isolation, without surrounding text – this applies across the site, wherever infoboxes are featured.</p> <p>Some infoboxes were deleted – (eg 'COURSES') as other navigation routes were available to this material and links available via top ribbon already</p>
<p>Check that pages have good titles You need to check your pages are titled properly. If they're not, users will not understand what they're for and will struggle to find what they need using search.</p> <p>Your page title should appear in the page tab at the top of your browser. For instance, if you go to the GOV.UK homepage you'll see the text in the tab near the top of the browser is 'Welcome to GOV.UK'. This is the page title.</p>	<p>https://www.colchsf.ac.uk/</p> <p>Homepage title I think best URL we could get Colchester Institute have Colchester.ac.uk!</p> <p>We checked titles across the site:</p> <p>These are the pages where URL in any way varies from the title of the page itself:</p>	<p>https://www.colchsf.ac.uk/courses/details.php?id=234</p> <p>URL is partially accessible It's clear we are navigating to details of a course but not clear which one</p> <p>Substantial work has been done on routing elsewhere onsite But work to move course URLs to something like</p>	<p>https://www.colchsf.ac.uk/documents/</p> <p>Clear, accessible</p>	<p>https://www.colchsf.ac.uk/departments/learningsupport/ https://www.colchsf.ac.uk/accessibility/ https://www.colchsf.ac.uk/contact/ https://www.colchsf.ac.uk/foimerstudents/</p> <p>clear and accessible using new routing system</p>

<p>Look at the equivalent text for your sample pages. You can hover over the tab to see the full text if it's too long to fit on the tab itself.</p> <p>Check whether your titles are descriptive. Ask yourself whether they clearly state - in simple language - what the pages are about and the tasks they'd help users complete.</p> <p>For example, 'Apply for a blue badge - Danbury Council' is a much more descriptive title than just 'Blue badges'.</p> <p>Also check that none of the titles are duplicated: if 2 pages have the same title, how is the user supposed to know which one to use?</p>	<pre>'admin' => 'Administration', 'about' => 'About the College', 'collegestudentcouncil ' => 'College Student Council', 'gdpr' => 'GDPR/DPA', 'hireconditions' => 'General Conditions of Hire of College Premises', 'governingbody' => 'Governing Body', 'vacancies' => 'Job Vacancies', 'learningsupport' => 'Learning Support', 'managementreports' => 'Management Reports', 'mission' => 'Mission Statement', 'applications' => 'How To Apply', 'newsletter' => 'Principal\'s Newsletter', 'termdates' => 'Term Dates', 'yourcare' => 'Your Care', 'studenttravel' => 'Student Travel Information', 'coronavirus' => 'Coronavirus Announcements and Information', 'documents' => 'Key Documents', 'foi' => 'Freedom of Information', 'admissionsevents' => 'Admissions Events', 'academicnewsletter'</pre>	<p>www.colchsfc.ac.uk/courses/details/biology would be substantial</p> <p>Medium term goal</p>		
--	--	--	--	--

=> 'Academic
Newsletter',

'forthcomingevents' =>
'Forthcoming Events',
'curriculumpolicy'
=> 'Curriculum
Policy',
'prospectus' =>
'Prospectus Request
Form',
'tuitionfund' =>
'Tuition Fund',
'homepage' =>
"Welcome to The Sixth
\n Form College,
Colchester",
'departments' =>
"Academic Departments
\n and Student
Services",

'onlineapplications'
=> 'Online
Applications',
'parents' =>
'Parents Information',
'cityofsanctuary'
=> 'City of
Sanctuary',

'additionalstudies' =>
'Additional Studies',

'collegefacilities' =>
'College Facilities',
'environmental' =>
'Eco-society',
'equality' =>
'Equality, Diversity
and Inclusion',
'covid' => 'Covid
Reporting',
'formerstudents'
=> 'Former Students',
'findus' =>
"Finding the College
\n Map and
Directions",
'news' => 'College
News',

	<pre>'collegeguide' => 'Student and Parent Guide', 'studentfinance' => 'Student Finance', 'accessibility' => 'Accessibility Statement',</pre> <p>In all cases, the URL (and title) are appropriate</p>			
<p>2. Images, video and audio content</p> <p>There are a few things you'll need to do to check that your sample of images and video content is accessible.</p>				
<p>Check any images have a description</p> <p>You'll need to check that any non-decorative images (including charts or diagrams) have an accompanying text description. That way, users can still access the relevant information even if they cannot see the image.</p> <p>Take your sample pages and check that any images either:</p> <ul style="list-style-type: none"> • have appropriate alternative (or 'alt') text that explains the information the image conveys - you can usually check this in the content management system you use to update your website • are described in any surrounding body text <p>You do not need to check decorative images - these do not need an accompanying description.</p>	<p>Central boxes all have images with appropriate alt text</p> <p>Banner has appropriate alt text (We tweaked code to ensure that this banner and alt-text was carried uniformly across this page and academic courses)</p> <p>We also checked the logos in the footer for alt text</p>	<p>Banner has appropriate alt text (We tweaked code to ensure that this banner and alt-text was carried uniformly across this page and academic courses)</p> <p>We also checked the logos in the footer for alt text</p> <p>Small images of downloadable documents also have appropriate alt text</p>	<p>Banner has appropriate alt text</p> <p>We also checked the logos in the footer for alt text</p> <p>Small thumbnails of downloadable documents also have appropriate alt text (We applied this tweak across the site, so it also addressed similar issues with policies page)</p>	<p>https://www.colchsfc.ac.uk/departments/learningsupport/</p> <p>No concerns found with images on this page</p> <p>Even somewhat 'decorative' small image of college buildings on left has appropriate alt text.</p>
<p>Check any video or audio content is properly described</p> <p>As you did with your images, you'll need to check that any videos or audio content are clearly described so that users who cannot hear them can still access the information.</p> <p>This firstly means checking that videos have captions explaining any sound effects and dialogue. You should also check your sample videos (maybe 2 or 3) to assess the quality of those captions.</p> <p>Once you've done that, you'll need to check there are transcripts for any audio content you've got.</p>	NO AUDIO CONTENT	<p>No audio content</p> <p>One embedded youtube video: Subtitles are in place and can be activated easily. They are autogenerated and give an appropriate overview of the content</p> <p>But we are aware of broader issues re youtube content used on the site- see accessibility statement online : https://www.colchsfc.ac.uk/accessibility/</p>	No audio content	No audio content

<p>Audio descriptions for video and audio content When you check through the videos on your website, you might come across things that are covered in the video but not described in the audio track - something like the contents of a chart or graph, for example.</p> <p>If you were only following the audio, you'd miss this information. To make sure users can access the information they need, you'd need to provide an extra audio description to describe anything not covered in the main audio track.</p> <p>Check your sample of videos to see if an extra audio track is required and whether you're providing one.</p>	No video content	<p>But we are aware of broader issues re youtube content used on the site- see accessibility statement online : https://www.colchsfc.ac.uk/accessibility/</p>	No video content	No video content
<p>Check for images containing text You'll need to check whether any of your sample images contain text. This is because screen readers will not be able to read the text within the image. The information should be published as normal page text instead.</p> <p>This does not include logos and brand names - it's okay for those to contain text.</p>	No images containing text	No images containing text	No images containing text	No images containing text
<p>3. Interactive tools and transactions Once you've finished checking your images, video and audio content, you'll need to check the forms, tools or transactions you included in your sample.</p>				<p>NO FORMS ON HOMEPAGE - WE CHECKED A RANGE OF FORMS ACROSS THE SITE: https://www.colchsfc.ac.uk/formerstudents/ https://www.colchsfc.ac.uk/contact/contact.php?id=12 https://www.colchsfc.ac.uk/contact/contact.php?id=14 https://www.colchsfc.ac.uk/contact/contact.php?id=2 https://www.colchsfc.ac.uk/contact/contact.php?id=6 https://www.colchsfc.ac.uk/contact/contact.php?id=6</p> <p>(They're all on the same template)</p>
Check form fields are marked up appropriately		No forms or interactive tools	No forms or interactive tools	As the cursor hovers over each box, as an appropriate label,

<p>You need to make sure any form fields are marked up correctly. If they're not marked up properly, screen readers will not be able to tell what a form field is for, or what information the user should enter into it.</p> <p>You can check your form fields are marked up properly by going to a form and clicking on a field label (the text above, below or next to the field that explains what it's for). If the field is marked up correctly, clicking the field label should cause your cursor to appear inside the corresponding field.</p> <p>You can see what this looks like using the GOV.UK contact form. If you click on the 'Your name' field label towards the bottom of the page, you'll see the focus of your cursor switches to the field itself.</p> <p>Do this test on a few of your forms to check whether the fields respond as they should.</p>				<p>that matches the title on the page, appears.</p> <p>All elements can be reached via tabbing. As each box is reached via tabbing (or mouse) on the page, a highlighted blue box appears around it.</p>
<p>Check it's clear what information users need to provide As you go through your sample forms, you'll need to check you're using field labels in a way that makes clear what information the user needs to enter.</p> <p>As a general rule, these labels should be specific. Look at your forms and make an assessment as to whether they're clear. Common mistakes include not labelling fields at all, or using vague labels like 'Name' which do not make clear whose name the user needs to enter (for example, it could be a partner or child's name, rather than the user's own name).</p>		No forms or interactive tools	No forms or interactive tools	<p>On the contact form the label that appears when you hover did indeed say 'name', but we changed it across the site to "Your name" and "Your address"</p>
<p>Check form elements are consistent across your website When you're checking through your forms, you'll need to check that form labels are used consistently. These are the labels that describe the information a user needs to enter into a particular field.</p> <p>Check your sample to see how you're labelling the navigational elements. For instance, are you using 'Submit' on one form and then using 'Go' or 'Complete' on another?</p> <p>Are you asking for users' names and addresses in a consistent manner, or does it vary from form to form?</p>		No forms or interactive tools	No forms or interactive tools	<p>Same template deployed for all contact forms</p>

<p>Check users get a warning before they're timed out Some websites time users out after a period of inactivity. This usually results in form data being lost, or the user being automatically logged out of an account.</p> <p>You need to make sure to warn users if you're going to time them out after a period of inactivity. You'll also need to give them the chance to interact with the page to prevent the time out from happening.</p> <p>Test whether you're doing this by going to one of the forms on your website and remaining inactive for around 20 minutes. If you get timed out with no warning, then you're not meeting the requirements.</p> <p>If, after a while, you were given a timeout warning and a chance to prevent the timeout by interacting with the page, you're likely meeting the requirements.</p>		No forms or interactive tools	No forms or interactive tools	Forms do not timeout
<p>Check that any error messages are helpful When a user provides incorrect information in a form, you need to let them know they've made a mistake and help them correct that mistake.</p> <p>You can check how well your website is doing this by going to your sample forms and entering some intentionally incorrect or invalid information.</p> <p>For example, you could enter a future date into a date of birth field or a postcode with too few characters and try submitting the form. This should generate an error message.</p> <p>Assess whether the error messages make clear what you need to do to correct the mistakes. Messages like 'invalid date' or 'invalid postcode' are not very helpful: they indicate that the user has made a mistake, but do not explain why the information was wrong and how to correct the error.</p> <p>Something like 'You cannot enter a date in the future - please enter a past date' is much more helpful.</p> <p>Play around with a few form fields to see how helpful the error messages are.</p>		No forms or interactive tools	No forms or interactive tools	Useful feedback provided for mistakes when submit button pressed – I left the @symbol out of my email address and was clearly prompted to provide this.

<p>Check users can review their answers before submitting a form. Users need to be able to check their answers before submitting certain types of form, to confirm they've entered the correct information. This only applies to forms where there would be serious consequences to them making a mistake - for example, financial transactions or something that enters them into a legal contract.</p> <p>You can test this by going to any of your sample forms that meet these criteria and working your way through them. See if you're presented with a page that lets you check your answers before submitting the form.</p>		No forms or interactive tools	No forms or interactive tools	<p>I was not given the opportunity to check my entries before submission, but these are comparatively simple contact forms.</p> <p>I'm aware that our one complex form (the application form, which is not live on the site at the moment – wrong time of year) DOES offer the opportunity to check before submission.</p>
<p>Check that form elements behave as expected When you were working your way through some of your sample forms, you should have noticed whether interacting with any of the elements caused anything unexpected to happen.</p> <p>This includes things like a dropdown menu or radio button (an element that lets you select just one of a few options) causing a new page to open when you click on it.</p>		No forms or interactive tools	No forms or interactive tools	No unexpected events
<p>4. PDFs and other documents Next, you'll need to check your sample of PDFs and other documents (for example, Word documents, spreadsheets and presentations). Your sample should include:</p> <p>documents that are essential to users accessing one of your services, no matter when they were published non-essential documents (such as leaflets) that were published on or after 23 September 2018</p>				
<p>Check the documents have meaningful titles First, check the documents have descriptive titles that explain what they're for.</p> <p>An example of a good title is something like "Blue badge application form", as it makes clear what the document is and what a user would use it for.</p> <p>Something like "Accounts - '18" is not as good, because it's vague and does not explain in enough detail what the document is.</p> <p>Check for headings For this test, you'll need to open a few of the documents in a document editor. You could use something like Google</p>	<p>https://www.colchsfc.ac.uk/documents/uploads/files/3/additional-studies-booklet-web-version-1.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/168/newsletter-autumn-term-2022.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/7/ofsted-inspection-report-2018.pdf</p>	<p>https://www.colchsfc.ac.uk/documents/uploads/files/7/ofsted-inspection-report-2018.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/1/prospectus-2023-online.pdf</p> <p>All docs (above) in sidebar infoboxes have appropriate and informative titles</p>	<p>https://www.colchsfc.ac.uk/finance/uploads/files/11/documents/bursary-application-standard-2022-23.pdf</p> <p>https://www.colchsfc.ac.uk/finance/uploads/files/87/documents/higher-level-bursary-2022-23.pdf</p> <p>https://www.colchsfc.ac.uk/finance/uploads/files/156/documents/bursary-overview-2022-23.pdf</p>	<p>For: https://www.colchsfc.ac.uk/departments/learningsupport/</p> <p>https://www.colchsfc.ac.uk/departments/learningsupport/</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/8/learning-support-department.pdf</p>

<p>Docs or Microsoft Word for this if you do not have PDF editing software.</p> <p>The first thing to check is that the document is broken up into sections - and that those sections all have descriptive headings. This will allow people using screen readers to scan the document and jump to the section that's relevant to them.</p> <p>You'll also need to check that the headings are tagged properly - for instance, they've been created using the styles gallery in Microsoft Word or something similar. That way, a screen reader will recognise them as headings and will let users scan through them to find the content they need.</p> <p>If the headings are just styled using bold, the screen reader will not know they're headings.</p>	<p>https://www.colchsfc.ac.uk/documents/uploads/files/1/prospectus-2023-online.pdf</p> <p>All docs (above) have appropriate and informative titles</p>		<p>https://www.colchsfc.ac.uk/finance/uploads/files/157/documents/learning-resource-contribution-2022-23.pdf https://www.colchsfc.ac.uk/finance/uploads/files/158/documents/wisepay.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/1/prospectus-2023-online.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/2/fc60685-academic-inspirations-web-version.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/3/additional-studies-booklet-web-version-1.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/172/strategic-plan-2023-2025-26.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/5/2022-results-book.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/7/ofsted-inspection-report-2018.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/8/learning-support-department.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/9/performing-arts-leaflet-2019.pdf</p> <p>https://www.colchsfc.ac.uk/documents/uploads/files/106/website-version-enrolment-information-sheet-21.pdf</p>	<p>https://www.colchsfc.ac.uk/learningsupport/uploads/files/121/documents/college-offer.pdf</p> <p>https://www.colchsfc.ac.uk/policies/uploads/files/37/learning-support-needs.pdf</p> <p>All docs (above) have appropriate and informative titles</p>
--	--	--	--	---

			https://www.colchsf.ac.uk/documents/uploads/files/168/newsletter-autumn-term-2022.pdf	
			All docs (above) have appropriate and informative titles	
<p>Check the documents convey instructions in an accessible way You need to make sure you're not conveying instructions in a way that relies on a user's ability to see the document.</p> <p>For example, only sighted users will understand instructions like:</p> <p>'click the round button' 'click the big button below' 'click the red button'</p> <p>Users who cannot see the page will not know what you're referring to, because you need to be able to see the page to identify a button as 'big', 'red' or 'round'.</p> <p>So check your document sample and look out for these types of instructions.</p>	<p>Looking through the pdfs, they are uniformly meant to act as 'standalone' documents to be used in a variety of contexts – often they are primarily used in print form – thus none of them are written with any reference to broader web context. I can't find any references to clicking buttons or other similar instructions.</p>	<p>Looking through the pdfs, they are uniformly meant to act as 'standalone' documents to be used in a variety of contexts – often they are primarily used in print form – thus none of them are written with any reference to broader web context. I can't find any references to clicking buttons or other similar instructions.</p>	<p>Looking through the pdfs, they are uniformly meant to act as 'standalone' documents to be used in a variety of contexts – often they are primarily used in print form – thus none of them are written with any reference to broader web context. I can't find any references to clicking buttons or other similar instructions.</p>	<p>Looking through the pdfs, they are uniformly meant to act as 'standalone' documents to be used in a variety of contexts – often they are primarily used in print form – thus none of them are written with any reference to broader web context. I can't find any references to clicking buttons or other similar instructions.</p>
<p>Check that any link text makes sense. Next, check that any link text you're using clearly explains where the link will take the user.</p> <p>This is important because screen reader users often scan through lists of links in isolation. This means they do not have the surrounding context to help them understand what the link is for.</p> <p>You can check your links by looking at your sample pages and just reading the link text - without paying attention to the surrounding content. If the links still make sense even in isolation and clearly explain where the links go, it's likely the text you're using is accessible.</p> <p>If you're using link text like 'click here' or 'more information' then you're probably not meeting this requirement, as link text like that does not describe where the link will go or what it's for.</p>	<p>I examined each link in isolation. They all refer to something clear and specific, except for "FIND OUT MORE" in the Announcements box, which I changed to "FIND OUT MORE ABOUT THE COLLEGE INTRODUCTORY MATERIAL)"</p> <ul style="list-style-type: none"> - In the end I removed this find out more section completely 	<p>We rewrote the code on the infoboxes, so that the download link said something more than 'download'. It now names the specific document to be downloaded, making the link more useful than a standard "download" (download what?) if viewed in isolation.</p>	<p>The links to highlighted documents are clear, in terms of what is to be downloaded.</p> <p>We rewrote the code on the infoboxes, so that the download link said something more than 'download'. It now names the specific document to be downloaded, making the link more useful than a standard "download" (download what?) if viewed in isolation.</p>	<p>As elsewhere, the infoboxes have been recoded to show exactly what is being downloaded, even if viewed only in isolation, without surrounding text – this applies across the site, wherever infoboxes are featured.</p> <p>Some infoboxes were deleted – (eg 'COURSES') as other navigation routes were available to this material and links available via top ribbon already</p>

There's guidance explaining what good link text looks like if you're not sure				
Check that images, charts and tables have a description You'll need to check that any visual way of conveying data like a table, chart or image is described in the surrounding text. That way, users who cannot see the images can still access the information the image conveys.	All images have alt text. None of them are conveying 'data;' in any meaningful way – more for decorative purposes. Logos have alt text.	All images have alt text. None of them are conveying 'data;' in any meaningful way – more for decorative purposes. Logos have alt text.	All images (including banner image) have alt text. None of them are conveying 'data;' in any meaningful way – more for decorative purposes. Logos have alt text.	Banner image has alt text "outside view of learning support building" And ribbon beneath image says: Home- Departments - Learning Support
5. Technology You'll need to check that users can interact with your website in the way they need to. This means checking for technological or frontend issues.				
Tests using a mobile or tablet device You'll need to start by doing some checks using a mobile or tablet device to check that your website is usable on these types of device.	Have checked this page on a Samsung android phone and an I-phone – all content and functionality is clear and in place.	Have checked a very wide number of the A level content pages on a Samsung android and an I-phone – all content and functionality is clear and in place.	Have checked this page on a Samsung android and an I-phone – all content and functionality is clear and in place.	https://www.colchsfc.ac.uk/departments/learningsupport/ Have checked this page on a Samsung android phone and an I-phone – all content and functionality is clear and in place.
Check the page orientation You'll need to take a few of your sample pages and check they respond properly when you try to change the page orientation. You can do this by loading up a page on a mobile or tablet device and turning the screen from portrait to landscape a few times. The page should respond to fit that view, rather than staying locked in place.	Checked on android and i-phone and an amazon fire tablet - – all content and functionality is clear and in place.	Checked on android and i-phone and an amazon fire tablet - – all content and functionality is clear and in place.	Checked on android and i-phone and an amazon fire tablet - – all content and functionality is clear and in place.	https://www.colchsfc.ac.uk/departments/learningsupport/ Checked on android and i-phone and an amazon fire tablet - – all content and functionality is clear and in place.
Check you can navigate using just one finger Some users have limited dexterity or range of movement, which means it's important that they do not have to use complex gestures that involve more than one finger to navigate your website on their mobile or tablet device. There needs to be a simple alternative that they can use that only requires one finger. Go through your sample content pages and check whether it's possible to navigate using just one finger. Try things like double-tapping to zoom in and out of the page and holding or hovering your finger over an element to highlight it.	Checked on android and i-phone and an amazon fire tablet - Yes can navigate with one finger No forms on website at moment to check	Checked on android and i-phone and an amazon fire tablet - Yes can navigate with one finger	Checked on android and i-phone and an amazon fire tablet - Yes can navigate with one finger	https://www.colchsfc.ac.uk/departments/learningsupport/ Checked on android and i-phone and an amazon fire tablet - Yes can navigate with one finger

<p>It's worth trying to complete a couple of forms using these techniques, too.</p>				
<p>Check you're not relying on complex motions Some more interactive websites or apps require users to do things like shake or tilt their device to complete an action.</p> <p>This will not apply to most websites, but if it applies to yours then you need to make sure there's an alternative for users who cannot move their device in these ways.</p> <p>Check that none of your sample pages require any of these types of interactions - and if they do, that there's another way of completing that task.</p>	<p>N/A – no 'complex motions'</p>	<p>N/A – no 'complex motions'</p>	<p>N/A – no 'complex motions'</p>	<p>N/A – no 'complex motions' on any of these pages</p>
<p>Navigating just using a keyboard Some of your users need to navigate without a mouse, just using a keyboard. You'll need to do some checks to see how easy it is for them to do that.</p> <p>The main keys you'll be using to navigate are the space bar, 'Tab', 'Enter' and 'Esc' keys. 'Tab' is the key that lets you jump between page elements, while 'Enter' and 'Esc' let you interact with and dismiss those page elements. The space bar activates buttons, checkboxes and radio buttons.</p> <p>You might need to enable the tabbing function if you're using Safari.</p>	<p>Tabbing functions works fine and enables access to all aspects of page – including full range of links on header and footer</p> <p>Documents can be downloaded using "Tab + enter"</p>	<p>Tabbing functions works fine and enables access to all aspects of page – including full range of links on header and footer</p> <p>Documents can be downloaded from infoboxes using "Tab + enter"</p>	<p>Tabbing functions works fine and enables access to all aspects of page – including full range of links on header and footer</p> <p>Youtube function buttons can be activated using tabbing and documents can be downloaded from infoboxes</p>	<p>Tabbing functions works fine and enables access to all aspects of pages – including full range of links on header and footer</p> <p>Documents can be downloaded from infoboxes using "Tab + enter"</p>
<p>Check you can tell where you are on the page When you navigate just using a keyboard, you do not have the mouse cursor to let you know where the focus is on the page. You need to make sure there's another way for users to orientate themselves and understand which page element they're focusing on.</p> <p>For example, if you tab through the GOV.UK homepage you'll notice that the page element in focus is highlighted very clearly with a prominent orange block.</p> <p>Spend a few minutes tabbing through a few of the sample pages you selected. Ask yourself whether it's clear where on the page you're focused - if it takes you a while to notice which element is in focus then you're probably not meeting this requirement.</p>	<p>When tabbing the location is surrounded by a box which moves with the tab. In the case of the linkbar at the top, the text also changes colour – although the colour change means that the text / background contrast is not strong</p>	<p>When tabbing the location is surrounded by a box which moves with the tab. In the case of the linkbar at the top, the text also changes colour – although the colour change means that the text / background contrast is not strong</p>	<p>When tabbing the location is surrounded by a box which moves with the tab. In the case of the linkbar at the top, the text also changes colour – although the colour change means that the text / background contrast is not strong</p>	<p>https://www.colchsf.ac.uk/departments/learningsupport/</p> <p>When tabbing the location is surrounded by a box which moves with the tab. In the case of the linkbar at the top, the text also changes colour – although the colour change means that the text / background contrast is not strong</p>

<p>Check the order makes sense when tabbing While you were tabbing through the page elements, you should have noticed whether the tabbing moved in a logical order. For instance, if you tab on to a navigation bar, you'd expect to be able to tab through the entire bar without the focus jumping off elsewhere on the page.</p> <p>Spend a few minutes testing this on a few of your sample pages, to check you can tab in a logical order.</p>	<p>Tabbing is logical...left to right and downwards</p>	<p>Tabbing is logical...left to right and downwards</p> <p>Tabbing also works appropriately within any opened pdf documents. We spent some time checking full functionality for pdfs – the only difficulty we found was with the chrome browser (rather than our site or pdf) : the drop down menu under the 'share document' button is not accessible via tabbing. Nor is the 'back button' although this can be achieved by using "Alt-left" keyboard shortcut</p>	<p>Tabbing is logical...left to right and downwards</p>	<p>On all pages, Tabbing is logical...left to right and downwards</p>
<p>Check nothing unexpected happens when tabbing through a page When you were tabbing through your sample pages, you should have noticed whether anything unexpected happened. For example, if tabbing onto an element triggered anything like:</p> <p>a new web page to open a navigation menu to open</p> <p>Another thing to look out for is whether you can interact with all the page elements you'd expect to.</p> <p>For example, some websites like the Service Manual feature expandable, hide and reveal style navigation. If these navigational elements are marked up properly, you can expand and close them with a keyboard as you would with a mouse.</p> <p>But if they're marked up incorrectly, you'll likely tab straight past them using just a keyboard. Look out for things like this.</p>	<p>No unexpected features 'pop up' – including when tabbing on a 'zoomed' page.</p> <p>At high zoom the burger menu icon is not highlighted when tabbing (although other features are). This was fixed by more recent versions of the website framework, but we are on version three – this will be resolved by the proposed overhaul / reskin – but is not easy to fix in the short-term</p>	<p>No unexpected features 'pop up' – including when tabbing on a 'zoomed' page.</p>	<p>No unexpected features 'pop up' – including when tabbing on a 'zoomed' page.</p>	<p>No unexpected features 'pop up' – including when tabbing on a 'zoomed' page.</p>
<p>Check you do not get stuck when navigating through content While you're tabbing through your sample pages, note down any places where you get stuck.</p>	<p>The only area we got stuck on was navigating away from the page using a 'back ' button, which the browser does not make accessible when tabbing.</p>	<p>The only area we got stuck on was navigating away from the page using a 'back ' button, which the browser does not make accessible when tabbing.</p>	<p>The only area we got stuck on was navigating away from the page using a 'back ' button, which the browser does not make accessible when tabbing.</p>	<p>In each case - The only area we got stuck on was navigating away from the page using a 'back ' button, which the browser does not make accessible when tabbing.</p>

<p>Getting stuck means ending up somewhere you cannot navigate away from using just your keyboard. For instance, you might activate a pop-up or interactive element that you cannot skip away from just by using the 'Esc' key.</p> <p>People not using a mouse would not be able to move away from a page element like this, which could prove very frustrating.</p> <p>If you find you get stuck, you're probably not meeting this requirement.</p>	<p>Anyone on a keyboard can, of course, access other areas of the site by moving 'forward' using the navigation available at top and bottom of every page. Or the "Alt-left" keyboard shortcut can be deployed.</p>	<p>Anyone on a keyboard can, of course, access other areas of the site by moving 'forward' using the navigation available at top and bottom of every page. Or the "Alt-left" keyboard shortcut can be deployed.</p>	<p>Anyone on a keyboard can, of course, access other areas of the site by moving 'forward' using the navigation available at top and bottom of every page. Or the "Alt-left" keyboard shortcut can be deployed.</p>	<p>Anyone on a keyboard can, of course, access other areas of the site by moving 'forward' using the navigation available at top and bottom of every page. Or the "Alt-left" keyboard shortcut can be deployed.</p>
<p>Check forms are still usable without a mouse Take your sample of forms and see if you can complete them without using a mouse. This means using 'Tab' to jump between the form elements and 'Enter' to interact with any navigation elements, like 'next' or 'submit' buttons.</p> <p>If there are form elements you cannot get through using just your keyboard, then your website is not meeting this requirement.</p>	<p>No forms</p>	<p>No forms</p>	<p>No forms</p>	<p>WE CHECKED A RANGE OF FORMS ACROSS THE SITE: https://www.colchsf.ac.uk/fo rmerstudents/ https://www.colchsf.ac.uk/co ntacts/contact.php?id=12 https://www.colchsf.ac.uk/co ntacts/contact.php?id=14 https://www.colchsf.ac.uk/co ntacts/contact.php?id=2 https://www.colchsf.ac.uk/co ntacts/contact.php?id=6 https://www.colchsf.ac.uk/co ntacts/contact.php?id=6</p> <p>"Tab and enter" works fine on all forms</p>
<p>Check users can skip to the main content on a page Lots of websites contain several links and navigational elements in the header at the top of the page. Users need to be able to skip past these links straight to the main page content if they want to, so they're not forced to tab through each item individually every time they open a new page.</p> <p>Some websites give users the chance to skip these header blocks. For instance, if you hit 'Tab' when you arrive at the GOV.UK home page, you'll see the option to 'Skip to main content'. If you hit 'Enter', the page will refocus past the header block down to where the actual page content begins.</p> <p>See if the same thing happens when you hit 'Tab' after refreshing a page on your website.</p>	<p>We do not have a "tab to main content" facility and are unable to put one in place at short term. – this will be resolved by the proposed overhaul / reskin – but is not easy to fix in the short-term</p>	<p>We do not have a "tab to main content" facility and are unable to put one in place at short term. – this will be resolved by the proposed overhaul / reskin – but is not easy to fix in the short-term</p>	<p>We do not have a "tab to main content" facility and are unable to put one in place at short term. – this will be resolved by the proposed overhaul / reskin – but is not easy to fix in the short-term</p>	<p>We do not have a "tab to main content" facility and are unable to put one in place at short term. – this will be resolved by the proposed overhaul / reskin – but is not easy to fix in the short-term</p>

<p>Checking content is usable when zoomed in or magnified Some users with visual impairments use screen magnification tools that zoom into the page content, or increase the size of the text. You'll need to check your content is usable for people using these tools</p>	<p>Content remains usable (mouse or tab) at 500% zoom</p>	<p>No forms</p>	<p>No forms</p>	<p>No forms</p>
<p>Checking content is usable when you enlarge the text Take a couple of the forms and content pages from your sample and see what happens if you increase the font size.</p> <p>You can usually do this by changing the settings in your browser. For example, in Chrome you do this by choosing "Settings", and changing the "Font size" from "medium" to "very large".</p> <p>Once you've increased the font size, try to complete a few tasks using your sample pages. If the page resizes or restructures properly, it should not obscure any of the important information or buttons you'd need to progress through a form.</p>	<p>Unable to increase font size on the site. We think we have specified a specific font size rather than using newer relative font sizes - -- this will be resolved by the proposed overhaul / reskin - but is not easy to fix in the short-term</p>	<p>Unable to increase font size on the site. We think we have specified a specific font size rather than using newer relative font sizes - -- this will be resolved by the proposed overhaul / reskin - but is not easy to fix in the short-term</p>	<p>Unable to increase font size on the site. We think we have specified a specific font size rather than using newer relative font sizes - -- this will be resolved by the proposed overhaul / reskin - but is not easy to fix in the short-term</p>	<p>Unable to increase font size on the site. We think we have specified a specific font size rather than using newer relative font sizes - -- this will be resolved by the proposed overhaul / reskin - but is not easy to fix in the short-term</p>
<p>Checking how the page behaves when users zoom in You'll need to check what happens to your pages when you adjust the page zoom in your browser. You can do this either through your browser's settings or by using a keyboard shortcut - usually 'Cmd' or 'Ctrl' plus the '+' key.</p> <p>Use the same sample of pages you used when tweaking the size of the text. For each page, see what happens when you zoom progressively further in.</p> <p>If your website is handling this in an accessible way, then you should be able to navigate without using horizontal scroll: the content should reformat in a way that means you only need to use vertical scrolling.</p>	<p>The homepage will NEARLY zoom all the way to 500%. At the very end, the inclusion of a narrow grey pointless sidebar on the right, necessitates the inclusion of a left to right horizontal sidebar, but all useful content can be accessed without the need to use it - this will be resolved by the proposed overhaul / reskin - but is not easy to fix in the short-term</p>	<p>Most pages mostly 'behave' at 500% zoom. We tweaked settings on youtube videos so that they remain in place and appropriately viewable as the page zooms in and out, although the preview images have aspect ratios that do not scale up and down quite as effectively. At 500% a small sidebar still necessitates a slight left to right navigation bar - though all content can be viewed without using it.</p> <p>(see first column)</p>	<p>See first column for details re. grey sidebar</p>	<p>See first column for details re. grey sidebar</p>
<p>Colour contrast Some users with visual impairments will not be able to interact with your website if the colour contrast is set incorrectly.</p> <p>So check the colour contrast on your sample pages, including any PDFs or other document types.</p> <p>Check for text contrast</p>	<p>Checked with wave tool 8.59:1 No contrast errors</p> <p>Extensive testing with wave and other tools to check contrast across the site https://wave.webaim.org/</p>	<p>Checked with wave tool 8.59:1 No contrast errors</p> <p>Extensive testing with wave and other tools to check contrast across the site https://wave.webaim.org/</p>	<p>Checked with wave tool 8.59:1 No contrast errors</p> <p>Extensive testing with wave and other tools to check contrast across the site https://wave.webaim.org/</p>	<p>Checked with wave tool 8.59:1 No contrast errors</p> <p>Extensive testing with wave and other tools to check contrast across the site https://wave.webaim.org/</p>

<p>You'll need to check that the contrast ratio between text and the background colour of your website is at least 4.5:1.</p> <p>You can use the WAVE tool to check colour contrast.</p> <p>This involves copying one of your sample URLs and pasting it into the WAVE tool. Once you've done that, select 'contrast' from the panel on the left-hand side of the tool. This should show you the colour contrast information for the page in question.</p>	<p>We removed grey backdrop to various ribbons and other areas where we couldn't get sufficient colour contrast</p> <p>We used https://toolness.github.io/accessible-color-matrix/ to check contrast ratios across the site and reduced the number of palettes</p> <p>This is likely to continue further as part of forthcoming revamp / reskin – as we move towards standardised colour palette across our website and literature</p>	<p>We removed grey backdrop to various ribbons and other areas where we couldn't get sufficient colour contrast</p> <p>We used https://toolness.github.io/accessible-color-matrix/ to check contrast ratios across the site and reduced the number of palettes</p> <p>This is likely to continue further as part of forthcoming revamp / reskin – as we move towards standardised colour palette across our website and literature</p>	<p>We removed grey backdrop to various ribbons and other areas where we couldn't get sufficient colour contrast</p> <p>We used https://toolness.github.io/accessible-color-matrix/ to check contrast ratios across the site and reduced the number of palettes</p> <p>This is likely to continue further as part of forthcoming revamp / reskin – as we move towards standardised colour palette across our website and literature</p>	<p>We removed grey backdrop to various ribbons and other areas where we couldn't get sufficient colour contrast</p> <p>We used https://toolness.github.io/accessible-color-matrix/ to check contrast ratios across the site and reduced the number of palettes</p> <p>This is likely to continue further as part of forthcoming revamp / reskin – as we move towards standardised colour palette across our website and literature</p>
<p>Check any buttons and navigational elements Like you did for the text on your website, you'll need to check that the colour contrast between any buttons or navigational elements (like 'next' or 'continue' buttons in forms) and the background of your website is set appropriately.</p> <p>The contrast ratio needs to be at least 3:1 in these cases. Again, use the WAVE tool to check this.</p>	<p>Wave tool identified no concerns</p>			
<p>Pop-ups and interactive or flashing content Pop-ups or flashing images can be very distracting. Users need to be able to disable or dismiss these elements easily.</p> <p>Check that users can disable animated or moving content Things like scrolling carousels or blinking images can be very distracting for people with cognitive disabilities.</p> <p>If your website contains these sorts of elements, you need to check whether users can disable them.</p> <p>Go to any of your sample pages containing these items and see if there's a way to stop them. Try clicking on them, or interacting with the surrounding content. Check to see if there's a button to stop or pause the item.</p>	<p>No animated or moving content</p> <p>Upon first visit the allow cookies box 'pops up'. This has good colour differentiation, can be reached by tabbing and buttons are highlighted when one hovers.</p>	<p>No animated or moving content</p>	<p>No animated or moving content</p>	<p>No animated or moving content</p>
<p>Check for content that plays automatically</p>	<p>No content that plays automatically</p>	<p>No content that plays automatically</p>	<p>No content that plays automatically</p>	<p>No content that plays automatically</p>

<p>Some websites play audio or video content automatically when a user refreshes or opens a page.</p> <p>If this applies to your website - and the content plays for more than 3 seconds - you'll need to check users can either change the volume or stop it altogether. There's likely to be a video or audio box somewhere on the page that you can interact with to do these things.</p>				
<p>Check whether there's an alternative for people who cannot see maps Some websites contain interactive maps.</p> <p>It's very hard to make a map itself accessible to people who have visual impairments using some sorts of assistive technology. At the least, you should provide an alternative for users who cannot use the map.</p> <p>The Pension Wise website does this well. For instance, when you search for your nearest contact centre, you're presented not only with a map you could use to navigate, but also with a text address any user could access.</p> <p>Check any maps on your website to see whether you're providing alternative routes for users who cannot use the map.</p>	<p>The map is here: https://www.colchsf.ac.uk/findus/</p> <p>I added alternative text content:</p> <p>BY CAR Following the implementation of a bus lane on North Hill, it is not possible for general traffic to proceed 'up' North Hill (from the North). The only 'up' access is for buses, taxis and emergency vehicles. All general traffic wishing to access or use North Hill, will therefore need to travel 'down' North Hill (from the South) from Head Street.</p> <p>BY FOOT In the High St. head east (towards the Jumbo water tower and away from the castle) and continue until you come to the junction at the end of the high street, where it meets Head St.. Cross over at the pedestrian lights and turn right into North Hill. Continue down the hill on the left hand side for approximately 100 yards. The main entrance to the College can be found immediately before a two storey tudor building.</p>	N/A	N/A	N/A
<p>6. Search and other forms of navigation You'll need to do some checks to see how accessible your website's navigation is. Navigation includes things like search, site maps and navigation categories.</p>				

<p>Check there are multiple ways to navigate your website Different users have different preferences, which means you need to provide more than one way of accessing content.</p> <p>The most common ways of doing this include:</p> <ul style="list-style-type: none"> offering a search bar publishing a site map offering navigation categories that break up the content by theme <p>Check that you're offering more than one of these options.</p>	<p>One of our concerns (and issues to think about for forthcoming revamp) is that there are TOO MANY routes to the same info on the frontpage.</p> <p>We have the top ribbon, the structured boxes in the middle, and the footer. The middle boxes do offer us the navigational categories that break up the content by theme as suggested.</p> <p>A search box has been suggested in staff consultation exercises regarding the website. It will be considered as part of forthcoming revamp, as will a site map.</p>	<p>The main menu for the college courses does offer a search function (but just for courses, not for the whole site)</p> <p>https://www.colchsfc.ac.uk/courses/browse.php?category_group=4</p> <p>So, in this section at least, there are two clear navigation routes</p>	<p>College documents can be reached via a variety of routes: the top navigation bar and the footer both include links. Many documents are also accessible via the infoboxes spread across the site.</p>	<p>https://www.colchsfc.ac.uk/departments/learningsupport/</p> <p>This page can be accessed via two separate links on the homepage – one in the footer and one in the structured content labelled “Your Care”</p>
<p>Check your navigation behaves consistently Things like search bars and breadcrumb trails (the list of links that appear at the top of the page to show where in your website's navigation you currently are) should behave in the same way wherever they appear on your website.</p> <p>You can check for this by going to a few of your sample pages and checking whether the navigational elements are presented consistently. If things like search boxes or navigation menus appear in different places across the pages, you're probably not meeting this requirement.</p>	<p>Yes, this requirement is met. We are using standard templates in this area.</p> <p>As part of forthcoming review, we may simplify navigation (for example, by removing info boxes) but pages will remain standardised.</p>	<p>Yes, this requirement is met. We are using standard templates in this area.</p>	<p>Yes, this requirement is met. We are using standard templates in this area.</p>	<p>Yes, this requirement is met. We are using standard templates in this area.</p>
<p>Check links do not trigger on the down-press of a mouse To open a link, a user has to click their mouse (known as a 'down event') and release it (known as an 'up event').</p> <p>You need to check that this is how your links behave. Check a sample of your content pages and interact with some of the links - specifically to see whether the links are opened on the down click of the mouse, or whether they only open once you release the mouse button.</p> <p>If they're triggered on the down event, you're likely not meeting this requirement.</p>	<p>Links do not trigger on the down-press of a mouse</p>	<p>Links do not trigger on the down-press of a mouse. This is also the case for the controls on embedded youtube videos.</p>	<p>Links do not trigger on the down-press of a mouse, including downloads.</p>	<p>Links do not trigger on the down-press of a mouse, including the infoboxes.</p>
<p>7. HTML checks</p>				

<p>There are a few checks that require you to look at your website's HTML (the language that website pages are written in). This is slightly more difficult than the other checks outlined in this guidance, but is not as intimidating as it sounds.</p> <p>The instructions below tell you how to navigate to the HTML you need to check, and the subsections explain what you'll need to look out for when checking each of the page elements you need to check.</p> <p>This means you do not really need to understand the things you're looking at, what HTML is or what it does.</p> <p>The way you view your page's HTML depends on which browser you're using. If you're using:</p> <ul style="list-style-type: none"> • Google Chrome, right-click the page element you want to check and select 'inspect' • Safari, right-click the page element you want to check and select 'inspect element' - you might need to enable Safari developer tools first • Edge, press 'F12', then hold 'Ctrl' and 'B' - once you've done that, left-click the page element you want to check • Firefox, right-click the element you want to check and select 'inspect element' - you might need to enable Firefox web developer first. This should open up a panel somewhere on your screen showing the HTML for the page. 				
<p>Checking tables and bullet lists are styled properly Start by checking that any tables and bullet lists have been styled properly. If they are not styled properly, screen reader software will not recognise what they are and will not convey the information in a way that makes sense to users.</p> <p>Follow the instructions above and check a few tables and bullet lists from your sample pages. Once you've opened up the source code, look out for the following sorts of tags:</p> <ul style="list-style-type: none"> • for tables, look out for <td>, <th> and <tr> • for bullet lists, look out for and 	<p> and present in lists of hyperlinks</p> <p>No tables</p>	<p><td>, <th> and <tr> present in table displaying entry criteria</p>	<p><td>, <th> and <tr> - Presentation tables used appropriately for each individual document</p>	<p>https://www.colchsf.ac.uk/departments/learningsupport/ and used appropriately for bullet point list</p>

<p>If you can see these tags, it's likely the elements have been styled properly.</p>				
<p>Check the language the content is written in A screen reader needs to know what language a page is written in so it uses the correct speech libraries for accent and pronunciation. It only knows this if the language is specified in the page HTML.</p> <p>You'll need to check the HTML of your sample content pages to see whether your website does this. To inspect the page HTML, use the same method you used when checking whether your content was marked up appropriately.</p> <p>Once you've opened the HTML, scroll to the top of the panel. You should see a <!doctype html> tag. Directly under that you should see an <html lang="" tag. This is where the screen reader finds out the page language.</p> <p>If the page is written in English, the tag should read <html lang="en" or <html lang="en-gb". If it's empty, the screen reader cannot tell what language the page is in.</p> <p>If any of your sample pages contain content written in other languages, you'll need to check that's marked up properly too, using the country code for the relevant language.</p>	<p><html lang="en" appears at top of page</p>	<p><html lang="en" appears at top of page</p>	<p><html lang="en" appears at top of page</p>	<p><html lang="en" appears at top of all pages page</p>
<p>You need to check that any video players are accessible. This means checking that the buttons you need to use to interact with the video player are marked up in a way that a screen reader would recognise.</p> <p>You'll need to inspect the page HTML to check whether you're meeting this requirement. Bring up the page HTML using the same method you used to check whether your text content was marked up properly.</p> <p>Once you've done that, right-click (or left-click if you're using Edge) one of the video player buttons and select 'inspect' or 'inspect element', depending on the browser you're using.</p> <p>Check whether the button's been given a name like 'Play' or 'Pause' - if it has, the name will likely appear as part of a 'title' or 'aria label' tag.</p>	<p>No video content</p>	<p>Youtube embedded video – button labelled as 'play'</p> <p>Some of the other controls are labelled, but a bit less clearly – such as the 'Watch on Youtube' button.</p> <p>These features are determined by youtube</p>	<p>No video content</p>	<p>No video content</p>

<p>If there's no text indicating what the button does then it's probably not been marked up properly. This means a screen reader will not know what the button's for and that users need to be able to see and understand the button icon to work it out for themselves.</p>				
--	--	--	--	--

