








WCAG Report

Faculty of Skills

version: 1.1
date: 12 September 2022
WCAG standard: 2.1 
WCAG level: AA* 




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Legend

Current WCAG status



Note: Guidelines are threshold based, so satisfying them is binary.

-  Satisfying guidelines
-  Not satisfying *optional/subjective* guidelines, therefore still passing check ("In control")
-  Failing check

Faculty internal status

-  Planned / In progress
 -  Wontfix / Impossible to control
(E.g. 3rd party content, content through admin environment or does not apply to us)
 -  Unknown status / T.B.D.
-

Page title

-  Check that there is a title that adequately and briefly describes the content of the page.
-  Check that the title is different from other pages on the website, and adequately distinguishes the page from other web pages.

Explanation




We generate titles based on the current page's title, in a reversed breadcrumb style:

E.g. Exercise page:

Gedrag benoemen - Feedback geven 1.0 | TrainTool

Image text alternatives

"alt text", pictures, illustrations, charts, etc.

-  Every image should include alt in the markup.
-  If an image conveys information useful for interacting with or understanding the web page content, then it needs alternative text.
-  If an image is just decorative and people don't need to know about the image, then it should have null alt (alt="").





Explanation

Not all the images get proper alt text. The ones that do get a generated text, usually the title of the subject, but not describing the content of the image.

👉 Note: Our icons are not an image, but an icon font. alt is therefore not needed.

Text

Headings

-  The page has a heading. In almost all pages there should be at least one heading.
-  All text that looks like a heading is marked up as a heading.
-  All text that is marked up as a heading is really a conceptual section heading.
-  The heading hierarchy is meaningful.




Explanation

All pages have a heading: this heading is also used as the page title (see section "Page title").

We do not apply inline styles to change font size, weight or other to make text look like a

heading. Heading levels are being applied properly and hierarchically: h1 > h2 > h3 etc. They describe their relevant sections accordingly.

Contrast ratio ("color contrast")






-  Web pages should also have a minimum contrast by default: a contrast ratio of at least 4.5:1 for normal-size text.
-  AA: 4.5:1 for normal-size text, 3:1 for large text (> 18pt)
-  AAA: 7:1 for normal-size text, 4.5:1 for large text (> 18pt)

Explanation

Some of our **buttons**, **badges** and **labels do not satisfy** the minimum contrast ratio guideline. Because these are very important for interacting and providing information to our users, adjustment to the (design's) colors are needed.

Regular **text**, **headings**, **form labels**, **navigation links** (e.g. in top header), **dropdown menus** and other **textual content** are all at least at **AA level**, most even **AAA**.

Resize Text

-  All text gets larger.
-  Text doesn't disappear or get cut off.
-  Text, images, and other content do not overlap.
-  All buttons, form fields, and other controls are visible and usable.
-  Horizontal scrolling is not required to read sentences or "blocks of text".








Explanation

We use font-relative sizes (rem, em, ch) for all widths, heights, spacing, text sizes, labels etc. All content scales in relation to the user's font-size settings and stays within the viewport without needing to scroll horizontally. No overlapping or other word-wrapping occurs, all texts is legible, no matter what scaling or font size a user has set.

We only use pixel-based sizes (px) when an element is not content, when values are based on the screen's (pixel) size (*media queries*) or when it's appropriate for visual design only (e.g. border-radius, border-width).

Interaction

[Keyboard access and visual focus](#)

-   Tab to all: Check that you can tab to all the elements, including links, form fields, buttons, and media player controls.
-  Tab away: Check that you can tab away from all elements that you can tab into.
-  Tab order: Check that the tab order follows the logical reading order
-  Visual focus: Check that the focus is clearly visible as you tab through the elements.
- All functionality by keyboard: Check that you can do everything with the keyboard;
-  Drop-down lists: Check that after you tab into a drop-down list, you can use the arrow keys to move through all the options without triggering an action.
-  Image links: Check that when images are links, they have clear visual focus and can be activated using the keyboard

Explanation





Criteria (after recording in PlayRecord) aren't neither focusable nor selectable. This is a blocker for users without the use of a mouse.

[Forms, labels, and errors](#) (including Search fields)





Keyboard access

-  Check that all form controls are keyboard accessible

Labels

-  Check that every form control has a label associated with it using 'label', 'for', and 'id'
-  Check that the labels are positioned correctly. For left-to-right languages, labels should usually be:
 -  Left of text boxes and drop-down lists.
 -  Right of radio buttons and checkboxes.

Required fields and other instructions

-  Check that any fields that are required/mandatory are clearly indicated
 -  Check that the indicator does not rely on color alone
 -  Check that the indicator (such as asterisks (*)) is included in the marked up field label
-  Check that any instructions for completing the form are before they are needed, for example,

- General instructions should usually be at the top of the form or the section they relate to.
- Check that required formats, such as dates (year-month-date in the format 0000-00-00), are included in the marked up label

Error handling

- Check that clear and specific guidance is provided to help people understand and fix the error. If the error concerns a format such as date, time, or address, check that the correct format is clearly explained.
- Check that the errors are easily findable. Generally it is best if the error messages are before the form, rather than after the form.
- Check that the fields without errors are still populated with the data you entered.

Explanation

- *Labels: Left of text boxes and drop-down lists.*
Our labels are above the elements and function according to that guidelines (= design choice: mobile-friendly). Note the word "usually" in the guideline.
- *Labels: Check that required formats [...] are included in the marked up label.*
Our fields don't need special formatting or are self-explanatory, e.g. e-mail address.
- *Required fields and other instructions: Check that any fields that are required/mandatory are clearly indicated.*
The forms that our users need to fill in are minimal all mandatory. This is also self-evident: e-mail address, password, answer to an exercise question. The forms are a logic step in the user flow. Showing a required indicator only clutters the page (= design choice).
- *Error handling: Check that clear and specific guidance is provided*
We do not highlight the field that has the error. Users have to deduce that from the error message (alert block on top of the page) alone.

General



Moving, Flashing, or Blinking Content

- Check if there is any moving, blinking, or scrolling information that starts automatically and lasts more than five seconds.
- Check if there is any auto-updated information (such as stock price).
- Check that no content flashes or blinks more than three times in one second.

[? Multimedia \(video, audio\) alternatives](#)

Keyboard access

The media player controls are

-  labeled
-  keyboard accessible

Auto-start control

- It is best if audio (including background noise and video with sound) does not start automatically when a web page opens. If it does start automatically, it should either:
 - Stop after 3 seconds.
 - Include controls to pause or stop the audio.
 - Include controls to turn down the volume.

Captions ("subtitles")

If there are captions, you can check that:

- The captions seem in sync with the spoken content.
- The people who are speaking are identified when they speak.
- Important sound other than dialogue [...] is included.




Transcript

- Transcripts should be easy to find near the audio/video itself and any links to the audio/video.
- Check that transcripts include all audio information, including dialogue with the speakers identified, and all important sound — e.g., footsteps approaching, doors closing, glass breaking.
- A transcript for a video could provide all the audio and all the visual information, so that a person can get all the content of the video by reading the text.

Audio description

- (The) visual information needs to be provided to people who cannot see the video. It can be provided through:
 - Audio description - where the audio track includes someone describing the important visuals. Audio description can be included in the main video, or it can be provided in a separate video.
 - Text transcript - that includes description of meaningful visual information (so it's kind of like a screenplay).

Basic Structure Check

-  Check that the information makes sense when read in the order it is shown.
-  Check that the alternative text provides adequate information for the missing images.
-  Check that blocks of information have clear headings

Conclusion

We satisfy a lot of important criteria for being Web Accessible. For example our software has a logic structure (hierarchy), we use proper headings, content structure etc. Most of our interactive elements like links, buttons, form fields etc. are accessible: they have appropriate labels, keyboard access is guaranteed. However, we don't pass some criteria and even have a couple of crucial blockers that we have to solve first.

Significant changes are needed (blocking certain users)

- **Keyboard access in PlayRecord:** Some crucial elements are not accessible by keyboard, therefore **blocking users** from continuing their program.
 - Issue: <https://github.com/traintool/traintool/issues/7288>
 - Planning: t.b.d.

Adjustments needed (user experience improvements)

- **Forms: Error handling**
 - Add: Highlight the actual field that has the error
 - Issue: <https://github.com/traintool/traintool/issues/7289>
 - Planning: t.b.d.

Discussion

- **Multimedia (video, audio) alternatives (a.k.a. PlayRecord)**
 - **Auto-start control:** without auto-start we decrease the usability of our tool. It's an integral part of it, therefore we allow it.
 - **Captions ("subtitles"), transcript and audio description:** TrainTool is a tool designed to train conversational skills for persons with hearing abilities. Making TrainTool accessible to persons with hearing disabilities would require an unreasonable investment in content, software, coaches and trainers.
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About this report

Reviewer

Faculty of Skills internal (*Richard van Aalst - front-end developer/UX*)

Client

Faculty of Skills - TrainTool B.V.

Methodology

WCAG-EM 1.0 - [Preliminary check](#)

Scope

TrainTool's Trainee web environment (<https://experience.traintool.com/programs>)

Sample pages

- Sign-in
- Programs
- Program timeline
- RolePlay
- Exercise (PlayRecord)
- Profile&settings

Tools

- [Google Chrome](#) Chromium: 104.0-105.0 (browser)
- [Web Developer](#) 0.5.4 (browser extension)
- [WCAG Color contrast checker](#) 3.6.1 (browser extension)
- [Screen Reader](#) 53.0.2784.13 (browser extension)
- [Sim Daltonism](#) 2.0.5 (application - colour blindness simulator)

Technology

HTML, CSS, JS

- Bootstrap 3.4.1 et al.