CARDAN
voor iedereen

evaluation.rug.nl

WCAG 2.2 AA audit

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Summary

The audit was conducted between 03 February 2025 and 07 February 2025 according to the evaluation method WCAG-EM. During this audit, **1 pages** were examined. Compliance was achieved for **35 out of 56 success criteria** (62 %). Our auditor has documented **57 issues** where users with impairments may encounter problems. Additionally, the auditor provided **2 other remarks** to improve accessibility.

In a number of areas, the web pages examined are already easily accessible. On the website the contrast of the text is high enough. This is important for people who are visually impaired. And certain style features, such as wider line spacing, can be applied without loss of content. This is important for people with dyslexia who use their own style sheet to read the text better, for example. So in this respect, accessibility is already well taken into account.

However, accessibility problems were also found. For example, the link purpose is not always clear. This means that it is not clear where the link goes. And, when zoomed in to 200%, there is a loss of content and functionality. Content or functionality that is on the page is no longer present when zoomed in. This can be a problem for visually impaired people who resize web pages. Also, there are issues with content appearing on keyboard focus or mouseover. This can be a problem for visually impaired people who zoom in very far and where expanded content takes up a large portion of the window. It should be easier for them to collapse the expanded content, for example by using the Escape key.

Feedback from auditor

It was clear when I examined the website that an effort with accessibility had been made, for example in regards to the names of the radio buttons and checkboxes. I thought this would go wrong as the semantic input-elements themselves had no name, but when using the screen readerit went well, apart from when the names turned to Dutch.

About this Audit

We have conducted an audit to assess how well this website complies with the accessibility rules of WCAG 2.2, level A and AA. This audit is based on the European standard EN 301 549.

WCAG stands for *Web Content Accessibility Guidelines*. These are international guidelines for making digital content, such as websites and apps, accessible to everyone. WCAG is structured around four principles: Perceivable, Operable, Understandable, and Robust. Each principle includes success criteria (rules) that can be measured to determine whether a website is accessible.

Audit Details

What was audited?

During the audit, we took a sample. Within this sample, the auditor describes as many issues as possible. We clearly outline where the issues are located. If possible, the auditor also provides recommendations on how to resolve them. This is not a complete overview. The auditor provides examples. It is a snapshot: it shows which issues the auditor observed at that moment.

Check the entire website

Because this audit is based on a sample, we may not have identified all issues. We strive to make the sample as representative as possible, but despite this, the auditor may not notice some issues. These may emerge in future audits.

Therefore, check the entire website for similar issues. The identified problems may also occur elsewhere, both within and outside the sample.

When updating the website, new issues may arise. It is therefore important to conduct regular audits.

What is the difference between WCAG 2.1 and WCAG 2.2?

Since October 5, 2023, WCAG 2.2 has been the latest accessibility standard. It has not yet been incorporated into European regulations. At this moment, WCAG 2.1 is the legal standard. This means that the six new rules in WCAG 2.2 are not yet mandatory.

We recommend complying with WCAG 2.2 now. This will make the website more accessible and ready for future legislation. WCAG 2.2 introduces six new success criteria. Success Criterion 4.1.1 has been removed.

Scope of the Audit

The URL specifies why a part has or has not been included. This is in accordance with the rules for determining the scope in the WCAG-EM methodology.

- All pages on (URL hidden on request) (URI-basis)

Other Details

Het onderzochte proces dient als voorbeeld voor andere formulieren op evaluation.rug.nl

Data Protection and Privacy

At the client's request, parts of the sample and findings have been anonymized for reasons of data security and privacy. As a result, this audit does not refer to page URLs but to the names of pages and components.

Audit Methodology and Applied Norm

This audit was conducted in accordance with the WCAG-EM evaluation methodology. This method is recommended by DigiToegankelijk (Logius).

The applied standard is WCAG 2.2, Levels A and AA (https://www.w3.org/TR/WCAG22/)

Baseline for Accessibility Support

Common web browsers and assistive technologies.

Questions?

If you have any content-related questions about this report, please contact us via contact@cardan.com.

Results Overview

Below is an overview of all WCAG 2.2 success criteria of level A and AA, divided across the four principles: Perceivable, Operable, Understandable, and Robust. Each success criterion includes a short description, the level, and whether the pages from the sample comply with the success criterion or not. If they do not comply with a success criterion, an overview of the findings that led to this conclusion can be found in the following chapters.

Perceivable

Criterium	Omschrijving	Niveau	Resultaat
1.1.1	Non-text Content	A	Voldoet niet
1.2.1	Audio-only and Video-only (Prerecorded)	A	Niet aanwezig
1.2.2	Captions (Prerecorded)	A	Niet aanwezig
1.2.3	Audio Description or Media Alternative (Prerecorded)	AA	Niet aanwezig
1.2.4	Captions (Live)	AA	Niet aanwezig
1.2.5	Audio Description (Prerecorded)	AA	Niet aanwezig
1.3.1	Info and Relationships	A	Voldoet niet
1.3.2	Meaningful Sequence	A	Voldoet niet
1.3.3	Sensory Characteristics	A	Voldoet niet
1.3.4	Orientation	AA	Voldoet
1.3.5	Identify Input Purpose	AA	Niet aanwezig
1.4.1	Use of Color	A	Voldoet niet
1.4.2	Audio Control	A	Niet aanwezig
1.4.3	Contrast (Minimum)	AA	Voldoet
1.4.4	Resize Text	AA	Voldoet niet
1.4.5	Images of Text	AA	Voldoet
1.4.10	Reflow	AA	Voldoet niet
1.4.11	Non-text Contrast	AA	Voldoet niet
1.4.12	Text Spacing	AA	Voldoet
1.4.13	Content on Hover or Focus	AA	Voldoet niet

Operable

Criterium	Omschrijving	Niveau	Resultaat
2.1.1	Keyboard	A	Voldoet niet
2.1.2	No Keyboard Trap	A	Voldoet
2.1.4	Character Key Shortcuts	A	Niet aanwezig
2.2.1	Timing Adjustable	A	Voldoet
2.2.2	Pause, Stop, Hide	A	Niet aanwezig
2.3.1	Three Flashes or Below Threshold	A	Voldoet
2.4.1	Bypass Blocks	A	Voldoet
2.4.2	Page Titled	A	Voldoet
2.4.3	Focus Order	A	Voldoet niet
2.4.4	Link Purpose (In Context)	A	Voldoet niet
2.4.5	Multiple Ways	AA	Voldoet
2.4.6	Headings and Labels	AA	Voldoet niet
2.4.7	Focus Visible	AA	Voldoet niet
2.4.11	Focus not obscured (minimum)	AA	Voldoet niet
2.5.1	Pointer Gestures	A	Niet aanwezig
2.5.3	Label in name	A	Voldoet niet
2.5.4	Motion Actuation	A	Niet aanwezig
2.5.7	Dragging Movements	AA	Niet aanwezig
2.5.8	Target Size (Minimum)	AA	Voldoet

Understandable

Criterium	Omschrijving	Niveau	Resultaat
3.1.1	Language of Page	A	Voldoet
3.1.2	Language of Parts	AA	Voldoet niet
3.2.1	On Focus	A	Voldoet
3.2.2	On Input	A	Voldoet
3.2.3	Consistent Navigation	AA	Voldoet

Criterium	Omschrijving	Niveau	Resultaat
3.2.4	Consistent Identification	AA	Voldoet
3.2.6	Consistent help	A	Niet aanwezig
2.5.2	Pointer Cancellation	A	Voldoet
3.3.1	Error Identification	A	Voldoet niet
3.3.2	Labels or Instructions	A	Voldoet niet
3.3.3	Error Suggestion	AA	Voldoet niet
3.3.4	Error Prevention (Legal, Financial, Data)	AA	Niet aanwezig
3.3.7	Redundant Entry	A	Niet aanwezig
3.3.8	Accessible authentication (minimum)	AA	Niet aanwezig

Robust

Criterium	Omschrijving	Niveau	Resultaat
4.1.1	Parsing	A	Niet aanwezig
4.1.2	Name, Role, Value	A	Voldoet niet
4.1.3	Status Messages	AA	Voldoet

Audit Scores

The results are shown here per principle and per level.

	Niveau A	Niveau AA	Totaal
Waarneembaar	3 / 8	8 / 12	11 / 20
Bedienbaar	10 / 14	3 / 6	13 / 20
Begrijpelijk	5 / 7	4 / 6	9 / 13
Robuust	1 / 2	1 / 1	2 / 3
Totaal	**19 / 31**	**16 / 25**	**35 / 56**

Principle 1: Perceivable

Information and user interface components must be presentable to users in ways they can perceive.

Guideline 1.1: Text Alternatives

Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.

A

Success Criterion 1.1.1: Non-text Content

Provide text alternatives for non-text content.

Result

− Not met: The audited set of pages does not meet this success criterion.

Findings

Non-text content, such as images, should be accessible with a text alternative. This allows assistive software to make the information audible (screen reader) or tangible (braille). This is important for people who are blind, partially sighted, deafblind, or have other limitations in perceiving visual content.

Important information in non-text content should always be perceptible to everyone. Without text alternatives, some visitors will miss this information. If the content is merely decorative, it should be able to be ignored by assistive software. This prevents users from being distracted by unnecessary details.

If an image is functional (for example clickable), the text alternative should make it clear what the purpose of the image is. This also satisfies other success criteria, such as success criteria 2.4.4 (link purpose), 2.4.6 (headings and labels), and 4.1.2 (name, role, and value).

Finding EVR-1.F1

At the top of the website is a logo as a link with the visible text “Explorance”. This has a text alternative from the aria-label “Home(opens in new tab)” on the link. This does not contain the visible text. Also, the aria-label “Home(opens in new tab)” combined with the visible text implies that the homepage is that of “Explorance”, this is not the case. Instead it goes to the homepage of RUG Evaluations.

Use for example “Homepage RUG Evaluations, Explorance logo (opens in new tab)”.

Finding EVR-1.F2

After zooming in on the website, for example to 200%, the language selection button is replaced with a hamburger menu, recognisable by three stripes. This has no text alternative on the start

page. There has been an attempt at adding a text alternative, but as the span-element has a property of `display="none"` the text alternative is ignored.

Make sure the text alternative is available for screen reader users.

Finding EVR-1.F3

At the top of the questionnaire is a progress bar which fills in as the user progresses. This is informative but has no text alternative.

Guideline 1.2: Time-based Media

Provide alternatives for time-based media.

A

Success Criterion 1.2.1: Audio-only and Video-only (Prerecorded)

Provide alternatives for time-based media.

Result

Not present: None of the techniques for this success criterion are applicable.

A

Success Criterion 1.2.2: Captions (Prerecorded)

Provide captions for all prerecorded audio content in synchronized media.

Result

Not present: None of the techniques for this success criterion are applicable.

AA

Success Criterion 1.2.3: Audio Description or Media Alternative (Prerecorded)

Provide audio description for all prerecorded video content in synchronized media.

Result

Not present: None of the techniques for this success criterion are applicable.

AA

Success Criterion 1.2.4: Captions (Live)

Provide captions for all live audio content in synchronized media.

Result

Not present: None of the techniques for this success criterion are applicable.

AA

Success Criterion 1.2.5: Audio Description (Prerecorded)

Provide audio description for all prerecorded video content.

Result

Not present: None of the techniques for this success criterion are applicable.

Guideline 1.3: Adaptable

Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

A

Success Criterion 1.3.1: Info and Relationships

Information and relationships conveyed through presentation can be programmatically determined.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

It is important that the information and relationships between elements on a page are clear to everyone. This means that visual information from layout or design, must also be included in the code. This allows assistive technology, like screen readers, to properly convey the information to people who are blind, visually impaired, or deafblind.

If information is only conveyed visually, people using assistive technology may not understand it correctly or at all. This could lead to confusion and missing important details. Therefore, it is necessary to include the information and relationships in the code as well, so that all users, both with and without visual impairments, understand the content in the same way.

Finding EVR-1.F4

At the top of the start page is a button to select the language, with the visible text “English”. This visible text is overwritten in the code by an aria-label, “Language selection”. The selected language is therefore not communicated to users of assistive technology. Expand the aria-label for example, to include “... current language: English”.

Expand the aria-label for example, to include “... current language: English”.

Finding EVR-1.F5

After zooming in on the website, for example to 200%, the language selection button is replaced with a hamburger menu, recognisable by three stripes. On the pages apart from the start page, this does nothing when activated. It still has the aria-expanded-attribute which changes from “false” to “true” when activated. This gives users of assistive technology incorrect information, as nothing is expanded here.

Possibly remove the hamburger menu here.

Finding EVR-1.F6

Within the questionnaire are separate blocks of content with roles of “region”. Nested within is an element with the role of “group” and then another as a heading. All three of these have almost the same accessible name or text, and it causes the information to be read out three times in a row. This can be irritating for screen reader users.

Ensure the information is read out only once, to remain clear and useful.

Finding EVR-1.F7

On step 1 “Questions with a single answer” there are two required questions, under “How would you rate the following aspects of the course”. If answers are not chosen here, the error message “Errors have been identified in your responses below” appears, with the notification “Response required” by the specific fields. There is now no programmatic relationship between specific fields and notifications. This can be done, for example, by using aria-describedby.

Finding EVR-1.F8

On step 3 “Other questions” are input fields “Date 1” and “Date 2”. These visual labels are not programmatically linked to the input fields. This also forms a problem under success criterion 2.5.3, as the visually hidden labels differ from the visual ones. A similar problem occurs with the textarea-element under these input fields, under the heading “You can leave your remaining comments...”. This has the programmatically determined name “Response”.

Finding EVR-1.F9

On step 4 (“Summary”) of the questionnaire, a few problems arise with heading structure.
The visual heading “Summary” is present. This is not formatted as a heading, but should be. Use preferably an h2-element for this. This can cause another problem, concerning headings without content, outlined below. Multiple h2-elements (headings) are present, for example “Questions with a single answer” and “Questions with multiple possible answers”. These are followed directly by another h2-element, for example “How would you rate the following aspects of the course”. This makes the first a heading without content. A heading without content is not a heading.

The hierarchy of the headings should be adjusted here, to make “Questions with a single answer” an h3-element, and “How would you rate the following aspects of the course” an h4-element, and then “The quality of the lectures” and h5-element. This gives a clear structure and resolves the problem of headings without content.

Finding EVR-1.F10

On the confirmation screen under the heading “Your responses have been submitted successfully!” are two paragraphs split up with br-elements. This is not correct use of a br-element.

Use instead two separate p-elements to format these paragraphs.

Finding EVR-1.F11

On step 1 “Questions with a single answer” under the heading “How would you rate the following aspects of the course” is a visual table with radio buttons. This is visually a table, but not sematically.

One solution is to format this as a table. Another could be to use `aria-hidden="true"` -attributes on the visual row and column headings, and format the two rows of radio buttons as lists.

A

Success Criterion 1.3.2: Meaningful Sequence

Content is presented in a meaningful order.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

This success criterion ensures that everyone can use the information in a logical order, without losing the meaning.

For people who depend on assistive software, such as a screen reader, it is important that the logical visual order on a web page is also recorded in the code. This allows assistive software to correctly pass on the order and meaning of the information.

Visitors may miss important information that is visually very clear and self-evident to other people. This makes reading the text more time-consuming and energy-consuming.

Finding EVR-1.F12

On step 1 “Questions with a single answer” under the heading “How would you rate the following aspects of the course” is a visual table with radio buttons. The visual row and column headings, for example “The quality of the lectures” and “Excellent” are read out before the radio buttons themselves. This also occurs on step 2 “Questions with multiple possible answers” under the heading “Questions about the learning experience”.

Because this is not a table, this is not the expected reading order. Either format this as a table or ensure these visual headings are ignored.

A

Success Criterion 1.3.3: Sensory Characteristics

Instructions provided for understanding and operating content do not rely solely on sensory characteristics.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

Instructions on a website must be understandable for everyone, regardless of how the page is perceived. For example, use names to describe buttons or fields instead of relying solely on their appearance or location. This helps people who are blind or have low vision, as they cannot rely on visual cues. Without clear descriptions, they may struggle to use the website.

Finding EVR-1.F13

On the start page is the instruction “It's possible to change the language of the project with the button in the top right of the screen”. On mobile view, or if the page is zoomed in to 200%, this button is no longer in the top right corner of the screen, and it is hidden inside a menu without a text alternative. This can cause confusion for people with, for example, cognitive disabilities.

AA

Success Criterion 1.3.4: Orientation

You should be able to rotate your screen without losing any content.

Result

Met: The audited sample complies with this success criterion.

AA

Success Criterion 1.3.5: Identify Input Purpose

The purpose of each input field collecting user data can be programmatically determined.

Result

Not present: None of the techniques for this success criterion are applicable.

Guideline 1.4: Distinguishable

Make it easier for users to see and hear content including separating foreground from background.

A

Success Criterion 1.4.1: Use of Color

Color is not used as the only visual means of conveying information.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

People who are colorblind or visually impaired may have difficulty distinguishing colors, or they may not be able to see certain colors at all. Therefore, it is important not to rely solely on color to convey information but also to use other visual cues, such as shapes or text. This ensures that all users can understand the information correctly, regardless of their visual impairments.

Finding EVR-1.F14

At the top of the start page is a button with the visible text “English”. When this gets the keyboard focus, this can only be seen by the colour of the text changing from black (`rgb(0, 0, 0)`) to blue (`rgb(0, 80, 193)`). So this information (that the focus is on it) is only color dependent and can be missed by color blind people. This occurs more often, for example on the link “Learn more” in the cookie bar at the bottom of the website, “Go to top” on the steps within the questionnaire, and on the buttons “Previous” and “Next” on the 200% zoomed in version of the website.

This color difference should have at least a contrast difference of 3.0:1, here it is now 2.9:1 and is too low. A better and clearer solution is to also convey this information in a different way, for example by also putting a border around the button when the focus is on it.

Finding EVR-1.F15

At the bottom of the website is a cookie bar, with the button “Got it!” which has a grey border (`rgb(213, 223, 233)`). When this gets the focus, the border changes to blue (`rgb(78, 167, 255)`). So this information (that the focus is on it) is only color dependent. This occurs more often, for example on step 4 “Summary” on the buttons “Modify”, or on the buttons “Previous” and “Next” at the bottom of the page.

This color difference should have at least a contrast difference of 3.0:1, here it is now 1.9:1 and is too low. A better and clearer solution would be to use a thicker border with enough contrast with the white background, such as a black border.

Finding EVR-1.F16

A similar problem occurs on step 1 “Questions with a single answer”. Here there are radio buttons whose borders change colours when getting keyboard focus, from grey (`rgb(112, 133, 154)`) to blue (`rgb(94, 175, 255)`). The contrast difference here is insufficient with 1.6:1. This occurs on multiple steps, for example with the checkboxes on step 2 “Questions with multiple possible answers”.

A

Success Criterion 1.4.2: Audio Control

If any audio on a Web page plays automatically for more than 3 seconds, a mechanism is available to pause or stop it.

Result

Not present: None of the techniques for this success criterion are applicable.

AA

Success Criterion 1.4.3: Contrast (Minimum)

All texts must have sufficient colour contrast. Tip: use the Colour Contrast Analyzer to determine the colour contrast.

Result

Met: The audited sample complies with this success criterion.

AA

Success Criterion 1.4.4: Resize Text

Text can be resized without assistive technology up to 200 percent without loss of content or functionality.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

When the website is viewed at a width of 1280 pixels and zoomed in, texts should be able to be enlarged up to 200% and no content or functionality should be lost. This is important for people who depend on zooming (re-scaling). For example, people with visual impairments can zoom the website to see everything better and people with physical disabilities can zoom in to make the

website easier to use.

Finding EVR-1.F17

At the end of the questionnaire is a button with the visible text “Testing Useability Questionnaire (Students) Start now”. After zooming in to 200%, the text “Start now” disappears. This is a loss of information.

AA

Success Criterion 1.4.5: Images of Text

Images of text are only used for decoration or where a particular presentation of text is essential.

Result

Met: The audited sample complies with this success criterion.

AA

Success Criterion 1.4.10: Reflow

Content can reflow to fit the screen of the device.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

For people with visual impairments, it is crucial that a website remains functional when significantly zoomed in. Content must not be lost, and users should be able to read everything without scrolling in two directions.

Horizontal scrolling requires significant extra effort for visually impaired users, especially when they need to move back and forth for every line. This success criterion also benefits users with physical disabilities. Designing a website so that content can be enlarged without loss makes it easier and more accessible for everyone to use.

When zoomed in significantly, multiple columns should be neatly rearranged into a single column. This helps visually impaired users view the content without missing important information. This success criterion is tested at a resolution of 320 by 256 pixels (100% zoom) or at 400% zoom on a screen of 1280 by 1024 pixels.

Finding EVR-1.F18

At the end of the questionnaire is a button with the visible text “Testing Useability Questionnaire (Students) Start now”. On the rescaled version of the website, the text “Start now” disappears. This is a loss of information.

AA

Success Criterion 1.4.11: Non-text Contrast

Graphics and user interface components have distinguishable contrast.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

Non-text elements, such as icons and input fields, must have a color contrast of at least 3.0:1. This is important for visitors to your website with a visual impairment to distinguish and use elements. This also applies to the lines in a graph, for example.

If there is too little contrast, they cannot perform important functions properly, such as filling in forms or operating buttons. The focus indicator for keyboard navigation must also always be visible. Without good contrast, visitors who depend on the keyboard cannot see where the focus is. This makes operating the website much more difficult.

Finding EVR-1.F19

On the start page is the button “Start now”. The keyboard focus indicator on this is a light blue (`rgb(78, 167, 255)`) colour. Against the grey background (`rgb(234, 235, 241)`) is the contrast 2.1:1.

Increase the contrast to at least 3.0:1.

Finding EVR-1.F20

At the bottom of the website is a cookie bar. The focus indicator on the button “Got it!” is a blue colour (`rgb(78, 167, 255)`). This has a contrast with the white background (`rgb(255, 255, 255)`) of 2.5:1. It should be at least 3.0:1. The default user agent stylesheet focus indicator (not adjusted) always complies with this success criterion. This occurs more often, for example on step 4 “Summary” on the buttons “Modify”, or on the buttons “Previous” and “Next” at the bottom of the page.

Finding EVR-1.F21

A similar problem occurs on step 1 “Questions with a single answer”. Here the focus indicator on the radio buttons is blue (`rgb(94, 175, 255)`). The contrast with the grey background is 2.4:1. This occurs on multiple steps, for example with the checkboxes on step 2 “Questions with multiple possible answers”, and on the separate blocks of content with roles of “region” or “group” on each step (for example “Questions with a single answer” on step 1).

AA

Success Criterion 1.4.12: Text Spacing

Text spacing is adaptable.

Result

Met: The audited sample complies with this success criterion.

AA

Success Criterion 1.4.13: Content on Hover or Focus

Additional content that appears on hover or focus can be dismissed.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

Additional content that appears or disappears when hovering or focusing with the keyboard can cause issues. Visually impaired users who zoom in may struggle to view this content if it falls outside the screen. People with visual or cognitive disabilities also need more time to review the additional content.

The extra content must:

- Be closable without moving the mouse or keyboard focus;
- Remain accessible without disappearing;
- Stay visible until the focus or pointer is moved.

If this doesn't work properly, users may miss important information or find it hard to interact with the website. These adjustments also enable "reading along with the cursor". This can support reading the text.

Finding EVR-1.F22

On step 1 "Questions with a single answer" is an asterisk (`*`) by the question "How would you rate the following aspects of the course?". When hovered with the mouse pointer, a tooltip appears. This content appearing under hover must meet three conditions according to this success criterion. Two of the three conditions are now met. The content is "hoverable," meaning that the content can be hovered over without disappearing. The content is also 'persistent,' that is, the content remains visible until the mouse or keyboard focus is moved. However, the content is not "dismissable. This means that the content cannot be removed without moving the mouse or focus. This should be possible with the Escape key, for example. This also occurs on step 3 "Other questions" by the question "You can leave your remaining comments...".

Principle 2: Operable

User interface components and navigation must be operable.

Guideline 2.1: Keyboard Accessible

Make all functionality available from a keyboard.

A

Success Criterion 2.1.1: Keyboard

All functionality of the content is operable through a keyboard interface.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

All functionalities on the website must be accessible with a keyboard or similar interface, such as a screen reader. This is important for people who cannot use a mouse, for example due to a motor disability or visual impairment.

If a function only works with a mouse, not everyone can operate the website with this function. This leads to frustration and costs more time and energy.

Finding EVR-1.F23

After zooming in on the website, for example to 200%, the language selection button is replaced with a hamburger menu, recognisable by three stripes. This can be opened with the keyboard, but not closed.

Finding EVR-1.F24

Within the questionnaire, if the user activates “Next” a new step appears. The interactive elements on this new step are not operable with the keyboard unless the page is reloaded. This is not the intention.

Ensure the content is always operable.

A

Success Criterion 2.1.2: No Keyboard Trap

If keyboard focus can be moved to a component, focus cannot be trapped there.

Result

Met: The audited sample complies with this success criterion.

A

Success Criterion 2.1.4: Character Key Shortcuts

If a keyboard shortcut is implemented in content, it can be turned off or remapped by the user.

Result

Not present: None of the techniques for this success criterion are applicable.

Guideline 2.2: Enough Time

Provide users enough time to read and use content.

A

Success Criterion 2.2.1: Timing Adjustable

Users can adjust time limits unless not possible or if essential.

Result

Met: The audited sample complies with this success criterion.

A

Success Criterion 2.2.2: Pause, Stop, Hide

Users have the ability to pause, stop, or hide any moving, blinking, or scrolling information.

Result

Not present: None of the techniques for this success criterion are applicable.

Guideline 2.3: Seizures and Physical Reactions

Do not design content in a way that is known to cause seizures or physical reactions.

A

Success Criterion 2.3.1: Three Flashes or Below Threshold

Content does not contain anything that flashes more than three times in one second.

Result

Met: The audited sample complies with this success criterion.

Guideline 2.4: Navigable

Provide ways to help users navigate, find content, and determine where they are.

A

Success Criterion 2.4.1: Bypass Blocks

Mechanisms are available to bypass blocks of content that are repeated on multiple Web pages.

Result

Met: The audited sample complies with this success criterion.

A

Success Criterion 2.4.2: Page Titled

Web pages have titles that describe topic or purpose.

Result

Met: The audited sample complies with this success criterion.

A

Success Criterion 2.4.3: Focus Order

If a Web page can be navigated sequentially, the navigation order can be programmatically determined.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

It is important that users with a keyboard can navigate through a website easily and logically. The order in which interactive elements receive focus should support the meaning of the content. This helps to form a clear picture of the web page. Without a logical order, keyboard users can become disoriented and have difficulty finding the right information or functions. This is important for anyone who is dependent on the keyboard, for example due to a visual impairment or physical disability.

Finding EVR-1.F25

On step 1 “Questions with a single answer” by the question “How would you rate the following

aspects of the course” is an asterisk (`*`). This opens a dialog window if the website is zoomed in to 200%. When a dialog window is open, the focus should remain within the dialog window. That is not the case here. The focus goes to the underlying page. This also occurs with the dialog window “Timeout” that appears when the user is inactive on the website for a while.

Finding EVR-1.F26

On step 3 (“Other questions”) of the questionnaire is the button “Next”, which is disabled by use of an `aria-disabled="true"` -attribute. This can still get the focus. This is not correct, ensure it is skipped in the focus order.

Finding EVR-1.F27

On the confirmation screen the heading “Your responses have been submitted successfully!” appears. The focus does not return to the beginning of the page when this appears, instead it goes to the bottom on the “Got it!” button. This confirmation message is therefore not read out as the focus goes to the wrong element. Ensure the focus goes to the top of the page when the confirmation screen is loaded.

> A
>
> **Success Criterion 2.4.4: Link Purpose (In Context)**
> The purpose of each link can be determined from the link text alone or its context.

Result

⊖ Not met: The audited set of pages does not meet this success criterion.

Findings

Finding EVR-1.F28

At the top of the website is a logo as link with the visible text “Explorance”. This has a link purpose from the aria-label “Home(opens in new tab)” on the link. This is not clear as it does not disclose which homepage the link leads to. Also, the aria-label “Home(opens in new tab)” combined with the visible text implies that the homepage is that of “Explorance”, this is not the case. Instead it goes to the homepage of RUG Evaluations.

Ensure a clear link purpose is created here, for example “Homepage RUG Evaluations, Explorance logo (opens in new tab)”.

Finding EVR-1.F29

At the bottom of the website is a cookie bar containing the link “Learn more”. This link doesn’t get context from the surrounding text and has an unclear purpose.

Add a visually hidden text to clarify the purpose, for example “... about cookies from Explorance”.

Finding EVR-1.F30

On step 4 “Summary” are multiple links with the visual text “Modify”. These have the link purposes "Modify your answer". A link doesn’t get context from a heading and therefore these links have all the same purposes.

Expand the link purposes to make this clear, for example "Modify your answer over aspects of the course" or "Modify your answer over the overall organization of the course".

AA

Success Criterion 2.4.5: Multiple Ways

More than one way is available to locate a Web page within a set of Web pages.

Result

Met: The audited sample complies with this success criterion.

AA

Success Criterion 2.4.6: Headings and Labels

Headings and labels describe topic or purpose.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

Clear headings and labels make it easier to understand a webpage's structure and interact with its content. Visitors using assistive technology, such as screen readers, can quickly scan the page's headings to get an overview of its content. Sighted users also benefit from descriptive headings and labels, as they make the content more accessible and easier to navigate. This is especially helpful for people with cognitive or visual disabilities to orient themselves more effectively.

Finding EVR-1.F31

After step 4 "Summary" is a screen with the button “View all”, and the visually hidden label “Select to view all remaining tasks”. This doesn’t activate a list of remaining tasks, but the start page of the website. Therefore this is not a clear label.

AA

Success Criterion 2.4.7: Focus Visible

Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.

Result

− Not met: The audited set of pages does not meet this success criterion.

Findings

A visible focus indicator helps keyboard users understand which element is active, such as a button or link. This is especially important for people with motor disabilities who can see. Ensure that all interactive elements have a clearly visible focus indicator. Without this visual cue, keyboard users may struggle to operate the webpage.

Finding EVR-1.F32

At the bottom of the website is a cookie bar. Behind this cookie bar is the link “Powered by Blue”. This link can be reached with the keyboard while the cookie bar is still covering it. While this element has focus, the focus indicator is not visible.

Finding EVR-1.F33

At the top of the start page is a button to select the language, with the visible text “English”, which shows a popup menu when expanded. With the screen reader on, the focus indicator on the links within is not visible.

Finding EVR-1.F34

At the top of the questionnaire is the heading “Testing Useability Questionnaire”. The focus indicator on this heading is not visible.

Finding EVR-1.F35

Within the questionnaire are separate blocks of content with roles of “region” or “group”. These can get the focus. When zooming in on the website, for example to 200%, the focus indicator on the block “How would you rate the following aspects of the course” is not visible.

Finding EVR-1.F36

After zooming in (for example to 200%) on step 2 ”Questions with multiple possible answers”, some of the elements are covered by the sticky header. The focus indicator on the group “Which of the following qualities describe...” and the checkbox “Enthusiastic about the subject matter” is therefore not visible.

Finding EVR-1.F37

On step 4 “Summary” under the heading “Between which dates did you follow the course” is the button “Modify”. When the cookie bar is open, the element is covered visually. When the keyboard focus is on this covered button, the focus indicator is not visible. This occurs more often, for example on step 1 on the radio buttons under “The quality of the lectures”, or on the link “Go to top” at the bottom of the screen. Ensure this is solved everywhere.

Finding EVR-1.F38

After zooming in (for example to 200%) on step 4 “Summary”, the focus indicator on the button “Submit” is not visible.

AA

Success Criterion 2.4.11: Focus not obscured (minimum)

When the focus is on an interactive component, it should not be covered by other content.

Result

− Not met: The audited set of pages does not meet this success criterion.

Findings

When an interactive component receives keyboard focus, the component itself should be visible. This is especially helpful for people with low vision or motor disabilities who rely on the keyboard instead of a mouse. Make sure that the focused element is not completely obscured by other content or interface elements. If the focused component is not visible, it can be difficult for visitors who have difficulty navigating or operating a website.

Finding EVR-1.F39

At the bottom of the page is a cookie bar. Behind this cookie bar is the link “Powered by Blue”. This link can be reached with the keyboard while the cookie bar is still covering it. When the link has focus, it is therefore not visible.

Finding EVR-1.F40

After zooming in (for example to 200%) on step 2 ”Questions with multiple possible answers”, some of the elements are covered by the sticky header. When the checkbox “Enthusiastic about the subject matter” gets focus, it is not visible.

Finding EVR-1.F41

On step 4 “Summary” under the heading “Between which dates did you follow the course” is the button “Modify”. When the cookie bar is open, the element is covered visually. When the button gets keyboard focus, it is not visible as it doesn’t scroll into view.

Guideline 2.5: Input Modalities

Make it easier for users to operate functionality through various inputs beyond keyboard.

A

Success Criterion 2.5.1: Pointer Gestures

Users can operate touch functions with a mouse, assistive technology or with one finger.

Result

Not present: None of the techniques for this success criterion are applicable.

A

Success Criterion 2.5.3: Label in name

For all interactive elements with visible text, this text is also available in the accessibility name.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

The visible text of an interactive element, such as a button, link, or input field, should match the accessible name in the code. This enables speech control for people relying on voice interaction software. They use the visible labels to issue commands. If the visual text does not match the accessible name, the website may fail to respond to their voice input, making navigation more difficult.

Finding EVR-1.F42

At the top of the website is a logo as link with visible text “Explorance”. This has the accessible name “Home(opens in new tab)”, which doesn’t include the visible text.

See success criterion 1.1.1 for a solution.

Finding EVR-1.F43

At the top of the website is a button with the visible text “English” and the accessible name "Language selection". This doesn’t contain the visible text and it is not clear that “English” is selected.

Expand the aria-label for example, to include “... current language: English”.

Finding EVR-1.F44

On the start page is a button with visible text “Start now”. The accessible name of this button is “Select to start your evaluation” which comes from the aria-label. An aria-label is not necessary here- the text of the button “Start now” suffices.

Finding EVR-1.F45

On step 2 “Questions with multiple possible answers” under the heading “Questions about the learning experience” are checkboxes. At some point (for example if the questionnaire is navigated back and forth a few times) the accessible names of these can turn to Dutch, for example [lang lang=”nl”]“Welke van de volgende aspecten van de cursus...”[/lang]. Ensure these always have English names, to match the visible text. This also can happen on step 1 under the heading “How would you rate the following aspects of the course”.

Finding EVR-1.F46

On step 3 “Other questions” are the input fields “Date 1” and “Date 2”. The accessible names of these fields are "Enter a date in the following format: YYYY-MM-DD". This doesn’t contain the visible text so they are not operable by voice control software. This also applies to the textarea-element under the heading “You can leave your remaining comments...” with the accessible name “Response”.

Finding EVR-1.F47

On the confirmation screen is a button with the visible text “Testing Useability Questionnaire (Students) Start now”. This has the accessible name "Select to Start now Fill Out for Testing Useability Questionnaire". This doesn’t contain the visible text.

A

Success Criterion 2.5.4: Motion Actuation

Functionality that is activated by moving the device (e.g. shaking) can be disabled and also controlled in a different way.

Result

✓ Not present: None of the techniques for this success criterion are applicable.

AA

Success Criterion 2.5.7: Dragging Movements

If you can drag something then there should also be another way to do it with a mouse or finger without dragging.

Result

Not present: None of the techniques for this success criterion are applicable.

AA

Success Criterion 2.5.8: Target Size (Minimum)

Prevent problems by making clickable areas, such as links and buttons, large enough.

Result

Met: The audited sample complies with this success criterion.

Principle 3: Understandable

Information and the operation of the user interface must be understandable.

Guideline 3.1: Readable

Make text content readable and understandable.

A

Success Criterion 3.1.1: Language of Page

Assistive software should be able to determine the language of the page so that, for example, the correct voice and intonation can be used.

Result

Met: The audited sample complies with this success criterion.

AA

Success Criterion 3.1.2: Language of Parts

The human language of each passage or phrase in the content can be programmatically determined.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

When parts of text or components are in a different language, this should be indicated using the lang attribute in the HTML, such as lang="en" for English. This helps visitors relying on assistive technology, like screen readers or braille displays, to properly understand the content. Without indicating a language switch, the software might read the text with the wrong voice or intonation, causing confusion and misunderstanding.

Finding EVR-1.F48

At the top of the start page is a button to change the language of the questionnaire, with the accessible name “Language selection”. On the Dutch version of the website, this still has the English name “Language selection”.

One solution is to add a lang-attribute to this element where English text is used, but better still is to translate this to Dutch.

Finding EVR-1.F49

On step 2 “Questions with multiple possible answers” under the heading “Questions about the

learning experience” are checkboxes. At some point (for example if the questionnaire is navigated back and forth a few times) the accessible names of these can turn to Dutch, for example [lang lang=”nl”]“Welke van de volgende aspecten van de cursus...”[/lang]. Users of assistive technology are not going to hear the correct pronunciation of the text with that text because the language of the text is set to English. This can cause confusion. This also can happen on step 1 under the heading “How would you rate the following aspects of the course”.

Ensure these always have English names, to also comply with success criterion 2.5.3.

Guideline 3.2: Predictable

Make Web pages appear and operate in predictable ways.

A

Success Criterion 3.2.1: On Focus

When any component receives focus, it does not initiate a change of context.

Result

Met: The audited sample complies with this success criterion.

A

Success Criterion 3.2.2: On Input

Changing the setting of any user interface component does not automatically cause a change of context.

Result

Met: The audited sample complies with this success criterion.

AA

Success Criterion 3.2.3: Consistent Navigation

Navigational mechanisms that are repeated are presented in the same relative order each time they are repeated.

Result

Met: The audited sample complies with this success criterion.

AA

Success Criterion 3.2.4: Consistent Identification

Components that have the same functionality within a set of Web pages are identified consistently.

Result

Met: The audited sample complies with this success criterion.

A

Success Criterion 3.2.6: Consistent help

If help is available on the website it will always be in the same place.

Result

Not present: None of the techniques for this success criterion are applicable.

Guideline 3.3: Input Assistance

Help users avoid and correct mistakes.

A

Success Criterion 2.5.2: Pointer Cancellation

If you click on something you should be able to cancel it by moving the mouse pointer.

Result

Met: The audited sample complies with this success criterion.

A

Success Criterion 3.3.1: Error Identification

If an input error is detected, it is identified, and the error is described to the user in text.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

When a form contains an error, the website must provide clear error messages that describe the issue and how to fix it. This is important for people with visual impairments, who may not notice the error visually, and for those with cognitive disabilities, who might struggle to understand the issue. Clear error messages help them recognize and resolve input errors, making it easier to complete forms.

Finding EVR-1.F50

On step 3 “Other questions” are the input fields “Date 1” and “Date 2”. The format “YYYY-MM-DD” is required here. If another format is entered, for example “DD-MM-YYYY”, the value is interpreted in the format “YYYY-MM-DD” and is changed, without any indication that an error has occurred or the format is incorrect. For example if “01-02-2023” is entered, the date is changed to “2001-02-20”. This is not correct.

If the incorrect date is entered, this must be indicated to users.

Finding EVR-1.F51

On step 3 “Other questions” under the heading “You can leave your remaining comments...” is a text area. If nothing, or a space, is entered here, the message “Response required” appears. This is an instruction and not an error message, because it does not indicate what error was made.

A good error message usually contains a negation, for example “The field [x] has not been filled in”.

A

Success Criterion 3.3.2: Labels or Instructions

Labels or instructions are provided when content requires user input.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

Form fields should have clear labels or instructions so that visitors know what information to enter. This helps prevent errors and makes it easier to fill out forms correctly. Labels should always remain visible. This helps to check what has been entered. Therefore, a `placeholder` that disappears when typing is not sufficient. Good (text) labels and instructions are especially important for people with a visual impairment or cognitive disability.

Finding EVR-1.F52

On step 3 “Other questions” are the input fields “Date 1” and “Date 2”. The format “YYYY-MM-DD” is required here, indicated by the placeholder text.

If there is a mandatory format, it must be specified in advance. Placeholder text does not meet this requirement, as it often disappears when the field is typed in, which is the case here.

AA

Success Criterion 3.3.3: Error Suggestion

If an input error is detected and suggestions for correction are known, then the suggestions are provided to the user.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

Finding EVR-1.F53

On step 3 “Other questions” are the input fields “Date 1” and “Date 2”. The format “YYYY-MM-DD” is required here. If another format is entered, for example “DD-MM-YYYY”, the value is interpreted in the format “YYYY-MM-DD” and is changed, without any error message or error suggestion.

Ensure the user is notified of this error, solving success criteria 3.3.1 and 3.3.2 will certainly solve the problem here.

AA

Success Criterion 3.3.4: Error Prevention (Legal, Financial, Data)

For Web pages that require user input, elements need to be reviewed.

Result

Not present: None of the techniques for this success criterion are applicable.

A

Success Criterion 3.3.7: Redundant Entry

Avoid having to enter information multiple times in the same process.

Result

Not present: None of the techniques for this success criterion are applicable.

AA

Success Criterion 3.3.8: Accessible authentication (minimum)

Do not use a cognitive function test to log in to a web page.

Result

Not present: None of the techniques for this success criterion are applicable.

Principle 4: Robust

Content must be robust enough that it can be interpreted by a wide variety of user agents, including assistive technologies.

Guideline 4.1: Compatible

Maximize compatibility with current and future user agents, including assistive technologies.

A

Success Criterion 4.1.1: Parsing

Content is parsed to ensure proper function without user errors.

Result

Not present: None of the techniques for this success criterion are applicable.

A

Success Criterion 4.1.2: Name, Role, Value

For all user interface components, the name and role can be programmatically determined.

Result

Not met: The audited set of pages does not meet this success criterion.

Findings

Interactive components, such as form fields, buttons, and links, must be coded so that assistive technology can correctly identify their name, role, status, and any value. This ensures users relying on assistive technology understand how to use the components and what functionalities are available. When the code is incorrect, assistive technology cannot function as intended, leading to confusion. This is particularly important for users with visual or motor disabilities.

Finding EVR-1.F54

At the bottom of the website an ‘alertdialog’ with the cookie information appears at the bottom of the page. Here a div-element is used with a `role="alertdialog"`. This has no accessible name. An aria-describedby-attribute has been used, but it cannot be used for a name, only for a ‘description’ and that is not the same thing. To give it a proper name, an aria-label-attribute can be used and the value can be a short description of the contents of the dialogue box. At the div-element with the `role="alertdialog"`, an aria-labelledby attribute can then be used that refers to that id value. Other solutions are also possible. A similar problem occurs after zooming in on the website, for example to 200%. On step 1 is an asterisk (`*`) by the heading “How would you rate the following aspects of the course”. The ‘alertdialog’ that this opens has no name. This also

occurs on step 3 by “You can leave your remaining comments...”.

Finding EVR-1.F55

If the user is inactive for a while on the website, a dialog window appears with the heading “Timeout”. This dialog window has a role of “alert”, while it should be “dialog”. It also has no name. The text within the dialog may have the role “alert”.

Finding EVR-1.F56

After zooming in on the website, for example to 200%, the language selection button is replaced with a hamburger menu, recognisable by three stripes. On the start page this button has no name. On the pages apart from the start page, it has an incorrect status (expanded or not), as nothing is expanded when it is activated.

Finding EVR-1.F57

On step 1 is an asterisk (`*`) by the heading “How would you rate the following aspects of the course”. After zooming in, for example to 200%, this receives a role of “image”. This is not correct. It should have a role of “button”, for example as a role of “image” does not communicate that the element is interactive. This also occurs on step 3 by “You can leave your remaining comments...”.

Additional Recommendations and Remarks

The following remarks do not lead to rejection but may improve accessibility or usability.

Remark EVR-1.F58

On step 1 “Questions with a single answer” under the heading “How would you rate the following aspects of the course” are two textbox-elements, “The quality of the lectures” and “The quality of the tutorials”. This is not a semantic HTML correct role, but they are not read out as “textboxes” so this is not marked wrong here. This also occurs on step 2 under the heading “Questions about the learning experience”.

Remark EVR-1.F59

On step 4 “Summary” are the links “Modify”. These have been given a role of “link” which is already programmatically determined and unnecessary.

AA

Success Criterion 4.1.3: Status Messages

Status messages can be programmatically determined through role or properties.

Result

✓ Met: The audited sample complies with this success criterion.

Sample

This audit was conducted based on a sample. The method by which the sample was determined is prescribed in the evaluation document WCAG-EM.

- Total process
  (URL hidden on request)

Additional Audit Details

Used Techniques

When conducting this audit, it was assumed that all techniques of the W3C are supported and may therefore be used. See: www.w3.org/WAI/WCAG22/Techniques

User Agents and Other Software

The following user agents were used during this audit:

- Google Chrome, version 132 (primary)
- Mozilla Firefox, version 134
- Microsoft Edge, version 132
- NVDA in combinatie met Mozilla Firefox

Dependent Technologies

- HTML
- CSS
- WAI-ARIA
- JavaScript (plain JS)
- DOM

About Cardan

This audit was conducted by Cardan.

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