Accessibility statement for OCA Learn Virtual Learning Environment

This accessibility statement applies to the college’s OCA Learn Virtual Learning Environment, found at this location - [OCA Learn: learn.oca.ac.uk.](https://learn.oca.ac.uk)

[OCA Learn](https://learn.oca.ac.uk) is the Open College of the Arts’ centrally supported and maintained Virtual Learning Environment (VLE.) It is the responsibility of the Technology Enhanced Learning team and is used for all the college’s current courses of study.

OCA Learn uses the [Moodle](https://moodle.org) application, led by Moodle HQ in Australia, which coordinates the activities of a worldwide network of developers.

The [Moodle website provides its own Accessibility documents](https://docs.moodle.org/dev/Accessibility) relating to the platform’s accessibility conformance and attributes.

This document outlines how the college aims to provide an equal level of accessibility across all its units of learning across the range of subject teams.

Note: some links in this statement are only available to OCA students and staff with their OCA login details. These are marked as "(Internal only)".

The Open College of the Arts’ online learning platform, OCA Learn, aims to meet the following criteria as set out by the [Web Content Accessibility Guidelines version 2.1](https://www.w3.org/TR/WCAG21/) AA standard:

* Change colours, contrasts levels and fonts.
* Resize text up to 200% without impact on the functionality of the website.
* Zoom in up to 400% without loss of information or functionality, or the need to scroll in more than one direction.
* Navigate the website using just a keyboard.
	+ tab to ‘Skip to content’ links at the top of the page to jump over repetitive information to the main content.
	+ tab through the content; the current location will be indicated by a clear visual change.
	+ control the embedded media player to play audio and video materials.
* Use a screen reader (e.g. JAWs, NVDA) to:
	+ listen to the content of web pages and use any functionality on the page.
	+ list the headings and subheadings in the page and then jump to their location on the page.
	+ bring up a list of meaningful links on the page.

For additional accessibility for websites associated with teaching and learning, students should read the Accessibility Statement contained within the relevant Programme or Unit Descriptor. If any unit- or programme-specific accessibility-related guidance is needed beyond what you find in this statement, you will find this in the Accessibility Guide in your Department space of OCA Learn.

# How accessible this website is

We strive to meet and exceed current accessibility standards. However, we know some elements of this website are not fully accessible:

* Older legacy and archived material.
* Some third-party content not created by OCA.
* Sites linked from OCA content but not run by OCA.
* Older PDFs and Word documents may not be fully accessible to screen reader software.

# Feedback and contact information

If you need information on this website in a different format like accessible PDF, large print, easy read, audio recording or electronic braille:

* **email** tel@oca.ac.uk
* **call** 01226 978330

We will consider your request and get back to you within 10 working days. If you are a student and need support, please remember to include your student ID number and contact details so we can get back to you.

# Reporting accessibility problems with this website

We are always looking to improve the accessibility of this website. If you discover a problem, not already listed above, or you think we’re not meeting the requirements of the current accessibility regulations (Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018), please contact us using the details listed above.

We will ask you for the web address (URL) of the page and a description of the problem. We will also ask for your name and email address so that we can contact you about your feedback. You should expect to hear back from us within 10 working days.

# Enforcement Procedure

If you are a student, or someone who has had contact with OCA before, and have a complaint about the accessibility of our websites, you should raise a complaint via the [Student Complaints Policy](https://www.oca.ac.uk/about-us/our-policies/).

The Equality and Human Rights Commission (EHRC) is responsible for enforcing the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018 (the ‘accessibility regulations’). If you are not happy with our response and all our procedures have been exhausted, please contact the [Equality Advisory and Support Service](https://www.equalityadvisoryservice.com/) (EASS). If you are based in Northern Ireland you can contact the Equalities Commission for Northern Ireland [Equalities Commission for Northern Ireland](https://www.equalityni.org/Home) (ECNI).

If you are neither a student, nor someone who has had contact with OCA before and have a complaint about the accessibility of our website, you should go directly to the [EASS](https://www.equalityadvisoryservice.com/).

# Contacting us

If you wish to contact us about anything not covered above, please visit our [Contact Us](https://www.oca.ac.uk/contact-us/) page.

# Technical information about this website's accessibility

The Open College of the Arts is committed to making its websites accessible, in accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

The Open College of the Arts’ websites are partially compliant with the [Web Content Accessibility Guidelines version 2.1](https://www.w3.org/TR/WCAG21/) AA standard, due to the non-compliances and exemptions listed below.

# Technical information about this website’s accessibility

The Open College of the Arts is committed to making OCA Learn accessible, in accordance with the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

## Compliance Status

This website is partially compliant with the [Web Content Accessibility Guidelines version 2.1](https://www.w3.org/TR/WCAG21/) AA standard, due to ‘the non-compliances’ listed below.

## Non accessible content

The majority of content elements in our websites are accessible and do not contain the problems below. This has been confirmed by internal testing and auditing.

The content listed below is non-accessible for the following reasons.

## Non-compliance with the accessibility regulations:

* Enlarging content: When content is viewed at 400% using the zoom setting in the browser, some content becomes unreadable, and it is sometimes necessary to use both horizontal and vertical scrolling to read content. This makes it difficult for people who need to enlarge text and read it in a single column. This fails [WCAG 2.1 success criteria 1.4.10](https://www.w3.org/TR/WCAG21/#reflow) (Reflow). Resolution of this issue is part of a 22/23 Usability Review project involving consideration of a new theme that is WCAG2.1 AA compliant and is projected to be resolved by the end of the 23/24 academic year.
* On some mobile devices, it is not possible to use the pinch zoom gesture to enlarge content. This fails [WCAG 2.1 success criteria 1.4.4](https://www.w3.org/TR/WCAG21/#resize-text) (Resize Text). This will be resolved by the end of the 23/24 academic year.
* Page Titles: Web pages need titles that clearly describe the topic or purpose of the page. Some page titles need to be improved to make the topic or purpose clearer. This fails [WCAG 2.1 success criteria 2.4.2](https://www.w3.org/TR/WCAG21/#page-titled) (Page titled). This will be resolved by the end of the 23/24 academic year.
* Images: Some purely decorative images (e.g. stock images) need to be marked as decorative within the code so that screen reader technology can simply ignore these images. This fails [WCAG 2.1 success criteria 1.1.1](https://www.w3.org/TR/WCAG21/#non-text-content) (Non-text content). This will be resolved by the end of the 23/24 academic year.
* Tables: Some tables do not have the header cells which label the data columns and rows correctly identified within the code, and this makes it difficult for screen reader users to interpret the data within the table. This fails [WCAG 2.1 success criteria 1.3.1](https://www.w3.org/TR/WCAG21/#info-and-relationships) (Info and Relationships). This will be resolved by the end of the 23/24 academic year.
* Uncaptioned videos: all new videos being provided as a core part of learning and teaching content are required to be closed-captioned prior to publication, the backlog is expected to be worked through by the end of the 22/23 academic year.
* Untagged PDFs: all newly uploaded PDFs are required to be tagged for use by screen reader software, the backlog is expected to be worked through by the end of the 23/24 academic year.
* Image Contrast: some course images do not contain sufficient contrast between background and text. This is aimed to be resolved by December ‘23.
* Accessibility best-practices are not yet being consistently followed across all programme spaces by non-TEL staff. Accessibility awareness is a key theme of the Digital Capabilities strand of the college’s Digital Transformation project.
* 3rd Party product: Padlet: Some course units and department spaces make use of the Padlet application which the college has licensed for use by students and teaching staff. We are aware of some remaining accessibility issues with this software relating to keyboard navigation and element hierarchies. Padlet are aware of these remaining accessibility issues and assure us they will be resolved by December 2023. In the event that this deadline is not met, where Padlets are being used as a core aspect of educational delivery, the college will migrate content to an accessible alternative.

### Disproportionate burden

A small number of ‘teach-out’ units which are no longer open to new enrolments will not be made fully accessible against the projected resolution dates listed above, due to the low volume of students on these units who are expected to complete within the next academic year. Where declared accessibility needs are recorded against enrolled students mitigating steps will, however, be undertaken for those units.

## Content that’s not within the scope of the accessibility regulation

We do not have anything considered to be out of scope on the OCA Learn Virtual Learning Environment.

## What we’re doing to improve accessibility

The OCA’s Technology Enhanced Learning (TEL) team have incorporated accessibility into its course design processes, in addition to its course unit sign-off processes. Accessibility is also a key consideration made during course development processes, prior to handing over of content to the TEL team.

OCA employees are being offered on-demand accessibility training by our accessibility partner, Brickfield Education Labs. This training encompasses both technical accessibility and social aspects of accessibility. Webinars are also being provided by Brickfield Education Labs to supplement the on-demand training opportunities being provided.

We aim to provide accessible alternative content or activities where we can, and use transcripts or closed captions with most audio and video materials.

If you have a vision-related disability we provide [SensusAccess (Internal only)](https://msds.open.ac.uk/signon/SAMSDefault/SAMS001_Default.aspx?URL=http://www.open.ac.uk/libraryservices/subsites/sensusaccess/convert-a-file-with-sensus-access) to students, an automated service that converts files from one format to another, for example from PDF to Text, Audio, MS Word or Electronic Braille.

The Open University Library, available to all OCA students on OU-accredited pathways, provides wide-ranging support to students with disabilities and specific requirements. As well as working with students directly to offer guidance in accessible resources, the Open University Library staff work with publishers to help improve the accessibility of their products.

The OCA aims to make studying as accessible as possible and a range of adjustments and support are available. The college’s Learner Support Team provides guidance for students and arranges for students to have support when accessing digital content online or alternatively, access to a variety of formats.

# Preparation of this accessibility statement

This statement was prepared on 3 October 2022. It was last reviewed on 20 July 2023

The accessibility of OCA Learn is monitored on a monthly basis using an automated accessibility tool; Brickfield Accessibility Toolkit Plus.