**Accessibility statement for Glasgow Clyde College**

This accessibility statement applies to Glasgow Clyde College website.

[Note: use this section to make a brief, general statement about what the website allows disabled users to do. Base it on the evaluation covered in detail in the ‘Technical information about this website’s accessibility’ section. If you’re not confident that something is accurate, leave it out. If you’re not confident enough to say anything specific here, leave this section out completely.]

This website is run by Glasgow Clyde College. We want as many people as possible to be able to use this website. For example, that means you should be able to:

* change colours, contrast levels and fonts
* zoom in up to 300% without the text spilling off the screen
* navigate most of the website using just a keyboard
* navigate most of the website using speech recognition software
* listen to most of the website using a screen reader (including the most recent versions of JAWS, NVDA and VoiceOver)

We’ve also made the website text as simple as possible to understand.

[AbilityNet](https://mcmw.abilitynet.org.uk/) has advice on making your device easier to use if you have a disability.

**How accessible this website is**

We know some parts of this website are not fully accessible:

* the text will not reflow in a single column when you change the size of the browser window
* you cannot modify the line height or spacing of text
* most older PDF documents are not fully accessible to screen reader software
* live video streams do not have captions
* some of our online forms are difficult to navigate using just a keyboard
* you cannot skip to the main content when using a screen reader
* there’s a limit to how far you can magnify the map on our ‘contact us’ page

**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 braille:

* email: marketing@glasgowclyde.ac.uk
* telephone: 0141 272 9000

We’ll consider your request and get back to you in 10 working days.

If you cannot view the map on our ‘contact us’ page (https://www.glasgowclyde.ac.uk/contact-us), call or email us for directions.

**Reporting accessibility problems with this website**

We’re always looking to improve the accessibility of this website. If you find any problems not listed on this page or think we’re not meeting accessibility requirements, contact: [marketing@glasgowclyde.ac.uk](mailto:marketing@glasgowclyde.ac.uk)

**Enforcement procedure**

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’re not happy with how we respond to your complaint, [contact the Equality Advisory and Support Service (EASS)](https://www.equalityadvisoryservice.com/).

[Note: if your organisation is based in Northern Ireland, refer users who want to complain to the Equalities Commission for Northern Ireland (ECNI) instead of the EASS and EHRC.]

**Contacting us by phone or visiting us in person**

We provide a text relay service for people who are D/deaf, hearing impaired or have a speech impediment.

Our offices have audio induction loops, or if you contact us before your visit we can arrange a British Sign Language (BSL) interpreter.

Find out how to contact us [https://www.glasgowclyde.ac.uk/contact-us].

**Technical information about this website’s accessibility**

Glasgow Clyde College is committed to making its website 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, the non-compliances and exemptions listed below.

**Non-accessible content**

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

**Non-compliance with the accessibility regulations**

**Issues with text:**

* Some images do not have a text alternative, so people using a screen reader cannot access the information. This fails WCAG 2.1 success criterion 1.1.1 (non-text content).
* Some of our links use the same text for multiple different destinations and does not meet WCAG 2.1 success criterion 2.4.4.
* Some links are hidden when layered on top of background images of a similar colour and does not meet WCAG 2.1 success criterion 1.4.1
* Some links are on logos and does not meet WCAG 2.1 success criterion 2.4.4.
* Some of our input forms do not have a predictable action or elements do not have an associated description and do not meet WCAG 2.1 success criterion 3.2.2, 3.3.2 and 4.1.2.

**Issues with PDF’s and other documents:**

* Many of our older PDFs and Word documents don’t meet accessibility standards: for example, they may not be accessible to a screen reader.
* Any new PDFs or Word documents we publish will meet accessibility standards and will use descriptive links so users know where a link will take them or what downloadable content is linked to
* Some PDF interfaces i.e. our Flippingbooks on faculty pages don’t seem to be accessible via keyboard or by voice. We will aim to make these more accessible when updating or crating new flipping books in future.

#### Issues with images, video and audio

* Some images don’t have appropriate alternative text.
* Some legacy video content doesn't have captions.
* Live video streams don’t have captions.

We don’t as yet plan to add captions to live video streams because live video is exempt from meeting the accessibility regulations

**Disproportionate burden**

**Navigation and accessing information**

There’s no way to skip the repeated content in the page header (for example, a ‘skip to main content’ option).

It’s not always possible to change the device orientation from horizontal to vertical without making it more difficult to view the content.

It’s not possible for users to change text size without some of the content overlapping.

**Interactive tools and transactions**

Some of our interactive forms are difficult to navigate using a keyboard. For example, because some form controls are missing a ‘label’ tag.

Our forms are built and hosted through third party software and ‘skinned’ to look like our website.

We’ve assessed the cost of fixing the issues with navigation and accessing information, and with interactive tools and transactions. We believe that doing so now would be a [disproportionate burden](http://www.legislation.gov.uk/uksi/2018/952/regulation/7/made) within the meaning of the accessibility regulations.

**Content that’s not within the scope of the accessibility regulations**

**PDFs and other documents**

Some of our PDFs and Word documents are essential to providing our services. For example, we have PDFs with information on how users can access our services, and forms published as Word documents. We plan to either fix these or replace them with accessible HTML pages.

The accessibility regulations [do not require us to fix PDFs or other documents published before 23 September 2018](http://www.legislation.gov.uk/uksi/2018/952/regulation/4/made) if they’re not essential to providing our services. For example, we do not plan to fix [example of non-essential document].

Any new PDFs or Word documents we publish will meet accessibility standards.

**Live video**

We do not plan to add captions to live video streams because live video is [exempt from meeting the accessibility regulations](http://www.legislation.gov.uk/uksi/2018/952/regulation/4/made).

**Preparation of this accessibility statement**

[Note: the wording about when the statement was prepared is legally required, so do not change it.]

This statement was prepared on 20 November 2020. It was last reviewed on 18 November 2020.

This website was last tested between August – November 2020. The test and audit was carried out by our website provider Tictoc.

We used this approach to deciding on a sample of pages to test and reviewed the entire website.