

# High-level accessibility review - BTAA (LinkedIn Learning Platform)

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# LinkedIn Learning Platform

## Summary

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### Top 3 problems for the LinkedIn Learning Platform

This assessment covers portions of the LinkedIn Learning platform. The assessment revealed some problems with screen reader compatibility, resulting in screen reader users sometimes missing critical information needed to understand how to operate the features.

1. **Meaningful Labels** – labels for buttons or links are not always descriptive as to the purpose. When form fields or interactive controls have vague or misleading labels, people may not understand the type of data expected or what a control will do if activated. This is especially true for people with cognitive disabilities and people who are blind and use a screen reader. Both the visible and the programmatic label must sufficiently describe the purpose of the form field or control. Descriptive labels give people confidence when filling out a form or using interactive content and help prevent mistakes.
2. **Page Structure** – the page format is not always structured in a way to help a screen reader user to understand content. People who are blind cannot rely on the visual appearance and layout of a page to understand how links within a collection of links relate to each other or the page content. When navigation links appear in logical visual groups, their relationship must also be conveyed programmatically using semantic markup such as HTML list, heading, or <nav> elements, or ARIA landmark or menu markup. This will allow screen reader users to understand relationships that are apparent visually.
3. **Image Icons** – the image icons do not always have a meaningful text alternative. People who are blind cannot see images on a page. In order to give people who cannot see an image access to the information conveyed by the image, it must have a text alternative. The text alternative must describe the information or function represented by the image. Screen readers can then use the alternative text to convey that information to the screen reader user.

### Accessibility findings

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#### Project wide issues

The issues presented in this section were identified in multiple pages and are recorded here to avoid repetition. These are applicable to each screen. Due to particularities, similar issues are still reported on a page per page basis, where applicable.

#### Automated findings using Axe

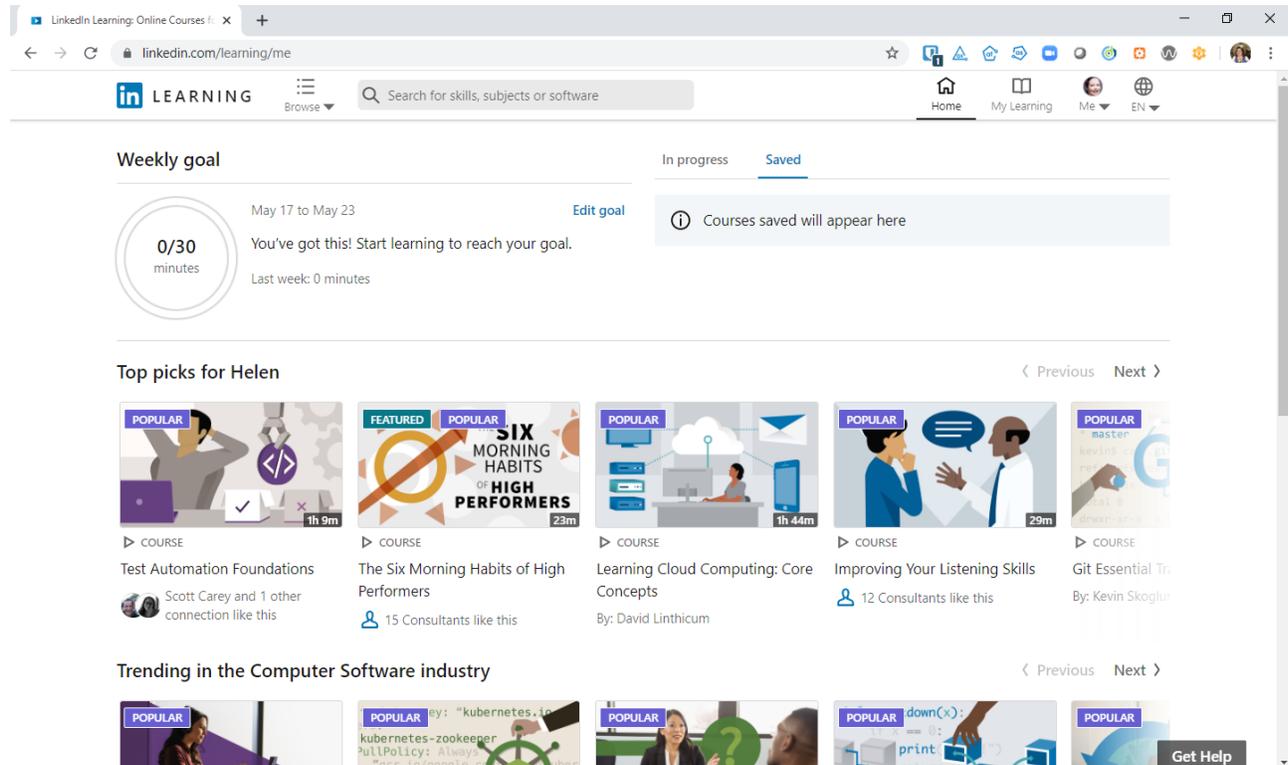
Issues found through automated testing come from the Axe plugin, an open source accessibility testing tool that is available for Firefox and Chrome. Details here: <https://www.deque.com/products/axe/>.

1. **SC 4.1.1** - id attribute value must be unique.

## 1. LinkedIn Learning Landing Page

Source: <https://www.linkedin.com/learning/me>

Test case: Test initial interface to ensure menus, search boxes, links, icons/images, etc. are accessible.



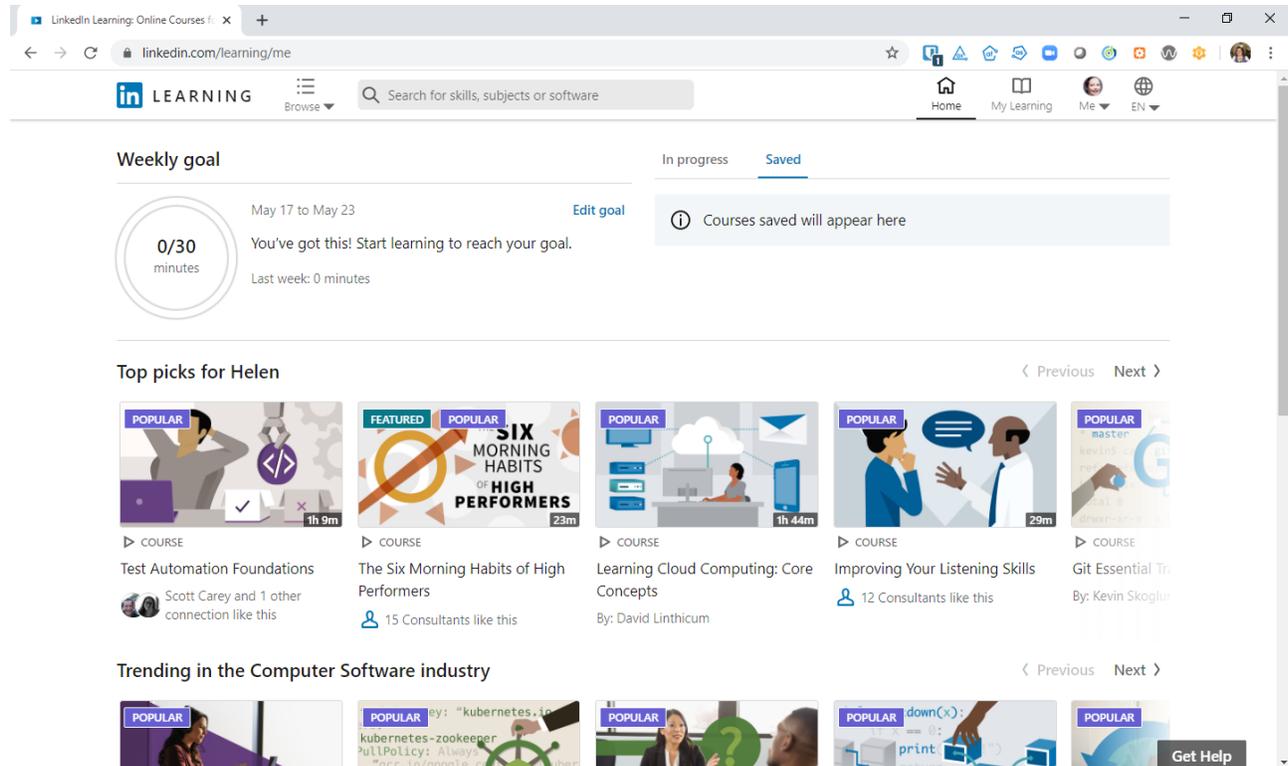
### Additional manual findings using NVDA screen reader

1. SC 1.3.1 – There is no <H1> describing the purpose of the page.

## 2. LinkedIn Learning Carousel of Courses

Source: <https://www.linkedin.com/learning/me>

Test case: From initial interface, move through the suggested courses: Navigate through a carousel of courses



### Automated findings using Axe

1. **SC 1.4.3** – Previous buttons have insufficient color contrast of 1.83 (foreground color: #bfbfbf, background color: #ffffff, font size: 12.0pt (16px), font weight: normal). Expected contrast ratio of 4.5:1. The button visually and with the mouse is inactive, but the screen reader and keyboard can focus it. This is therefore not an inactive form element.

### Additional manual findings using NVDA screen reader

1. **SC 4.1.2** – The inactive “Previous” links are not using a programmatic definition of disabled for assistive technology users.
2. **SC 2.4.3** – After navigating to the “Previous” and “Next” buttons, selecting “Next” will not move focus to the new items in the carousel. The user must use shift + tab to go backwards through the new picks that are loaded.
3. **SC 1.1.1** – The “Course” icon that indicates it is a video is hidden from the screen reader user. They do not hear the course or link is a video.

### 3. Accessibility Search Results

Source: <https://www.linkedin.com/learning/topics/accessibility>

**Test case:** From initial interface, enter a simple search in the search box for: ‘accessibility’ and “Search”. Test the results page by: Save some of the results for later (More dropdown); applying filters type: courses, level: beginner; navigating the results to the course “Accessibility for Web Design”.

The screenshot shows the LinkedIn Learning search results page for the keyword 'Accessibility'. The page features a search bar at the top with the text 'Search for skills, subjects or software'. Below the search bar, the results are displayed in a list format. On the left side, there are filter options for 'Type' (Courses, Videos, Learning Paths), 'Level' (Beginner, Intermediate, Advanced), 'Time to complete', 'Software', and 'Continuing Education Units'. The main content area shows three course results: 'UX Foundations: Accessibility' by Derek Featherstone, 'SketchUp for Architecture' by Paul J. Smith, and 'Advanced Accessible PDFs' by Chad Chelius. Each result includes a thumbnail image, the course title, the author's name, the release date, and the number of viewers. A 'Save' button and a 'More' dropdown menu are visible for each course. A 'Get Help' button is located at the bottom right of the page.

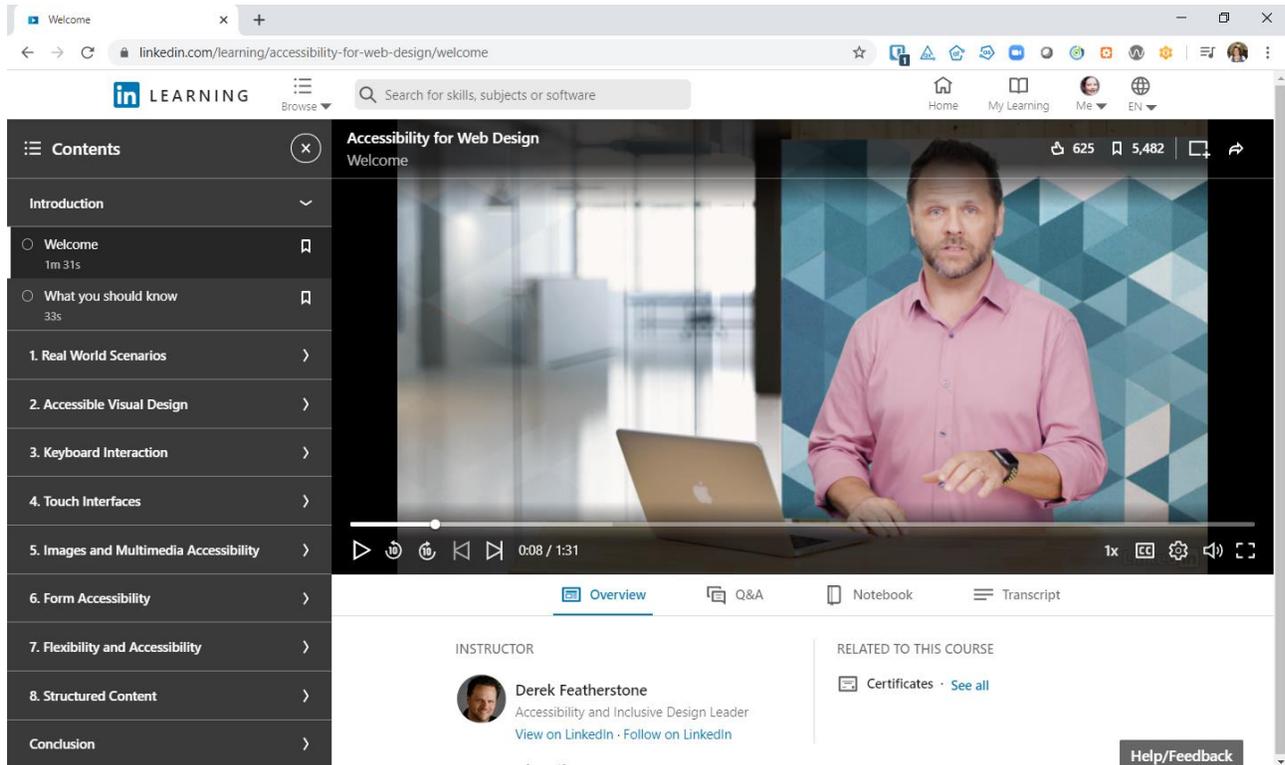
#### Additional manual findings using NVDA screen reader

1. **SC 1.3.1** – The filter groupings are not applied programmatically. Despite the owning label getting focus, the checkboxes are not associated to the visible label using a fieldset and legend assignment.
2. **SC 1.3.1** – The results are not grouping the individual result details with a page structure element, like a list or using headings to define each result section.
3. **SC 2.4.6** – The label assigned to courses added to collections does not give the purpose of the button “Added” in the “Add to collection” modal. Selecting “Added” will remove the course from the collection.
4. **SC 1.1.1** – The “Course” icon that indicates it is a video is hidden from the screen reader user. They do not hear the course or link is a video.

#### 4. Accessibility for Web Design Course

Source: <https://www.linkedin.com/learning/accessibility-for-web-design/welcome>

Test case: On the Accessibility for Web Design course page, check: The video controls are accessible; Bookmark the video; The panel (Overview, Contents, etc.) may be navigated, collapsed, and expanded; Follow a video with the Transcripts panel; Q&A panel functions.



#### Automated findings using Axe

1. **SC 2.4.4** - Links must have discernible text.
2. **SC 4.1.2** - Buttons must have discernible text

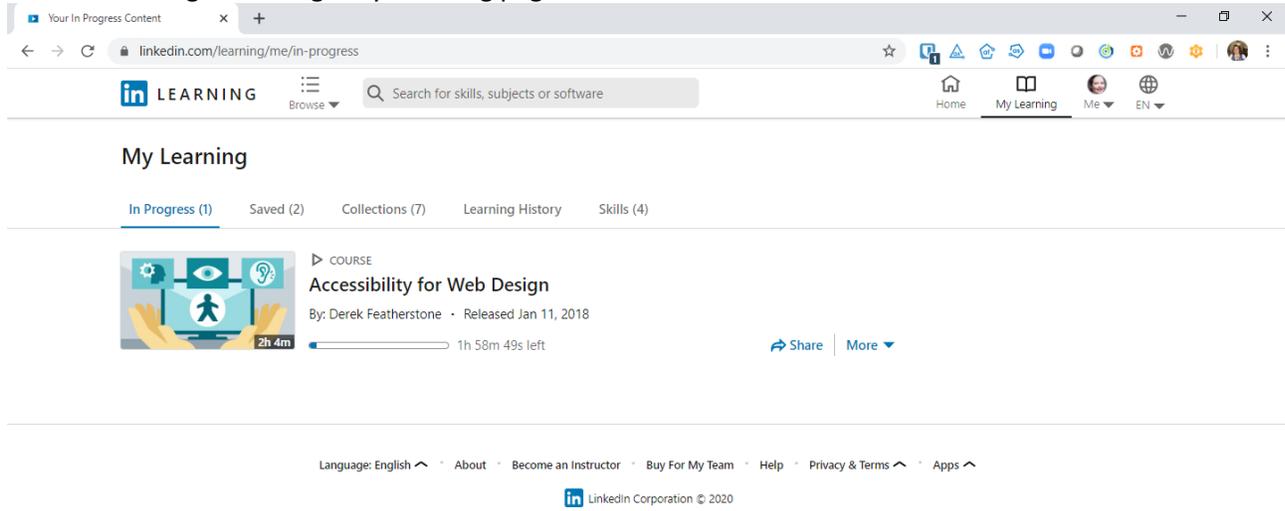
#### Additional manual findings using NVDA screen reader

1. **SC 2.4.6** – The links or buttons in the contents or transcript are not clear they will start playing the video at that point as just the section title or text.
2. **SC 2.4.6** – The label assigned to courses added to collections does not give the purpose of the button “Added” in the “Add to collection” modal. Selecting “Added” will remove the course from the collection.

## 5. My Learning

Source: <https://www.linkedin.com/learning/me/in-progress>

Test case: Navigate through My Learning page for saved resources from earlier



The screenshot shows a web browser window displaying the LinkedIn Learning 'My Learning' page. The browser's address bar shows the URL 'linkedin.com/learning/me/in-progress'. The page header includes the LinkedIn Learning logo, a search bar, and navigation links for Home, My Learning, Me, and EN. Below the header, the 'My Learning' section is active, showing tabs for 'In Progress (1)', 'Saved (2)', 'Collections (7)', 'Learning History', and 'Skills (4)'. The main content area displays a course card for 'Accessibility for Web Design' by Derek Featherstone, released on Jan 11, 2018. The course card includes a play button, a progress bar showing '2h 4m' and '1h 58m 49s left', and 'Share' and 'More' options. At the bottom of the page, there is a footer with language settings, navigation links, and the LinkedIn Corporation copyright notice for 2020.

Get Help

### Additional manual findings using NVDA screen reader

1. **SC 2.4.6** – The label assigned to courses added to collections does not give the purpose of the button “Added” in the “Add to collection” modal. Selecting “Added” will remove the course from the collection.