



UK COLLEGE OF IT LTD.

ACCESSIBILITY STATEMENT

Document status	Public Policy
Version	2.0
Effective date	11 August 2026
Review cycle	At least annually and following material changes to the website, learning systems, services or applicable requirements
Policy owner	Quality Assurance / Learner Support
Applies to	UK College of IT website, digital learning environments, learner-facing information and relevant educational services

1. Our Commitment

UK College of IT Ltd. ("UK College of IT", "the College", "we", "us" or "our") is committed to providing an inclusive and accessible digital learning experience.

We want as many people as reasonably practicable to be able to access and use our website, programme information, application processes, learning materials, assessment information and online learning services, regardless of disability, impairment, device, technology or method of access.

Accessibility is treated as an ongoing quality-assurance responsibility rather than a one-time technical exercise. We seek to identify barriers, respond to learner feedback and improve our digital services over time.

2. Legal and Good-Practice Framework

UK College of IT is committed to meeting applicable equality and accessibility obligations. The Equality Act 2010 provides protection against disability discrimination and education providers have duties concerning reasonable adjustments in applicable circumstances.

UK government guidance confirms that education providers have a duty to make reasonable adjustments so disabled learners are not disadvantaged. The College therefore considers accessibility not only as a website issue but also as part of learner support, assessment and service delivery.

The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018 apply to public-sector bodies. UK College of IT does not present itself as a public-sector body solely by publishing this statement. Where those Regulations do not legally apply, the College nevertheless uses recognised accessibility principles as a quality benchmark.

For digital accessibility, the College aims, where reasonably practicable, to work towards the Web Content Accessibility Guidelines (WCAG) 2.2 Level AA standard. This is a target and quality benchmark unless a specific page or service is expressly stated to have a different compliance status.

3. What Accessibility Means to Us

Accessibility means that a person should be able to perceive, understand, navigate and interact with information and services without being unnecessarily prevented from doing so by a disability or accessibility barrier.

We consider accessibility across:

- visual access;
- hearing and audio access;
- physical and motor access;
- cognitive and learning access;
- speech and communication access;
- neurodiversity and different information-processing needs;
- temporary impairments;
- age-related access needs; and
- different devices, browsers, connection speeds and assistive technologies.

4. Accessibility Standards and Principles

Our accessibility approach is informed by the four broad WCAG principles:

- Perceivable – information and user-interface components should be presented in ways users can perceive.
- Operable – navigation and controls should be usable through appropriate interaction methods.
- Understandable – information and operation should be clear and predictable.
- Robust – content should work with a range of current user agents and assistive technologies.

Where practical, we also aim to follow recognised accessible-content practices such as meaningful headings, descriptive link text, adequate colour contrast, keyboard accessibility, captions and accessible document structures.

5. Website Accessibility

We aim for the College website to support common accessibility needs, including:

- keyboard navigation for core functions;
- clear and logical page structures;
- meaningful headings and labels;
- descriptive links and buttons;

- text that can be resized using normal browser or device functions;
- appropriate colour contrast;
- alternatives to information conveyed only through colour;
- alternative text for meaningful images;
- accessible forms and error messages;
- visible and understandable focus indicators;
- accessible navigation and consistent page structures;
- compatibility with commonly used screen readers and assistive technologies where reasonably practicable; and
- responsive presentation across desktop, tablet and mobile devices.

6. Screen Readers and Assistive Technology

We recognise that learners may use screen readers, magnification software, speech-recognition software, keyboard-only navigation, switch devices, browser accessibility features or other assistive technologies.

We aim to structure content so that assistive technologies can identify headings, lists, links, controls, labels and other meaningful relationships.

Because third-party technologies and browsers change over time, we cannot guarantee compatibility with every assistive technology, browser version, device or configuration. Where a barrier is identified, we will seek a reasonable solution or alternative.

7. Keyboard and Alternative Navigation

Core website and learner-facing functions should, where technically practicable, be operable without requiring a mouse.

We seek to maintain logical focus order and visible keyboard focus. Interactive controls should have meaningful names and should not require precise mouse movements where an accessible alternative can reasonably be provided.

8. Text, Layout and Readability

We aim to use clear language, appropriate heading structures, readable typography and consistent layouts.

Where possible, users should be able to enlarge text using browser or operating-system settings without losing essential information or functionality.

Information should not depend solely on colour, font style, position or visual appearance to convey meaning.

9. Images, Graphics and Non-Text Content

Meaningful images should have suitable alternative text or an equivalent text description where necessary.

Decorative images should not create unnecessary noise for screen-reader users.

Complex diagrams, charts or infographics should, where reasonably practicable, be accompanied by an accessible textual explanation when the visual itself contains essential information.

Where an image is purely decorative and contains no information relevant to the user, alternative-text practices should avoid unnecessarily repeating content.

10. Audio and Video

Where the College publishes video or audio learning content, we aim to provide accessibility features appropriate to the content and audience.

Depending on the material, this may include:

- captions or subtitles for prerecorded video;
- transcripts;
- clearly identified speakers where necessary;
- accessible presentation materials;
- audio descriptions or equivalent descriptions for essential visual information where reasonably practicable; and
- accessible controls for media playback.

Where third-party video or media services are used, their accessibility features and limitations may affect the experience.

11. Documents and Downloadable Materials

We aim to make learner-facing documents accessible and usable with assistive technology.

Where practicable, documents should use:

- meaningful headings;
- logical reading order;
- selectable text rather than scanned images of text;
- accessible tables;
- descriptive links;
- appropriate document titles and metadata;
- alternative text for meaningful images; and
- sufficient contrast and readable formatting.

Some legacy documents may not fully meet current accessibility expectations. Where an essential document is not accessible, learners may request an alternative format.

12. Online Learning Environment

Accessibility responsibilities extend beyond the public website to the digital learning environment used to deliver College programmes.

Depending on the programme, learners may use learning-management systems, Google Classroom, video-conferencing platforms, assessment platforms, email, shared documents or other digital services.

Where a third-party platform creates an accessibility barrier, the College will consider reasonable alternatives, adjustments or workarounds where practicable and appropriate.

13. Accessibility of Learning Materials

Learning materials should be designed or selected with accessibility in mind.

Where appropriate, tutors and programme teams should consider:

- readable text and structured documents;
- captions/transcripts for relevant audiovisual content;
- accessible presentation slides;
- alternative formats where reasonably required;
- accessible links and navigation;
- avoidance of unnecessary flashing or distracting effects; and
- clear instructions and assessment requirements.

14. Accessibility and Assessment

Accessibility is also considered in assessment design and delivery.

Where a learner has a disability or accessibility need, the College may consider reasonable adjustments, subject to academic requirements and applicable law.

Depending on the circumstances and programme, adjustments may include additional time, alternative document formats, accessible communication methods, assistive technology, alternative assessment arrangements or other reasonable measures.

Adjustments must not normally remove or materially alter an essential learning outcome unless the applicable academic or awarding requirements permit such a change.

15. Reasonable Adjustments

Learners should contact the College as early as possible if they require an accessibility adjustment.

Requests will be considered individually and sensitively. The College may ask for relevant information where necessary to understand the barrier and identify an appropriate adjustment, but unnecessary personal information should not be requested.

Reasonable adjustments are intended to reduce or remove disadvantage and do not guarantee that every requested adjustment will be possible in every circumstance.

The College will consider the practicality, effectiveness, cost, resources, safety, academic integrity and applicable requirements when determining an adjustment.

16. Confidentiality and Privacy

Accessibility requests may contain personal or sensitive information. Such information will be handled in accordance with the College's Privacy Policy and applicable data-protection requirements.

Information will be shared only with those who need it to arrange, deliver, review or quality-assure the relevant support, or where disclosure is otherwise lawful or necessary.

17. Accessibility of Admissions and Enrolment

We aim to ensure that prospective learners can access essential information about programmes, entry requirements, fees, application procedures and enrolment.

Where an application form or online process creates an accessibility barrier, an alternative method of communication or submission may be considered where reasonably practicable.

18. Accessibility of Communications

Important learner communications should be clear and, where reasonably practicable, available in a format that supports the learner's identified needs.

Where a learner cannot reasonably access a particular communication format, the College may provide an alternative format or communication method.

19. Third-Party Services and Content

Some services used by the College are operated by external providers. These may include learning platforms, payment providers, video-conferencing systems, document services, authentication systems and embedded media.

The College does not control the technical accessibility of every third-party service. Where an external service creates a material barrier to participation, the College will consider reasonable alternatives or adjustments.

Where possible, procurement and selection of new digital services should take accessibility into account.

20. Known Accessibility Limitations

This statement should not claim that the website is fully compliant unless the College has completed an appropriate accessibility assessment supporting that claim.

At the time of publication, the College should maintain a live accessibility issue register identifying known barriers, their impact, planned action and target review date.

Examples of issues that may require monitoring include inaccessible PDFs, third-party embedded content, captioning gaps, keyboard-navigation problems, colour-contrast issues, form-label issues, focus-management issues and older learning materials.

21. Accessibility Testing

The College aims to use a combination of automated and manual accessibility checks.

Testing may include:

- automated accessibility scanning;

- keyboard-only testing;
- browser zoom and text-resizing checks;
- contrast checks;
- screen-reader or assistive-technology checks;
- mobile and responsive testing;
- review of forms and interactive components;
- testing of representative learner journeys; and
- user feedback and, where appropriate, testing with people who use assistive technologies.

Automated tools are useful for identifying certain technical issues but cannot identify every accessibility problem. Human review and user feedback remain important.

22. Accessibility Testing Record

The College should maintain an internal record containing, where applicable:

- date of test;
- website or system tested;
- pages or user journeys sampled;
- testing method;
- automated tools used;
- manual testing performed;
- identified issues;
- severity or learner impact;
- responsible person;
- corrective action;
- target completion date; and
- date of verification after remediation.

23. Accessibility Feedback and Reporting Problems

We welcome feedback about accessibility.

If you experience a barrier, please contact info@ukcollegeofit.uk

Where possible, please provide:

- the webpage, document or learning resource affected;
- a description of the problem;
- the device, browser or assistive technology being used, if relevant;
- what you were trying to do; and
- the format or adjustment that would make the information accessible to you, if known.

Providing this information is helpful but is not required to raise a concern.

24. Response to Accessibility Requests

The College will acknowledge accessibility enquiries within a reasonable period and will seek to identify an appropriate solution.

Where an immediate solution is not possible, the College may provide an interim alternative, such as an accessible document, different communication method, alternative resource or direct support.

25. Complaints and Escalation

If a learner believes that an accessibility barrier has not been adequately addressed, they may use the College's Complaints Policy.

Nothing in this Statement removes any statutory rights or external remedies available under applicable law.

26. Accessibility and Equality, Diversity & Inclusion

Accessibility is part of the College's wider Equality, Diversity & Inclusion framework.

The College seeks to prevent disability discrimination, reduce avoidable barriers and promote equitable participation. Accessibility concerns may therefore be considered alongside the Equality, Diversity & Inclusion Policy, Learner Support Policy and Assessment & Appeals Policy.

27. Staff and Tutor Responsibilities

Relevant staff and tutors should understand the College's accessibility commitments and know how to escalate learner accessibility requests.

Where staff identify an accessibility barrier in a learning resource, assessment or digital process, they should report it to the appropriate programme, quality or learner-support contact.

28. Accessibility and Quality Assurance

Accessibility is included within the College's wider quality-assurance framework.

Accessibility findings, learner feedback, complaints, reasonable-adjustment requests and recurring technical barriers may be reviewed to identify improvements to programme design, digital services, learning materials and staff practice.

Where an issue is significant, corrective actions should be recorded and monitored to completion.

29. Preparation and Review of this Statement

This Statement was prepared for UK College of IT Ltd. on 11 August 2026.

It should be reviewed at least annually and whenever there is a material change to the website, learning platform, assessment systems, digital services, applicable law or accessibility standards.

Future versions should state the date of the latest review and, where appropriate, the date and scope of the most recent accessibility testing.

30. Compliance Status

Unless a documented accessibility audit has established otherwise, UK College of IT should describe its status accurately rather than claiming full WCAG 2.2 AA compliance.

Recommended public wording before a formal audit is:

“UK College of IT is committed to working towards WCAG 2.2 Level AA as a recognised accessibility benchmark. We are continuously reviewing and improving the accessibility of our website and digital learning services. If you encounter an accessibility barrier, please contact us so that we can consider an appropriate solution or alternative.”

Once an accessibility audit has been completed, this section may be updated to state the evidence-based compliance status and identify any known non-compliances or exceptions.

31. Contact

Accessibility / Learner Support: info@ukcollegeofit.uk

General Enquiries: info@ukcollegeofit.uk

Complaints: info@ukcollegeofit.uk

Registered office: Suite 3.2 Litchurch Plaza, Litchurch Lane, Derby, England, DE24 8AA

Appendix A – Accessibility Issue Register Template

Issue	Location	Impact	WCAG reference	Action	Owner	Target date
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Appendix B – Accessibility Testing Checklist

- ☐ Keyboard-only navigation tested
- ☐ Visible keyboard focus checked
- ☐ Headings and document structure checked
- ☐ Link and button names checked
- ☐ Colour contrast checked
- ☐ Text resizing / browser zoom checked
- ☐ Images and alternative text checked
- ☐ Forms, labels and error messages checked
- ☐ Video captions / transcripts checked where applicable
- ☐ PDF and downloadable document accessibility checked
- ☐ Mobile / responsive behaviour checked
- ☐ Screen-reader or assistive-technology sample test completed
- ☐ Third-party learning-platform accessibility reviewed
- ☐ Known issues recorded and assigned
- ☐ Remediation verified after changes

Appendix C – Related Policies

- Equality, Diversity & Inclusion Policy
- Learner Support Policy
- Assessment & Appeals Policy
- Complaints Policy
- Privacy Policy
- Quality Assurance Policy
- Safeguarding Policy