



# RCMP's Journey Toward Accessible Learning

An Accessible Canada Act - Bill C-81 - Awareness Session

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Royal Canadian Mounted Police  
Gendarmerie royale du Canada

CANADIAN  
POLICE  
KNOWLEDGE  
NETWORK



RÉSEAU  
CANADIEN DU  
SAVOIR  
POLICIER

Canada

# Who Are We & Why Are We Here



- RCMP Learning & Development's National Learning Services Unit
  - Instructional Designers (ID)
  - Multimedia (MM) Developers
  - Learning Management Systems Analysts
- Raise awareness to designing for accessibility
- Demystify myths on accessibility
- Recognize Bill C-81 and its importance
- Emphasize WCAG guidelines and common failures
- Highlight best practices
- Provide tips and tricks, tools and resources to start you off

# What Are WE Doing?



## RCMP – General

- RCMP Disability and Accessibility Action Group & Network
- RCMP Accessibility Strategy and Work Plan
- Accessibility Passport – In Progress
- Procurement Accessibility Criteria
- Public Service Recruitment Tools for Hiring People with Disabilities

## Upskilling Learning Designers

- Accessibility Awareness Sessions
  - Accessible Design – Part 1 (Theory)
  - Accessible Design – Part 2 (Practical)
  - 3-part series with Guest speakers
  - ESDC Journey Towards Accessibility
  - FABLE Presentation
  - Assistive Technology User Experience (A day in the life of AT user)
- Digital Accessibility Training
  - David Berman Communications – Basic Training
- University of Guelph Accessibility Conference
- eLearning Guild – Accessibility & Inclusion
- Installation of the Accessibility Ribbon in Office Suite
- Inclusive Design – Job-Aids and Checklists

## Upskilling Developers

- Creating Standards
  - PPT templates (Job-aids and Checklists)
  - eLearning standards
    - Alt-text
    - Closed Captioning/Transcripts
  - Frameworks
    - eLearning Development
- Training
  - Deque University
    - International Association of Accessibility Professionals Certification
    - Web Accessibility Specialist (Web)
  - General Accessibility Seminars and Webinars





## ***“Nothing Without Us”***

### ***Accessibility Strategy for the Public Service of Canada***

***Yazmine Laroche***

***Deputy Minister of Public Service Accessibility***



# Myths



- Accessibility only affects a small group of users.
- Disabled users don't access my course or use my website.
- Accessibility makes the course boring.
- We can quickly add accessibility before the release.
- Accessibility is only about adding alternative text to images.
- Web accessibility is just a developer's responsibility.
- Accessibility only helps people with disabilities.
- Accessibility can only be tested by disabled people.
- Accessibility is optional.

# Why Do We Have Bill C-81?



1. Encourages inclusivity
2. Promotes usability
3. Provides equal opportunities to all Canadians
4. Allows all Canadians to actively and fully participate in our society





## World Wide Web Consortium (W3C)

## Web Content Accessibility Guidelines (WCAG 2.1)

**THE POWER OF THE WEB IS IN  
ITS UNIVERSALITY. ACCESS BY  
EVERYONE REGARDLESS OF  
DISABILITY IS AN ESSENTIAL  
ASPECT.**

**- TIM BERNERS-LEE -**

LIBQUOTES.COM





# WCAG Principles



WCAG principles provide guidelines to make websites and web content more:

- **P**erceivable
- **O**perable
- **U**nderstandable
- **R**obust







## Guidelines

1. Text Alternatives
  2. Time Based Media
  3. Adaptable
  4. Distinguishable
- Web content is made available to the senses: sight, hearing, and/or touch.
  - Information and user interface components must be presentable to users in ways they can perceive / comprehend / identify.
  - All visitors have a similar experience regardless of ability.



## Alternative (Alt) Text

- Alt-text conveys the “why” of the image as it relates to the content of a document or webpage.
- It is read aloud to users by screen reader software, and it is indexed by search engines.
- It also displays on the page if the image fails to load.

*“A person walking  
through a puddle in  
the rain”*



# Perceivable – Text Alternatives (cont'd)



## Adding Alt-Text in PowerPoint

1. Right-click on the image
2. Select **Format Picture**
3. Choose **Size & Properties**
4. Select **Alt Text**
5. Enter a title and description



## Alt-Text for Images on the Web

Person Information:

\* Surname: (Required)

Given Name 1:

Given Name 2:

Sex: Choose a value

Approximate Age:

Date of Birth (YYYY-MM-DD):

Instructional Mode:

Query Response Limit

\* Max # of Results (1 - 150) (Required)

\* Max # of Occurrences per Result (1 - 1000)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

```
e" tabindex="-1" role="option" aria-describedby="slick-slide02" style="width: /50px; position: relative; left: -1500px; top: 0px; z-index: 999; opacity: 1;">  
  
== $0
```

# Perceivable – Time Based Media



## Closed Caption and Transcript for Video

- Key players in video accessibility
- Better retention of video content
- Improves viewers' comprehension, attention, and experience

Before you begin the course, let's listen to a message from the CPI Centre regarding PSP.

0:00 / 0:53

**Transcript**

In 1997, the speech from the Throne of the Government of Canada committed to integrate information systems of all Canadian criminal justice partners. This decision was made after systemic failures had been noted relating to a lack of sharing crucial investigational information between law enforcement agencies.

The Police Information Portal (PIP) became available in 2007 & the PSP system in 2009. In 2010, PIP and PSP were brought under the stewardship of the Canadian Police Information (CPI) Centre. In 2020, the PIP system was rebuilt under the PSP name and the PSP web application and the PIP web application were amalgamated into a single interface.

This course demonstrates the benefits of the PSP System as an important investigative tool, a key element in information sharing, and a way to get a complete picture, as well as understand the course of events during an investigation.

All the best to you on this course and in the use of PSP in your every day work!

to you know, it, it helps to set a mutual respect for one another and recognize

[Read me \(Transcript\)](#)

this in school? Perhaps it's easier to hide one's shame, and not talk about it, than it is t

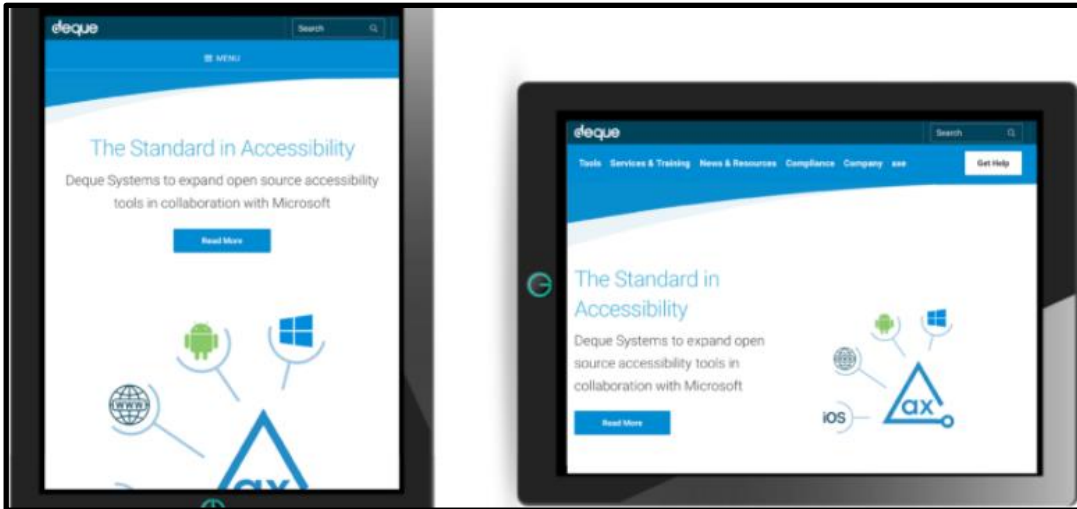
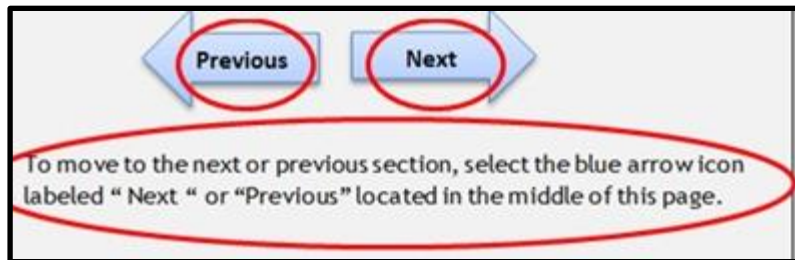
oling is the automatic and logical place to begin that learning outside of the home, the part and parcel of every grade level of all people's learnings. And so we would be, we



# Perceivable – Adaptable & Distinguishable



## Adaptable: Format




## Distinguishable: Colour

Colour is not used as the only visual means to convey your information.

**Example: Refer to something using color alone**

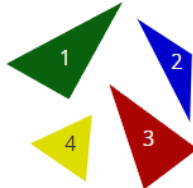
☒ Color only



**Which is the right-angled triangle?**

- ☐ Green
- ☐ Blue
- ☐ Red
- ☐ Yellow
- ☐ Don't know

☒ Color and number



**Which is the right-angled triangle?**

- ☐ Green (1)
- ☐ Blue (2)
- ☐ Red (3)
- ☐ Yellow (4)
- ☐ Don't know

# Perceivable - Distinguishable



## Distinguishable - Use of Colour, Font Size

Bad Contrast

Good Contrast

### Sample Font sizes

Size 14 – known as clear print

Size 16 – known as large print

Size 18 – known as giant print.

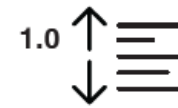
Giant print is also used for font sizes above 18

Size 20

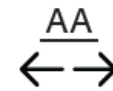
Size 24 – sized of most giant print books

## Distinguishable - Text Accessibility

### Characters Requirements



Line spacing should be **at least 1.0** for good readability.



Always make sure the space between characters is adequate and is not condensed.

### Fonts



**Readable font**



*Decorative font*

Decorative fonts are not accessible, as they are hard to read and can also create eye-fatigue for learners.



## Operable

1. Keyboard Accessible
2. Enough Time
3. Seizures
4. Navigable

All controls and interactive elements are usable.

For example, interface forms, controls, and navigation are operable



# Operable – Keyboard Accessible & Timing



## Keyboard Navigation

The screenshot shows the University of Washington website. The header includes the 'W' logo and navigation links for Students, Parents, Faculty & Staff, and Alumni. Below the header, there's a banner for 'ACCESSIBLE TECHNOLOGY'. The main content area is titled 'Keyboard accessibility' and includes sections for 'Applies to' (Websites), 'Overview' (explaining why keyboard accessibility is important), and 'Techniques' (linking to 'Keyboard Accessibility on websites'). A sidebar on the right lists the 'IT Accessibility Checklist' items: ARIA, Audio and video, Auto-updating content, Code validation, Color contrast, Enlarged text (highlighted), Finding content, Flashing and flickering content, Forms, and Headings.

## Timing Warning

The screenshot shows a 'Session expiration' dialog box. It states: 'Your session will expire in 32 seconds. Do you want to stay signed in?'. At the bottom, there are two buttons: 'Yes, keep me signed in' and 'No, log me out'.

## Timing Warning

The screenshot shows a '2 minutes remaining' dialog box. It states: 'You only have 2 minutes remaining to complete this transaction. Do you need more time?'. At the bottom, there are two buttons: 'Extend Time Limit' (circled in red) and 'OK'.

# Operable - Seizures



Avoid seizure triggering  
flashing images or videos

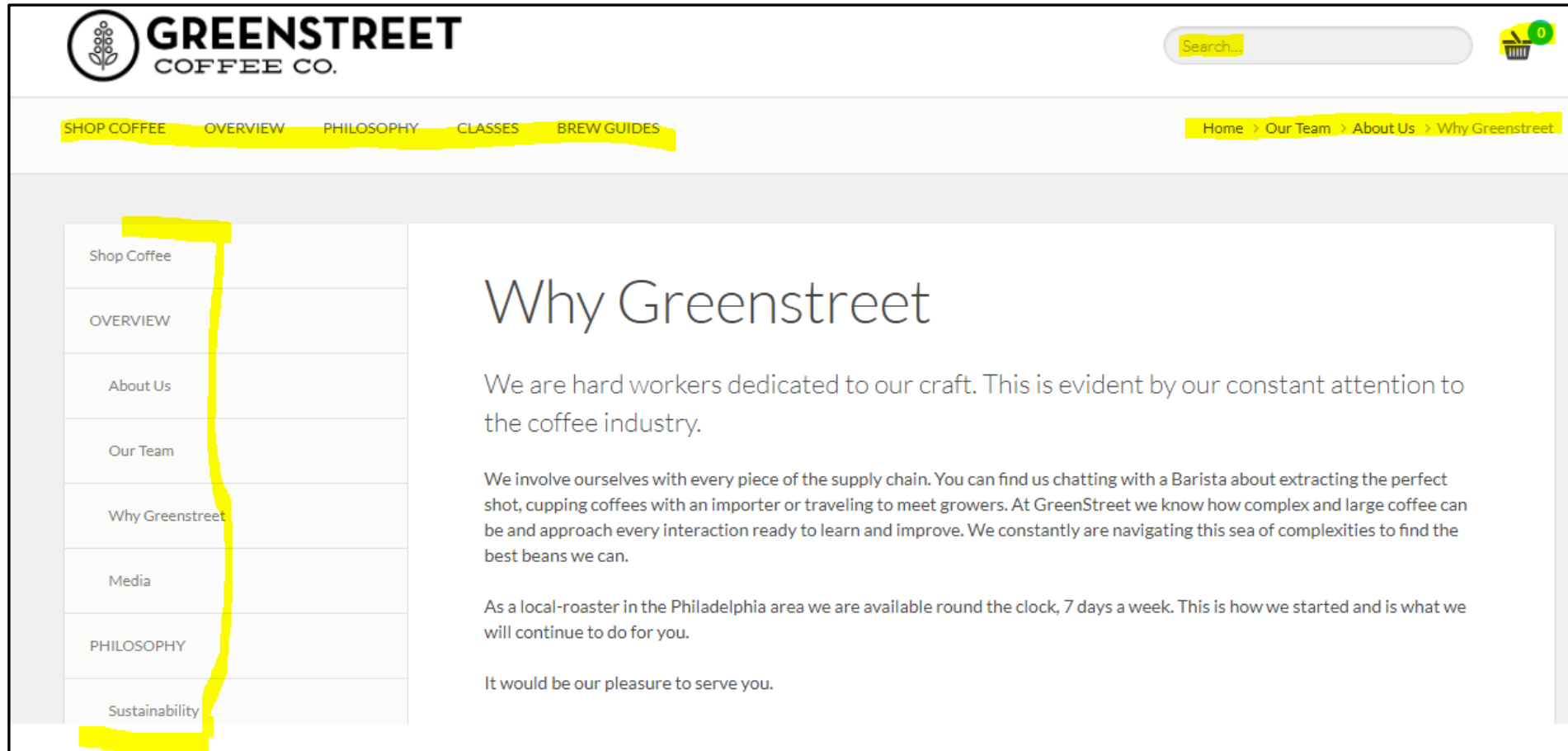
[WARNING Seizure Inducing  
Video - YouTube](#)



# Operable - Navigation



## Navigation Made Easy





## Understandable

1. Readable
  2. Predictable
  3. Input Assistance
- Information and the operation of user interface must be understandable.
  - Content is clear, mitigating confusion and ambiguity.

# Understandable – Readable & Predictable



## Readable


✖ **Unnecessarily complex**

CPP: In the event of a vehicular collision, a company assigned representative will seek to ascertain the extent and cause of damages to the vehicle and the persons involved. Once our representative has completed the investigation, we will allow us to understand the situation and assign appropriate monetary compensation. A decision may occasion of a claim is not approved and the status of the claim is assigned and issued.

✔ **Easier to understand**


Claims Processing Procedure (CPP): If you have a car accident, our agent will investigate. Findings will determine any claim payment. This could result in:



- Approved claim - full payment
- Partially approved claim - reduced payment
- Undetermined claim - more information needed
- Rejected claim - no payment



## Predictable – Consistency is Key

Action	Normal Result	Should Not
Pressing the TAB key	Should jump from one control to another	Initiate a search
Pressing the ARROW key while in a drop-down menu	Should move up and down the menu choices	Open a new window
Clicking into an EDIT field	Allow to edit text	Not open a popup window

 Royal Canadian Mounted Police  
Gendarmerie royale du Canada

 CANADIAN POLICE KNOWLEDGE NETWORK  
 RÉSEAU CANADIEN DU SAVOIR POLICIER

Slide 20



# Understandable – Input Assistance



## Input Assistance - Error detected and correction suggested to the user

### Assistance **AFTER** submission

There were 2 errors found in the information you submitted.

1. Please [enter a valid credit card number.](#)
2. Please [enter your first name.](#)

First Name (required)

[Link to form element](#)

### Assistance **AFTER** submission

**The form could not be submitted for the following reasons:**

Email Address must be a valid email address.

Language

Language of Service (required) \*

English

Applicant Contact Information

First Name (required) \*

Max

Last Name (required) \*

Smith

Primary Telephone Number (required) \*

test

Email Address (recommended) \*

An email containing your Confirmation Number and information about your appointment will be sent to the email specified.

sample

### Assistance **AT INPUT ENTRY** (Contextual)

Personal information

\*Employee name

Last name, first name

Mark Smith

\*HRMIS

000

Invalid length

Is the employee essential or non-essential?\*





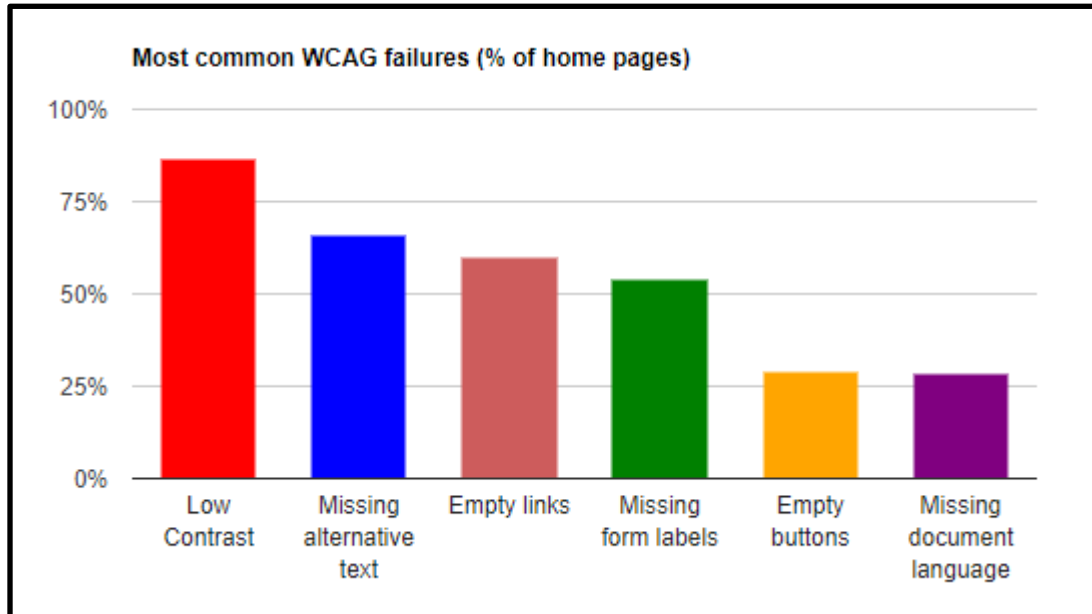
## Robust

- Parsing - content is compatible and Valid (w3c Validation Checkers)
- Name, Role, Value - providing role, state, and value information on all user interface components enables compatibility with assistive technologies.
- Status Messages - make users aware of important changes in content

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

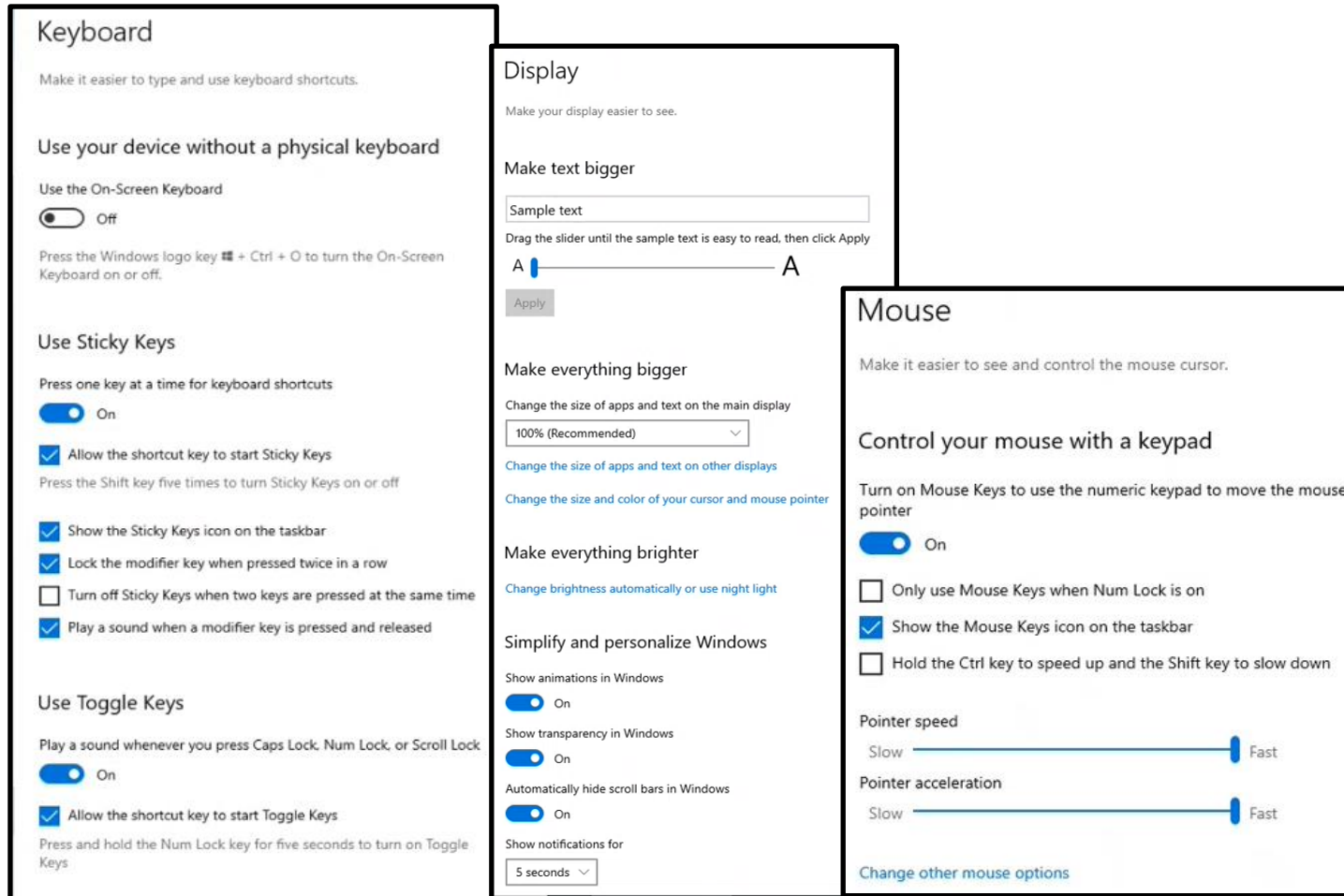


# Failures & Simple Fixes



1. Provide sufficient contrast between foreground and background
2. Don't use colour alone to convey information
3. Follow the requirements for text sizes and font
4. Ensure that interactive elements are easy to identify
5. Provide clear and consistent navigation options
6. Ensure that form elements include clearly associated labels
7. Provide easily identifiable feedback
8. Use headings and spacing to group related content
9. Include image alternatives (alt-text) and media alternatives in your design
10. Provide controls for content that starts automatically

# Small Steps – Course Pilot Experience



## Post-pilot changes

- Navigation
- Usability Changes
- Storyline System Demo Upgrades

System customizations...



# Where to Begin?



## Accessible from the Start



“Accessibility is like a blueberry muffin—you can’t push the berries in there afterward.”  
Cordelia McGee-Tubb

## Accessibility Plan

1. Develop an accessibility strategy and/or policy
2. Educate and train content creators
3. Conduct accessibility audits
4. Prioritize user experience
5. Collaborate with accessibility experts
6. Test with real users
7. Stay informed and evolve

# Resources



**Digital Accessibility** - [What is Digital Accessibility?](#)

**World Wide Web Consortium (W3C)** - <https://www.w3.org/>

**Web Accessibility Evaluation Tools List**  
<https://www.w3.org/WAI/ER/tools/>

**WCAG 2.1**  
[www.w3.org/TR/2018/REC-WCAG21-20180605/#glossary](http://www.w3.org/TR/2018/REC-WCAG21-20180605/#glossary)

**Assistive Technology Glossary**  
[Assistive Technology Glossary | Fable \(makeitfable.com\)](#)

**Community Groups / Articles / Blogs** (Keyword search:  
accessible, accessibility)

[eLearning Industry](#)  
[The eLearning coach](#)  
[Institute for Performance and Learning](#)

Microsoft Accessibility Resources

[Accessibility Resources & Training | Microsoft Accessibility](#)

Microsoft Accessibility Tips

[Disability Answer Desk Support | Microsoft Accessibility](#)

How to Make Documents and MTeams Accessible

- <https://www.youtube.com/watch?v=91ddtUyhS5k>
- <https://www.aka.ms/Inclusive-teams-meetings>
- <https://www.youtube.com/watch?v=ohNYGg79U-Q>

WebAIM Contrast Checker - [WebAIM: Contrast Checker](#)

# Provincial Resources



- <https://www.ontario.ca/page/how-create-accessibility-plan-and-policy>
- [Accessibility | Government of Saskatchewan](#)
- [Accessibility Act - Children, Seniors and Social Development \(gov.nl.ca\)](#)
- [Accessible Library Services | Government of Prince Edward Island](#)
- [Accessibility \(calgary.ca\)](#)
- [Accessibility | Alberta.ca](#)



# Courses & Certifications



## Deque University

[Online Self-Paced Web Accessibility Classes](#)

## DavidBerman Communications

[Accessibility for Instructional Design and eLearning](#)

**Fable** - [Fable Upskill](#)

**Eliquo Training** - [Accessibility Training](#)

## Priority Management

- [Creating accessible documents in Word, Excel, PowerPoint](#)
- [Creating accessible documents in Word](#)
- [Creating accessible documents in Visio](#)

[Professional Development for eLearning and Multimedia Developers & Technical Advisors](#)