

Foundation University School of Virtual Education (FUSVE)



Web Content Accessibility Guidelines (WCAG) Policy (FUVE)

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Version 1.0

1. Purpose

Foundation University School of Virtual Education (FUSVE) is committed to providing an inclusive, equitable, and accessible digital learning environment for all students, faculty, staff, and other users. As a virtual education institution, FUSVE recognizes that accessibility of its websites, Learning Management System (LMS), digital learning materials, online assessments, multimedia lectures, student portals, and other digital services is essential to ensuring meaningful participation in education.

This Policy establishes the institutional requirements for digital accessibility at FUSVE in alignment with the Web Content Accessibility Guidelines (WCAG) 2.1 developed by the World Wide Web Consortium (W3C). WCAG 2.1 provides technology-independent, testable Success Criteria designed to improve accessibility for users with visual, auditory, physical, speech, cognitive, learning, language, and neurological disabilities.

2. Policy Statement

FUSVE shall endeavor to ensure that its digital learning environment and web-based content are designed, developed, maintained, and delivered in an accessible manner in accordance with **WCAG 2.1 Level AA** as the institutional accessibility target, subject to technical feasibility and applicable institutional requirements.

Accessibility shall be considered throughout the complete lifecycle of digital content and services, including planning, development, procurement, content creation, publication, assessment, maintenance, and periodic review. Accessibility shall not be treated as an optional feature or an activity limited to the final stage of website or course development.

3. Scope

This Policy applies to all digital content, systems, services, and educational resources provided, developed, managed, or commissioned by FUSVE, including but not limited to:

- FUSVE official websites and web portals;
- Learning Management System (LMS) and virtual learning environments;
- Online admission and student services;
- Digital course content and learning kits;
- Lecture recordings, videos, audio and multimedia resources;
- Electronic documents, presentations, pdfs, and other learning materials;
- Online quizzes, assignments, examinations, and Computer-Based Testing (CBT) systems;
- Forms, applications, navigation menus, buttons, links, and interactive controls;
- Emails, announcements, notifications, and other official digital communications;
- Third-party digital platforms and externally hosted educational resources, where FUSVE has control or reasonable influence over their selection, configuration, or use.

4. Accessibility Principles

FUSVE shall apply the four foundational WCAG principles:

4.1 Perceivable

Information and user-interface components shall be presented in ways that users can perceive. FUSVE shall provide appropriate text alternatives for non-text content, accessible multimedia, sufficient contrast, adaptable content, resizable text, and other applicable accessibility features. For example, meaningful images shall have appropriate text alternatives, while purely decorative content should be implemented so that it can be ignored by assistive technologies.

4.2 Operable

Digital systems and learning resources shall be usable through appropriate input methods, including keyboard operation where applicable. FUSVE shall seek to ensure accessible navigation, visible focus indicators, appropriate timing controls, accessible interactive elements, and alternatives to interaction methods that may create barriers for users with disabilities.

4.3 Understandable

Content, navigation, instructions, forms, assessments, and user interactions shall be presented in a clear, consistent, predictable, and understandable manner. Where users enter information, appropriate labels, instructions, and accessible error identification and correction mechanisms shall be provided.

4.4 Robust

FUSVE digital content and systems shall be developed using accessibility-supported technologies and shall be compatible, as far as reasonably practicable, with commonly used browsers, platforms, and assistive technologies. User-interface components shall expose appropriate names, roles, values, and status information where required.

5. Accessibility Requirements for Virtual Learning

To support equitable access to virtual education, FUSVE shall incorporate accessibility requirements into course development and delivery. In particular:

1. Images and graphics containing meaningful information shall have suitable text alternatives. Decorative images shall not create unnecessary barriers for assistive technology users.
2. Recorded lectures and multimedia shall incorporate appropriate accessibility features, including captions for prerecorded video where required and equivalent alternatives for relevant audio/video information.
3. Documents and learning materials shall use appropriate headings, structure, reading order, labels, meaningful links, and accessible formatting.
4. Online assessments and examinations shall be designed so that applicable controls, instructions, questions, navigation, timing, and feedback are accessible.
5. Interactive controls shall have meaningful accessible names and shall be operable using appropriate input mechanisms.

6. Color shall not be used as the sole means of conveying information, and sufficient contrast shall be maintained for applicable text and non-text interface elements.
7. Digital content shall support appropriate zooming, resizing, reflow, and responsive presentation where applicable.
8. Course navigation and digital interfaces shall remain consistent, predictable, and logically structured.
9. Forms and student-input interfaces shall provide accessible labels, instructions, identification of errors, and appropriate guidance for correcting errors.
10. FUSVE shall consider accessibility when procuring, developing, configuring, or renewing third-party educational technologies.

6. Roles and Responsibilities

FUSVE Management shall provide institutional oversight, resources, and direction for implementation of this Policy.

IT and Web Development Teams shall incorporate applicable WCAG requirements into the design, development, testing, maintenance, and updating of FUSVE digital systems and websites.

Instructional Designers and Course Developers shall ensure that digital learning materials, course structures, multimedia, activities, and assessments are prepared with accessibility in mind.

Faculty and Content Authors shall prepare and upload accessible educational content and shall use appropriate alternatives, captions, headings, labels, descriptions, and document structures.

Quality Assurance/Academic Support Personnel shall consider accessibility during content review and quality assurance processes and shall report identified accessibility barriers to the relevant responsible unit.

Students and Users shall be encouraged to report accessibility barriers or difficulties encountered while accessing FUSVE digital services and learning resources.

7. Accessibility Testing and Monitoring

FUSVE shall establish appropriate procedures for periodic accessibility review of its digital platforms and learning content. Automated accessibility testing may be used to identify common technical issues; however, automated testing alone shall not be considered sufficient for comprehensive accessibility evaluation. Human review and, where practicable, testing using relevant assistive technologies shall also be considered.

Accessibility reviews should address applicable WCAG 2.1 Success Criteria and may include examination of keyboard accessibility, alternative text, multimedia accessibility, contrast, headings, forms, navigation, focus order, error handling, responsive presentation, and compatibility with assistive technologies.

Identified accessibility barriers shall be documented, prioritized according to their impact, and addressed through corrective action and continuous improvement.

8. Accessibility of Third-Party Content

Where FUSVE uses third-party platforms, applications, embedded content, or externally hosted educational resources, accessibility shall be considered in procurement, selection, configuration, and review processes. Where FUSVE does not have direct control over third-party content, reasonable efforts shall be made to identify accessibility limitations and, where practicable, provide an accessible alternative or appropriate accommodation.

9. Accessibility Feedback and Support

FUSVE shall provide an appropriate mechanism through which students, faculty, staff, and other users can report accessibility barriers. Reported issues shall be reviewed by the relevant responsible unit and, where feasible, corrective action shall be initiated according to the nature and priority of the issue.

FUSVE shall seek to ensure that accessibility concerns do not prevent students from accessing essential learning activities, academic information, assessments, or student services.

10. Compliance and Continuous Improvement

WCAG 2.1 Success Criteria shall serve as the principal technical reference for evaluating the accessibility of applicable FUSVE digital content and services. WCAG guidelines themselves establish broad objectives, while Success Criteria provide the testable requirements used for conformance assessment.

FUSVE shall maintain a continuous improvement approach to digital accessibility. This shall include periodic review of systems and content, staff awareness and training, accessibility testing, remediation of identified barriers, and consideration of accessibility requirements in future digital initiatives.

11. Policy Review

This Policy shall be reviewed periodically to ensure continued relevance to FUSVE's digital learning environment, technological developments, institutional requirements, and applicable accessibility standards. Where newer or updated accessibility standards are formally adopted by the University, this Policy may be revised accordingly.

12. Reference Standard

The principal technical reference for this Policy is the Web Content Accessibility Guidelines (WCAG) 2.1 issued as a W3C Recommendation. WCAG 2.1 defines four accessibility principles—Perceivable, Operable, Understandable, and Robust—and provides testable Success

Criteria at Levels A, AA, and AAA. FUSVE adopts Level AA as its institutional target under this Policy.

Reference: [W3C Web Content Accessibility Guidelines \(WCAG\) 2.1](#)