



Digital Accessibility Centre

Accessibility Audit Report for G4S: EASS

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Executive Summary

An accessibility audit for **G4S** on the **Equality Advisory & Support Service (EASS)** website was carried out by the Digital Accessibility Centre (DAC) user/technical team on **22nd of April 2020**.

The **EASS** website was assessed against the Web Content [Accessibility Guidelines WCAG 2.1.](#)

This document incorporates the findings regarding any accessibility barriers identified during the testing process.

The Main EASS Website

It was refreshing to find that well-intentioned attempts were given to make the website accessible. Unfortunately, there were many issues found which mostly had an affect on **Screen Reader** users.

One of the more basic needs, a page language, was missing. This would cause large problems if there is a mismatch between the page language and the software language. A couple of minor forms were found on the website but many, including the main search, did not have field labels or the labels were not correctly “Associated programmatically”, meaning screen reader users often would not determine the fields use.

Links were often not as descriptive as they could be and did not have a subject in the text, therefore leaving them ambiguous. Some links appear as just “A”, others link to files without saying they are not HTML files and some links would open new tabs without informing screen reader users. Links that opened an expandable area did not advise if they were open or closed.

Headings were not used in best practice on all the website, not being descriptive or not depicting the relations of different sections; this was if sections had a heading.

Landmarks, which could also show page structure, were also not used correctly.

When the “Contact Us” page is opened, the focus does not start at the top of the page. For visual users this can be seen but have the trouble of navigating back up the page, whereas screen reader users may not know there is anything “above” where they start on the page. When some functions are actioned, a status message appears to advise the current status. This message is not read out to screen reader users automatically.

During filling out the “Advice and Support” page, there were options to print out the details entered but this backup option was not available for blind users who cannot use printed media and would benefit from an email option.

Several non-html documents were found that were not made accessibly in the same way as the issues above for HTML.

Users of **Keyboard** will find few, but significant issues.

The first item on the homepage, the “Skip to content” link, did not work correctly. This was exacerbated by other elements on that page that could only be operated by the mouse, leaving keyboard users unable to access that functionality.

Non-HTML files need to open in a new window as keyboard users and screen reader users may have difficulty in accessing the browser’s back button when these are loaded in the browser. This allows users to close the window (shortcut key Alt+F4) to return to the previous page.

Some items navigated to via the tab key on the keyboard do not have contrasted highlighting to advise keyboard users what they can interact with. The items that do have a highlight do not have a very distinct one that is sometimes too hard for low vision users to determine.

Low Vision users may find that the font used was thin and poorly contrasted in some areas making it hard to read. Low vision and **Colour Deficient** users may find that some of the colours used are not easy to read.

We also found that if a user has been using Windows High Contrast Mode, they will need to turn this off before browsing this website as it was not compatible, missing many visual items.

Italic font was found to be used. This can be hard for low vision users to read, and **Dyslexic** users claim that the italic character ‘swim’ into each other.

Users of Dragon (**Voice Activation Software**) would have very minor issues, the main one revolving around Dragon’s problems with some “input types” which included the one for uploading files; but this may also affect older versions of assistive technology.

Users who are Cognitively Different may find that abbreviations that are not widely known were not expanded in the first instance for users to understand, and spelling errors were found.

In a technical view there were very little issues. Both covered here are major in severity. There were duplicate issues IDs found: ID attributes must be unique for the Assistive Technology to interact properly. More than one element with the same ID attribute value can cause spurious results.

An aria attribute was used, but the value did not conform to one of the values allowed.

Welsh EASS Homepage

There were some issues when the website was viewed in the welsh language not including the other issues above that were also seen on the English spoken page.

The cookie statement is in English on the Welsh page and there is a number of missing “Partners”. This includes SignLive, which is neither English or Welsh but a BSL service.

EHRC: Reporting discriminatory adverts

As it is a completely different website, we have created a separate section not to give the impression that the EASS website has these failings, although there are some issues in common.

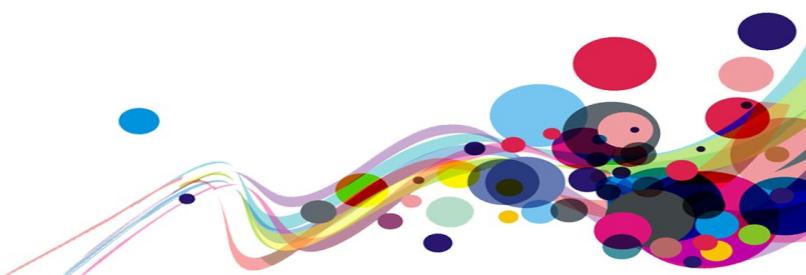
The largest of issues surrounded the error handling on the for which was neither descriptive or well contrasted.

Although the form in general was not easy to use; missing auto-complete options and containing extremely large field labels that screen reading software couldn't use correctly.

Lastly,

To finish, here is a comment from our **Low vision user**:

“I would like to state how I was able to access this document both visually and audibly which was excellent. Usually, documents are offered up via a PDF format which tend be non-accessible.”



Scope

URL: <http://www.equalityadvisoryservice.com>

1. Homepage:
2. Know your rights
3. The “Success story” carousel
4. Resources
5. Review pdf
6. Contact us
7. Test the Search function
8. Test the “Live chat” function. This can be found through the “Advice and Support” menu
(Note: This could not be done as the Live Chat was not available)
9. Sign Language
10. Let us know
11. EHRC
12. Accessibility Statement
13. On the homepage select to see the website in welsh tile

See [Appendix I](#) for a full list of tasks and instructions

Browser matrix and Assistive Technology (AT) combinations

Desktop

User type	Operating System (OS)	Browser	Assistive Technology
Blind	Windows	IE11	Jaws 18 and 2019
		Firefox	NVDA
Mobility (iii)	Windows	IE11	Dragon Voice Activation V15
Mobility (iii)	Windows	Chrome	Keyboard
		IE11	Keyboard
Deaf (i)	Windows	Firefox	-
Colour blind (ii)	Windows	Chrome	-
Dyslexia (ii)	Windows	Chrome	-
Low Vision	Windows	IE11	Screen Magnification
(i)	Windows	Firefox	-
Cognitive Impaired/Aspergers /Anxiety	Windows	IE11	-

Mobile/Tablet

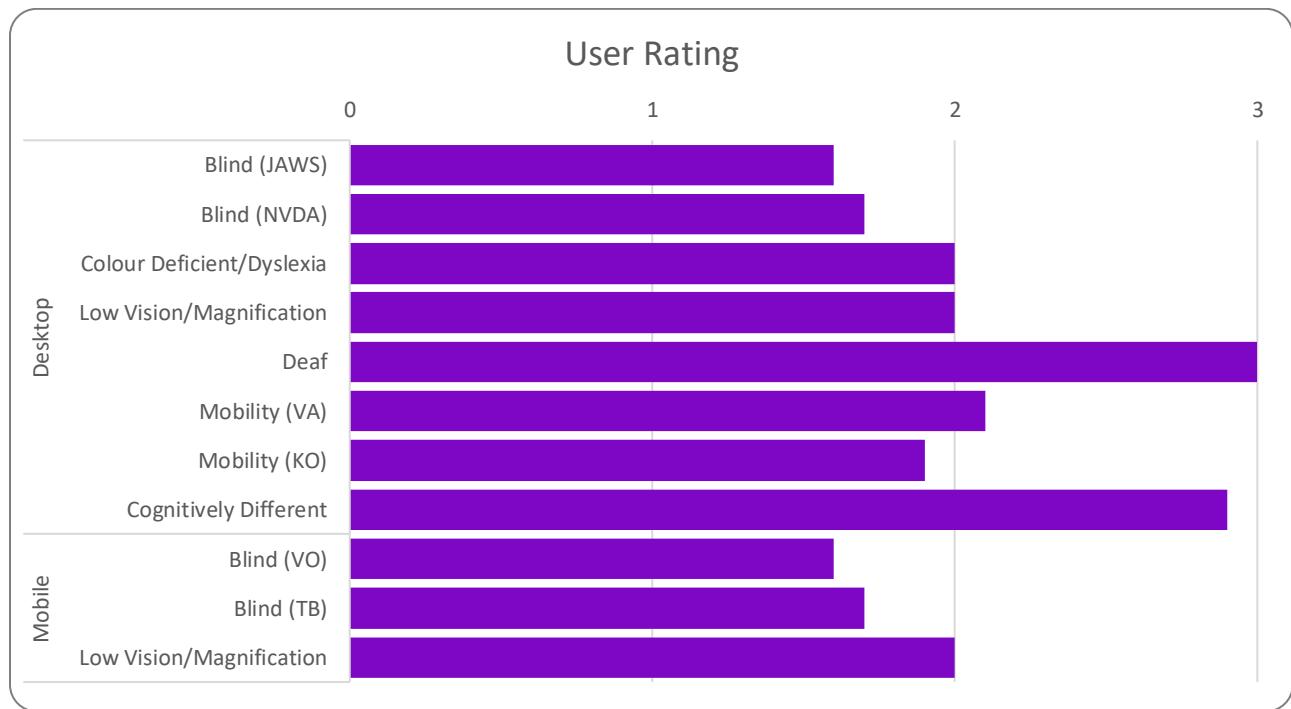
User type	Operating System (OS)	Browser	Assistive Technology
Blind	iOS	Safari	VoiceOver
	Android	Chrome	Talkback
Mobility	Android	Chrome	-
Colour blind/Dyslexia	Android/iOS	Android browser/safari	-
Low Vision	Android	Chrome	Screen Magnification/Resizing content
Low Vision	iOS	Safari	-

Summary Graphs

Our analysts provided their overall feedback on the website.

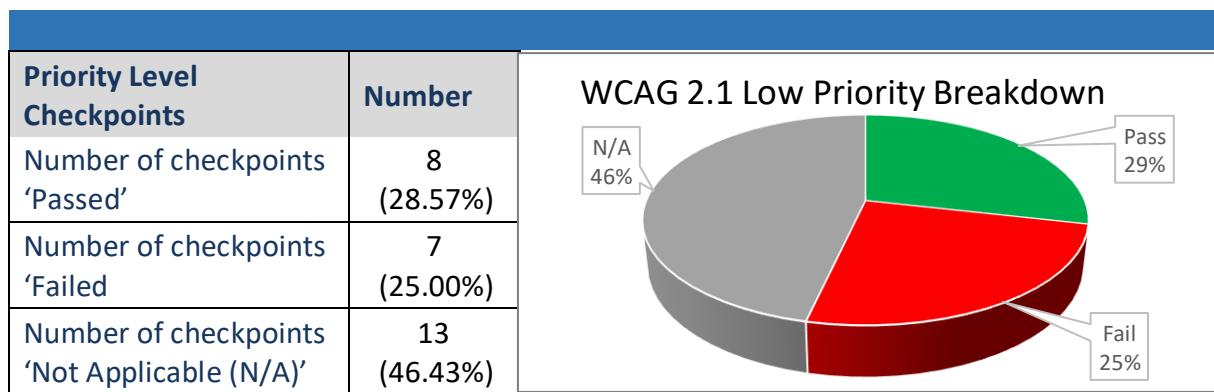
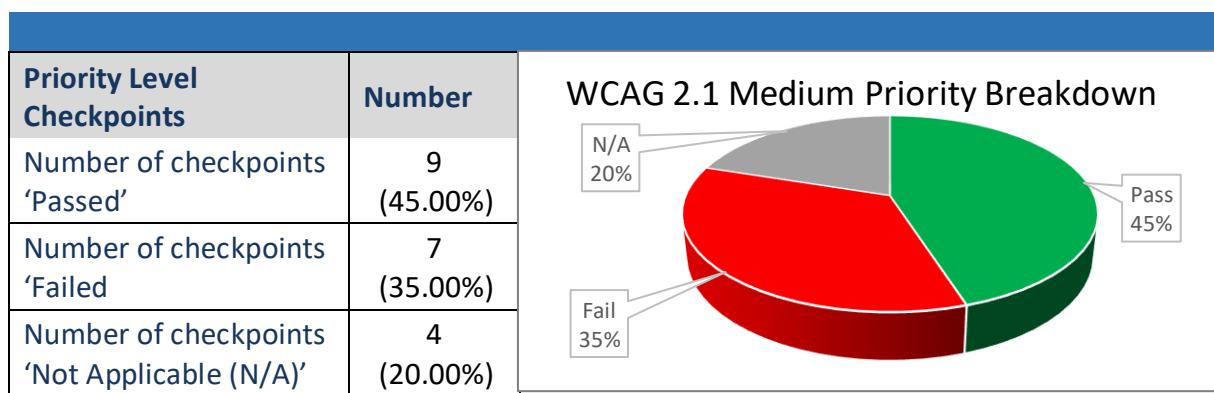
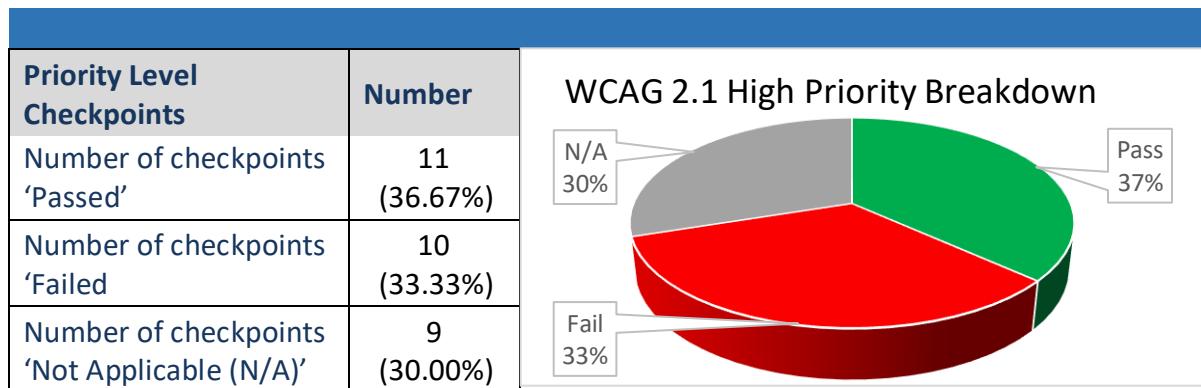
This was rated from 0 – could not complete to 3 – Completed independently, no issues.

Key:	
0	Could not complete on my own
1	Completed independently but with major issues
2	Completed independently but with minor issues
3	Completed independently, no issues



The graph below details the number of checkpoints that passed, failed or were not applicable to the website.

Please refer to the [Classification of Accessibility Issues](#) for more information.



Audit Results

These are the results of the Digital Accessibility Centre accessibility audit by section. Each area contains a reference to the WCAG success criteria, a brief overview of the issue encountered, a description of issues found along with user testing commentaries and solutions.

In order for the website to be eligible for a Digital Accessibility Centre certification, and fall in line with WCAG 2.1 requirements, improvements need to be made in the following areas.



A

- [Page Language](#)
- [Headings not descriptive](#)
- [Page must contain a level-one heading](#)
- [Skip Link does not work](#)
- [Unlabelled Fields](#)
- [Non-Unique ID Attribute](#)
- [Page start location](#)
- [Invalid ARIA attribute value](#)
- [Not keyboard navigable](#)
- [Non-HTML Documents](#)
- [Active indicator missing](#)
- [Expanding content doesn't advise status](#)



AA

- [Colour Contrast](#)
- [Focus highlight not consistent](#)
- [Insufficient focus](#)
- [Status messages](#)



AAA

- [Semantically Incorrect Headings](#)
- [Section missing heading](#)
- [Duplicate landmark](#)
- [Non-subjective links](#)
- [Non-descriptive links \[Non-HTML\]](#)
- [Non-descriptive links \[New Window\]](#)
- [Font rendered thinly](#)
- [Italics](#)
- [Abbreviation](#)

Expanding content doesn't advise status (A)

Expanding content was found during the audit process that did not advise users if it was expanded or collapsed.

WCAG Reference:

2.4.4 Link Purpose (In Context) - Level A

[Understanding Link Purpose \(In Context\)](#) | [How to Meet Link Purpose \(In Context\)](#)

1.3.5 Identify Input Purpose (WCAG 2.1) – Level AA

[Understanding Identify Input Purpose](#) | [How to Meet Identify Input Purpose](#)

Issue ID: DAC_Link_Expanding_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/>

Task: 1.1 (Systemic)

The mobile menu does not advise screen reader users of its expansion status.

Screen reader user comments:

“While swiping through the page in context I located a menu item and a toggle image. I am unsure if these are related items or if one is bleed-through of another. Neither of these elements announce their state so it is difficult to determine when they are expanded or collapsed.”

Tested on iOS; Does not apply to Android.

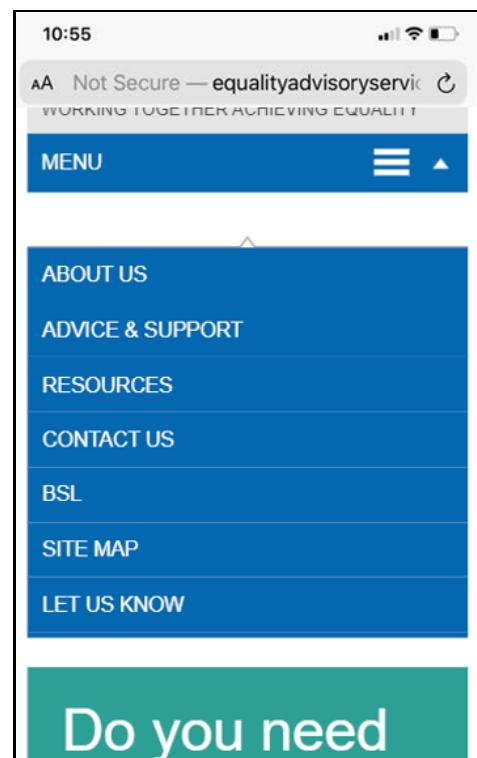
Current Code Ref(s) : #pull

```
<a href="#" id="pull" title="Open Menu">MENU
  <div class="icon">
    
  </div>
</a>
```

Solution :

Add an attribute of `aria-expanded` to the link, updating it with JavaScript when activated between true and false.

Screen shot:



Issue ID: DAC_Link_Expanding_02

URL: <http://www.equalityadvisoryservice.com/app/help>

Page: Help

Task: 1.2

Screen shot:



The Advice and Support categories do not advise screen reader users of their expansion status.

Screen reader user comments:

“While the same page links are a great way to manage the information in each category, it would be beneficial for the same page links to express their state more clearly as I became confused about which were expanded and which were not.”

Current code Ref(s): #select-1 > ul > li:nth-child(1) > div.option-bar.clearfix > div.option-label

```
<div class="option-label">
  <a class="" href="/app/help#characteristic-age">Age</a>
</div>
```

Solution :

Add an attribute of `aria-expanded` to the link, updating it with JavaScript when activated between true and false.

Page Language (A)

Without a `lang` attribute on the page, screen reading software may not read the page correctly, especially when there is a mismatch between the page language and the software language.

WCAG Reference:

3.1.1 Language of Page – Level A

[Understanding Language of Page](#) | [How to Meet Language of Page](#)

Issue ID: DAC_Language_Page_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1 (Systemic)

The `<html>` element does not have a `lang` attribute
`<html>` element must have a `lang` attribute

Current Code Ref(s): html

```
<html class="js flexbox canvas canvastext webgl no-touch geolocation postmessage websqldatabase indexeddb hashchange history draganddrop websockets rgba hsla multiplebgs backgroundsize borderimage borderradius boxshadow textshadow opacity cssanimations csscolumns cssgradients cssreflections csstransforms csstransforms3d csstransitions fontface no-generatedcontent video audio localstorage sessionstorage webworkers no-applicationcache svg inlinesvg smil svgclippaths" style="">
```

Solution:

Ensure every HTML document has a `lang` attribute.

For valid language codes see [W3docs' ISO Language Codes](#).

For example:

```
<html class="js flexbox canvas canvastext webgl no-touch geolocation postmessage websqldatabase indexeddb hashchange history draganddrop websockets rgba hsla multiplebgs backgroundsize borderimage borderradius boxshadow textshadow opacity cssanimations csscolumns cssgradients cssreflections csstransforms csstransforms3d csstransitions fontface no-generatedcontent video audio localstorage sessionstorage webworkers no-applicationcache svg inlinesvg smil svgclippaths" style="" lang="en">
```

Headings not descriptive (A)

The headings used on the page are not descriptive enough for screen reader users to determine the content it introduces.

WCAG Reference:

1.3.1 Info and Relationships – Level A

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

2.4.6 Headings and Labels – Level AA

[Understanding Headings and Labels](#) | [How to Meet Headings and Labels](#)

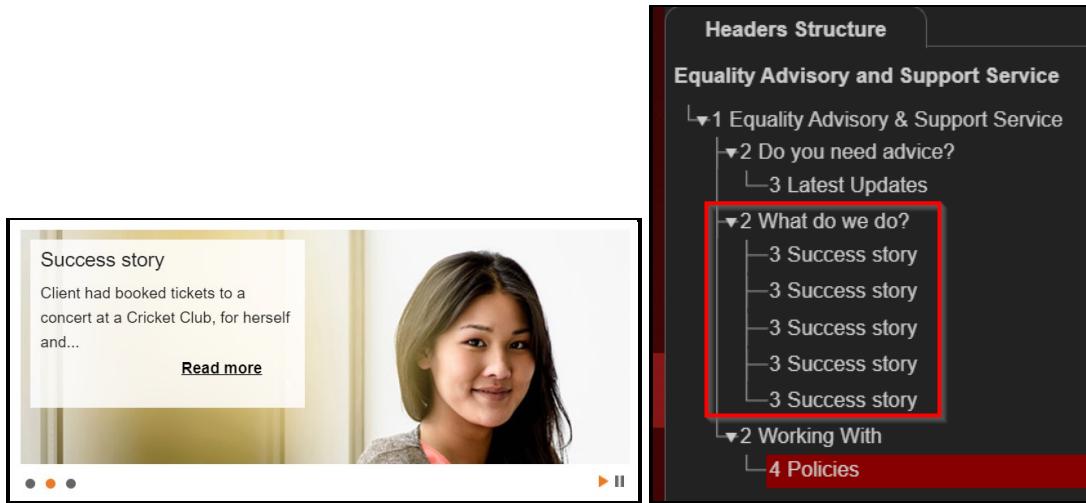
Issue ID: DAC_Heading_Description_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1

Screen Shot:



There are headings on the page that have the same text description.

Screen reader user comments:

“While navigating through the headings out of context, I located several with duplicated heading text. Providing unique heading information will allow users to better understand the contents of the page.”

Location(s):

```
#stories > div > div.bx-viewport > ul > li:nth-child(1) > article > div > h3  
#stories > div > div.bx-viewport > ul > li:nth-child(2) > article > div > h3  
#stories > div > div.bx-viewport > ul > li:nth-child(3) > article > div > h3  
#stories > div > div.bx-viewport > ul > li:nth-child(4) > article > div > h3  
#stories > div > div.bx-viewport > ul > li:nth-child(5) > article > div > h3
```

Solution:

Firstly, please note [Issue ID: DAC_Heading_Structure_Illogical_02](#)

Give the headings more information, even if it is a number.

For example;

```
<h3>Success story 1</h3>
```

Page must contain a level-one heading (A)

Page must contain one (and only one) level-one heading.

Screen reader users use the hierarchical structure of the headings to understand the relations to different sections.

WCAG Reference:

1.3.1 Info and Relationships – Level A

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

1.3.2 Meaningful Sequence – Level A

[Understanding Meaningful Sequence](#) | [How to Meet Meaningful Sequence](#)

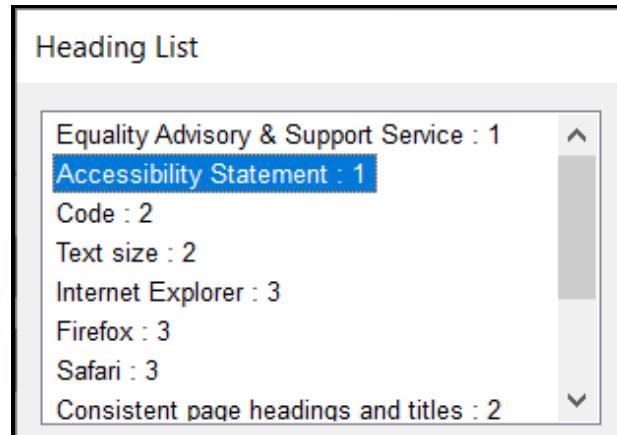
Issue ID: DAC_Heading_TopLevel_Multiple_01

URL: http://www.equalityadvisoryservice.com/app/accessibility_statement

Page: Accessibility Statement

Task journey 1 step 11

Screen shot:



Multiple top-level headings were found.

A page should only have a single `<h1>` to ensure that screen reader users understand which heading defines the page.

Screen reader user comments:

“I located two headings at level 1. This may be because the H1 on all pages has been the homepage link. It would be helpful to resolve this as headings at level 1 to indicate main content on the page.”

Location(s):

- `body > div.container > header > div > div.eight.columns.logo.alpha > h1`
- `#maincontent > div > h1`

Solution:

There should only be one h1, and in following the advice of [Issue ID: DAC_Heading_Structure_Illogical_04](#) this should be the “Accessibility Statement”. Please follow that IDs solution.

Skip Link does not work (A)

A skip to content link was found, but did not move the navigational focus. Only the viewport was moved. This leaves keyboard and screen reader users unable to use the functionality.

WCAG Reference:

1.3.2 Meaningful Sequence - Level A

[Understanding Meaningful Sequence](#) | [How to Meet Meaningful Sequence](#)

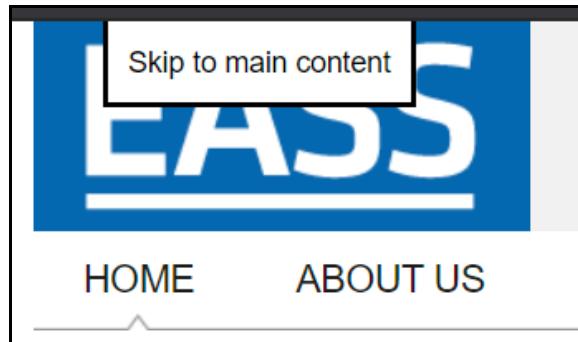
Issue ID: DAC_Skip_Broken_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1 (Only applies to the homepage)

Screen Shot:



Skip link target missing.

The skip-link target should exist and be focusable.

Screen reader user comments:

“When clicking on the ‘skip’ link I found that my focus remained on the link and did not change. It would be helpful if focus could be taken to the main content heading on the page.”

Keyboard only user comments:

“While on the ‘Homepage’ there is a skip to main content link available, however when I tried to access the link nothing happened.”

Current Code Ref(s): #skiptocontent > a

```
<div id="skiptocontent">  
  <a href="#maincontent">Skip to main content</a>  
</div>
```

Solution:

Ensure all skip links have a focusable target.

The skip link target has been commented out.

i.e. `<!--div class="twelve columns" id="maincontent">`

Ensure that the skip link points to a target that is active and focusable.

In this case the target should be “#content” and should be given an attribute of tabindex=-1 so that it is focusable.

Unlabelled Fields (A)

It was found that some fields did not have a label. Screen reading software use the labels to read the name of the field.

WCAG Reference:

1.3.1 Info and Relationships – Level A

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

4.1.2 Name, Role, Value - Level A

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

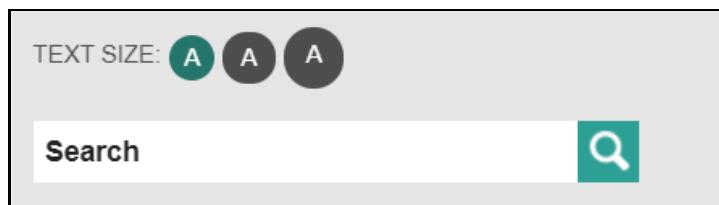
Issue ID: DAC_Form_Unlabelled_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1 (Systemic)

Screen Shot:



Form element does not have an implicit (wrapped) <label>.

Form element does not have an explicit <label>.

Form elements must have labels.

Current Code Ref(s): #rn_SimpleSearch_1_SearchField

```
<input type="text" id="rn_SimpleSearch_1_SearchField"  
name="rn_SimpleSearch_1_SearchField" class="rn_SearchField" maxlength="255"  
value="Search" title="Search">
```

Solution:

Ensure that every form element has a label that is associated programmatically to the form element. If labelling text is visible, the programmatically associated label can be hidden by CSS. See the class “sr-only” in [Appendix IV](#) for an example.

For example:

```
<label for="rn_SimpleSearch_1_SearchField" class="sr-only">Search</label>  
<input type="text" id="rn_SimpleSearch_1_SearchField"  
name="rn_SimpleSearch_1_SearchField" class="rn_SearchField" maxlength="255"  
value="Search" title="Search">
```

Issue ID: DAC_Form_Unlabelled_02

Page title: Ask a Question

URL: <http://www.equalityadvisoryservice.com/app/answers/list>

Task: 4

Screen Shot:



The “Search resources” edit box is not programmatically associated with its visual label, with its associated label being blank.

Current Code Ref(s):

#mainsearchlabel

```
<div class="six columns alpha">
  <label for="resourceSearch" id="mainsearchlabel">Search resources</label>
</div>
```

#rn_KeywordText2_13_Text

```
<div id="rn_KeywordText2_13" class="rn_KeywordText2">
  <label for="rn_KeywordText2_13_Text"></label>
  <input id="rn_KeywordText2_13_Text" name="rn_KeywordText2_13_Text"
    type="text" maxlength="255" value="">
</div>
```

Solution:

Visually, there is a label which can be associated with the edit box.

At the moment, it is trying to be associated with a non-existent ID.

Change the for attribute in this label to point at the edit box, and remove the currently associated, but superfluous label.

For example:

```
<div class="six columns alpha">
  <label for="rn_KeywordText2_13_Text" id="mainsearchlabel">
    Search resources
  </label>
</div>
[...]
<div id="rn_KeywordText2_13" class="rn_KeywordText2">
  <label for="rn_KeywordText2_13_Text"></label>
  <input id="rn_KeywordText2_13_Text" name="rn_KeywordText2_13_Text"
    type="text" maxlength="255" value="">
</div>
```

Non-Unique ID Attribute (A)

Every ID attribute must be unique for the Assistive Technology to interact properly. More than one element with the same ID attribute value can cause spurious results.

WCAG Reference:

4.1.1 Parsing – Level A

[Understanding Parsing](#) | [How to Meet Parsing](#)

4.1.2 Name, Role, Value – Level A

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

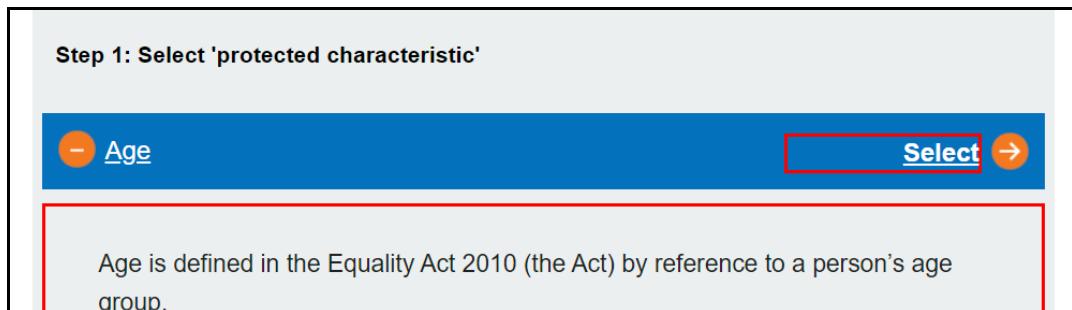
Issue ID: DAC_Duplicate_ID_01

Page title: Advice and Support - Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/app/help>

Task: 2

Screen Shot:



Document has active elements with the same ID attribute: “**characteristic-age**”.

IDs of active elements must be unique.

Violations found on this page: 9

Current Code Ref(s): `.option-select > a[href$="help\#characteristic-age"]
Select`

Related element:

`#select-1 > ul > li:nth-child(1) > .option-content`

Other duplicate IDs:

characteristic-disability, characteristic-marriage, characteristic-pregnancy, characteristic-race, characteristic-religion, characteristic-sex, characteristic-sexual-orientation, characteristic-gender.

Solution:

Ensure every ID attribute value of active elements is unique.

Page start location (A)

When the page is opened, the focus does not start at the top of the page. Whilst for visual users this can be seen and have the trouble of navigating back up the page, screen reader users may not know there is anything “above” where they start on the page.

WCAG Reference:

1.3.2 Meaningful Sequence - Level A

[Understanding Meaningful Sequence](#) | [How to Meet Meaningful Sequence](#)

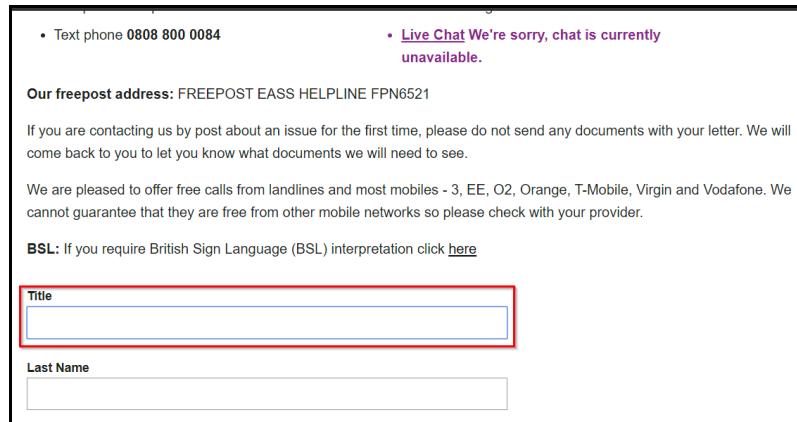
Issue ID: DAC_Page_Start_01

Page title: Contact Us - Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/app/ask>

Task: 6

Screen Shot:



The screenshot shows a contact form on a website. At the top, there are two links: 'Text phone 0808 800 0084' and 'Live Chat We're sorry, chat is currently unavailable'. Below these are two sections: 'Our freepost address: FREEPOST EASS HELPLINE FPN6521' and 'If you are contacting us by post about an issue for the first time, please do not send any documents with your letter. We will come back to you to let you know what documents we will need to see.' Further down, it says 'We are pleased to offer free calls from landlines and most mobiles - 3, EE, O2, Orange, T-Mobile, Virgin and Vodafone. We cannot guarantee that they are free from other mobile networks so please check with your provider.' At the bottom, there is a link 'BSL: If you require British Sign Language (BSL) interpretation click [here](#)'. Below the link are two input fields: 'Title' and 'Last Name', both of which are highlighted with a red border.

The page start location is on the “title” field.

This is number 22 in the tab order, with all other information above it (including all the Contact Details, Opening Times and Live Chat). All this information may be lost from screen reader users.

Solution:

Ensure that the focus is at the top of the page when the page is first loaded.

Invalid ARIA attribute value (A)

ARIA attributes must conform to valid values.

An aria attribute was used, but the value did not conform to one of the values allowed.

WCAG Reference:

4.1.1 Parsing – Level A

[Understanding Parsing](#) | [How to Meet Parsing](#)

Issue ID: DAC_ARIA_Invalid_Value_01

Page title: Contact Us - Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/app/ask>

Task: 6

Screen Shot:



Invalid ARIA attribute value: **aria-live="rude"**.

ARIA attributes must conform to valid values.

Current Code Ref(s): #rn_ErrorLocation

```
<div id="rn_ErrorLocation" tabindex="-1" aria-live="rude"></div>
```

Solution:

Ensure all ARIA attributes have valid values.

Please see [aria-live](#) on W3C's WAI-ARIA 1.1 Standards.

Not keyboard navigable (A)

Active elements were found that could not be navigated to via the keyboard.

WCAG Reference:

2.1.1 Keyboard – Level A

[Understanding Keyboard](#) | [How to Meet Keyboard](#)

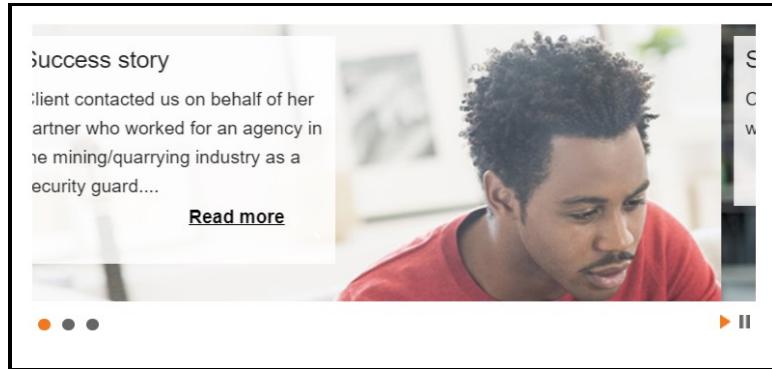
Issue ID: DAC_Keyboard_Navigation_01

URL: <http://www.equalityadvisoryservice.com/app/home>

Page: Homepage

Task: 1

Screen shot:



None of the controls for the carousel are navigable by keyboard.

Keyboard only user comments:

“While on the ‘Homepage’ there is a carousel which changes every 6 seconds, there is a pause button present, however the only way to access the button was by using the mouse.”

Current Code Ref(s):

```
<div class="bx-pager bx-default-pager">
  <div class="bx-pager-item">
    <a href="" data-slide-index="0" class="bx-pager-link" tabindex="-1">1</a>
  </div> <div class="bx-pager-item">
    <a href="" data-slide-index="1" class="bx-pager-link" tabindex="-1">2</a>
  </div><div class="bx-pager-item">
    <a href="" data-slide-index="2" class="bx-pager-link active"
      tabindex="-1">3</a>
  </div>
</div>
<div class="bx-controls-direction">
  <a class="bx-prev" tabindex="-1" href="">Prev</a>
  <a class="bx-next" tabindex="-1" href="">Next</a>
</div>
<div class="bx-controls-auto">
  <div class="bx-controls-auto-item">
    <a class="bx-start active" tabindex="-1" href="">Start</a>
  </div><div class="bx-controls-auto-item">
    <a class="bx-stop" tabindex="-1" href="">Stop</a>
  </div>
</div>
```

Solution:

The controls have been actively removed from the keyboard tab order with the use of the tabindex attribute.

Either remove the tabindex attribute or set it to 0.

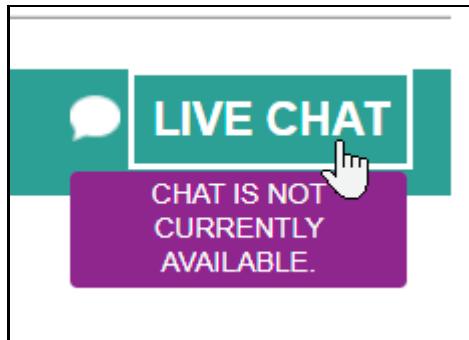
Issue ID: DAC_Keyboard_Navigation_02

Page title: Advice and Support - Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/app/help>

Task: 2

Screen Shot:



The status of the LIVE CHAT is only available to mouse users on mouse hover.

Keyboard only user comments:

“While on the ‘Advice and Support’ page there is a live chat link present, however when I tried to access the link nothing happened. Upon further testing with a support team member, when he hovered over the link with the mouse it stated ‘Chat is currently unavailable.’”

Current Code Ref(s): #rn_ConditionalChatLink_11_UnavailableBusy > div > a

```
<div class="rn_Chat">
  <a href="javascript:void(0);">Live Chat</a>
  <span id="rn_ConditionalChatLink_11_UnavailableBusyMessage"
    style="display: inline;">Chat is not currently available.</span>
</div>
```

Solution:

This information could be given to keyboard users on focus, the same as it is given to mouse users on hover.

This appears to be run via JavaScript, and so a onFocus event will need to be created.

Non-HTML Documents (A)

A number of non-html documents were found that were not made accessibly.

WCAG Reference:

2.4.2 Page Titled – Level A

[Understanding Page Titled](#) | [How to Meet Page Titled](#)

1.3.1 Info and Relationships – Level A

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

3.1.5 Reading Level – Level AAA

[Understanding Reading Level](#) | [How to Meet Reading Level](#)

Issue ID: DAC_PDF_Page_Title_01

Page title: N/A

URL:

<http://www.equalityadvisoryservice.com/ci/fattach/get/586/1354033333/redirect/1/filename/disability-definition.pdf>

Task: 5

The document has not been given a title, and so displays the file name.

Solution:

Add a title to the document.

Issue ID: DAC_PDF_Heading_Illogical_01

Page title: N/A

URL:

<http://www.equalityadvisoryservice.com/ci/fattach/get/586/1354033333/redirect/1/fileneame/disability-definition.pdf>

Task: 5

Page: 1 - Contents

Screen Shot:

Contents	
Status and purpose of the guidance	3
Part 1: Introduction	4
Using the guidance	4
Other references to 'disability'	5
Part 2: Guidance on matters to be taken into account in determining questions relating to the definition of disability	7

Heading List

Contents : 2
Status and purpose of the guidance 3 : 2
Part 1: Introduction 4 : 1
Using the guidance 4 : 3
Other references to 'disability' 5 : 3
Part 2: Guidance on matters to be taken into account in determining questions relating to the definition of disability 7 : 1
Section A: The Definition 7 : 2
Main elements of the definition of disability 7 : 3

There are many items marked up as headings that do not introduce content.

This give screen reader users a false sense of structure.

e.g. "Status and purpose of the guidance" and "Using the guidance".

Additionally, the order of the headings do not make a logical structure as per

[Issue ID: DAC_Heading_Structure_Illogical_03](#).

Solution:

Ensure that only content that is actually introducing more content is marked up as a heading.

Issue ID: DAC_PDF_Readability_01

Page title: N/A

URL:

<http://www.equalityadvisoryservice.com/ci/fattach/get/586/1354033333/redirect/1/filene/me/disability-definition.pdf>

Task: 5

Flesch Kincaid Reading Ease is based on a 0-100 scale.

A high score means the text is easier to read.

Low scores suggest the text is complicated to understand.

A value between 60 and 80 should be easy for a 12 to 15 year old to understand.

The text in the PDF has an Flesch Kincaid Reading Ease score of 43.1

This may be too complicated for some school leavers and people who are cognitively different.

Solution:

Use less complicated language in the document; or create a simplified guide.

Active indicator missing (A)

A visual indicator designating that a certain option is current or active was not reproduced for screen reader users.

WCAG Reference:

1.3.1 Info and Relationships – Level A

[Understanding Info and Relationships](#) | [How to Meet Info and Relationships](#)

1.3.3 Sensory Characteristics – Level A

[Understanding Sensory Characteristics](#) | [How to Meet Sensory Characteristics](#)

Issue ID: DAC_Indicator_Missing_01

Page title: Advice and Support - Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/app/help>

Task: 2

Screen Shot:



After selecting one of the “Advice and Support” options, there is no indication that anything has been selected for screen reader users. This is double fold when using the black and white stylesheet, because there is no visible indication either.

Current Code Ref(s): `#select-1 > ul > li.selected > div.option-bar.clearfix > div.option-select`

```
<div class="option-select">
  <a class="" href="/app/help#characteristic-age"
    id="characteristic-age">Select</a>
</div>
```

Solution:

One very simple solution would be to change the text “Select” to “Selected”.

It may also be helpful if the element was changed from a link to a generic text element (like a ``), and the arrow changed to possibly a tick.

For example:

```
<div class="option-selected">
  <span class="" id="characteristic-age" >Selected</span>
</div>
```

Colour Contrast (AA)

Some of the colour combinations found on the site are low contrast and are likely to be difficult for people with low vision to read. Developers must take care to ensure that colour contrast meets the minimum requirements. If the standard scheme does not meet the minimum requirements, then an alternative colour scheme that does meet the requirements should be made available.

WCAG Reference:

[1.4.3 Contrast \(Minimum\) - Level AA](#)

[Understanding Contrast \(Minimum\)](#) | [How to Meet Contrast \(Minimum\)](#)

[1.4.11 Non-text Contrast \(WCAG 2.1\) – Level AA](#)

[Understanding Non-text Contrast](#) | [How to Meet Non-text Contrast](#)

Issue ID: DAC_Colour_Contrast

Generalised issue.

One of the style sheets will need to pass WCAG 2.1 Colour Contrast Standards for the website to pass the Success Criteria. It is not sufficient to pass some on one style sheet and some on others.

Currently, none of the style sheets have pass these Criteria in all respects.

Solution:

Ensure one of the provided stylesheets pass both WCAG 2.1 AA Success Criteria:

[1.4.3 Contrast \(Minimum\)](#) and [1.4.11 Non-text Contrast](#)

If one of the three main issues (please see the following list) are solved this issue is also solved as only one stylesheet needs to be accessible:

[Issue ID: DAC_Colour_Contrast_01](#)

[Issue ID: DAC_Colour_Contrast_02](#)

[Issue ID: DAC_Colour_Contrast_03](#)

Please note that the contrast issues reported may be found in other locations.

Solution:

Ensure colour contrast ratios meet the WCAG 2.1 AA standards of:

- 4.5 to 1 for Standard Text
- 3 to 1 for Large Text
- 3 to 1 for Non-Text Elements

Issue ID: DAC_Colour_Contrast_01

(Main Stylesheet: default.css)

Many WCAG 2.1 AA Colour Contrast failure were found when using this stylesheet.

Solution:

Ensure colour contrast ratios meet the WCAG 2.1 AA standards of:

- 4.5 to 1 for Standard Text
- 3 to 1 for Large Text
- 3 to 1 for Non-Text Elements

Solving the following issues (starting with DAC_Colour_Contrast_01) will solve this issue.

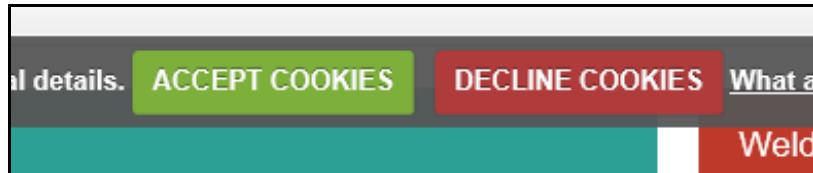
Issue ID: DAC_Colour_Contrast_01a

URL: <http://www.equalityadvisoryservice.com/>

Page: Equality Advisory and Support

Task: 1

Screenshot:



The “ACCEPT COOKIES” button in the cookie banner.

Foreground:#FFFFFF, Background:#7DAF3B

The contrast ratio is: 2.6:1. Expected 4.5:1

Text failed at Level AA

Low vision user comments:

“When I was testing the webpage, I struggled to read the accept cookies button within the cookies banner which appears at the top of the page because the white blends into the light green background of the button. When I tested the colour scheme, I found that the colour contrast fails with a ratio of 2.6:1 which means users like myself will struggle to see and read the font within the button.”

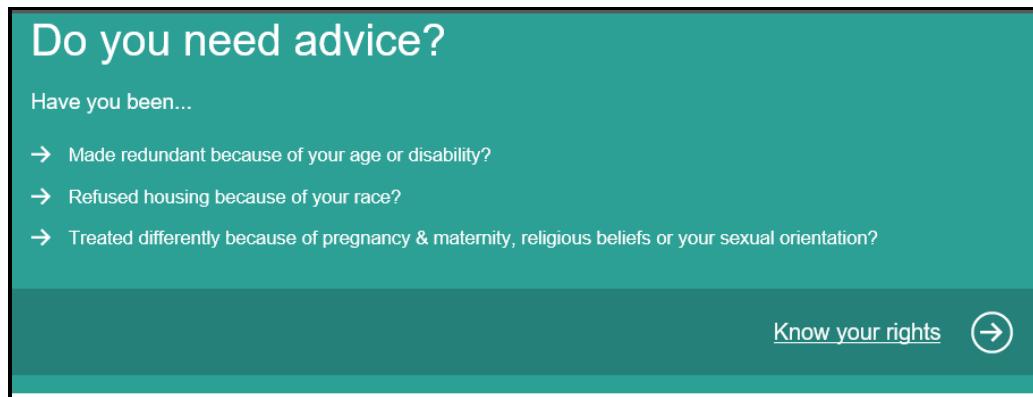
Issue ID: DAC_Colour_Contrast_01b

URL: <http://www.equalityadvisoryservice.com/>

Page: Equality Advisory and Support

Task: 1

Screenshot:



Text under "Do you need advice?".

Low vision user comments

"On the homepage, I struggled to read the white font against the pale green "Do you need advice?" section, because the white blends in with the green which makes it hard to read. When I tested the colour scheme, I found that the colour contrast fails with a ratio of 3.2:1 which means users like myself will struggle to see and read the font."

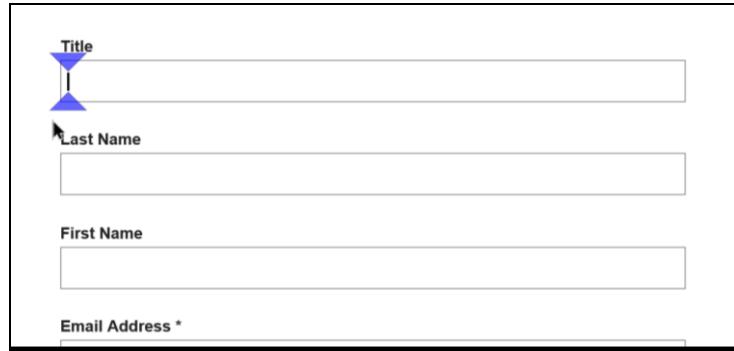
Issue ID: DAC_Colour_Contrast_01c

URL: <http://www.equalityadvisoryservice.com/app/ask>

Page: Contact details and opening times

Task: 6

Screen shot:



The form fields are:

- Title
- Last Name
- First Name
- Email Address *

When not selected, the form field outlines are hard to see.

As this is the only way for users to know where to enter data, this may stop low vision users from accessing these elements.

Foreground: #999999, Background:#FFFFFF

The contrast ratio is: 2.8:1. Expected 3:1

Low vision user comments:

“When I was testing the contact us form I struggled to find a highlight around the textbox to help users identify which textbox their cursor is in. This makes it difficult for users to know where their cursor is within the form for them to easily enter in their contact information and the reason for contacting you.”

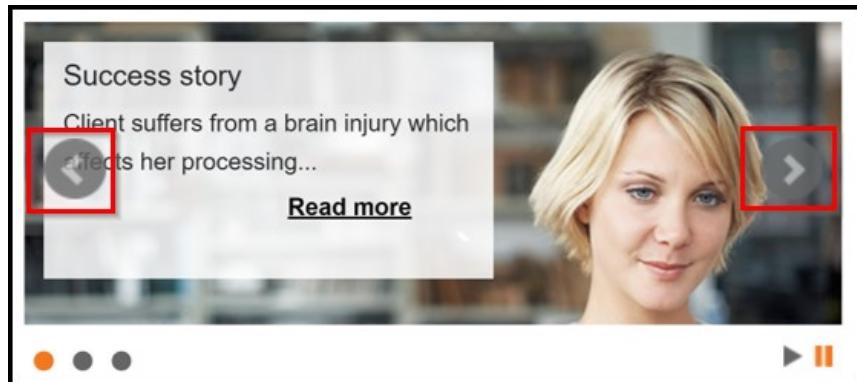
Issue ID: DAC_Colour_Contrast_01e

URL: <http://www.equalityadvisoryservice.com/>

Page: Equality Advisory and Support Service

Task: 1

Screen shot:



The “Previous” and “Next” buttons on the carousel are

Foreground:#C6C6C6, Background:#808080.

The contrast ratio is: 2.3:1. Expected 3:1.

Low vision user comments:

“I struggled to see the detail on the previous and next buttons because of the colour scheme used for the buttons as the light grey arrows blends into the dark grey background. When I tested the colour scheme of the buttons, I found that the colour scheme fails with a ratio of 2.3:1 which means users like myself will struggle to see the arrows within the buttons.”

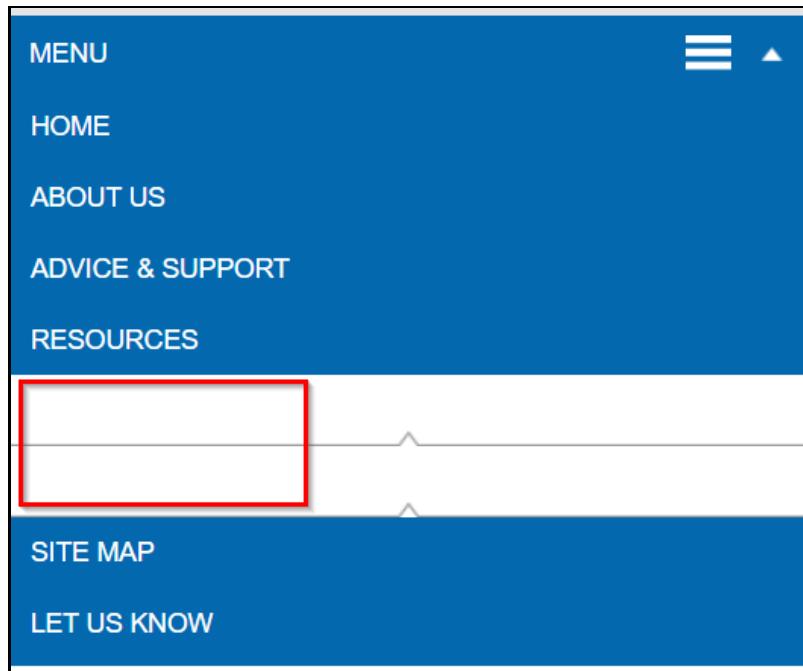
Issue ID: DAC_Colour_Contrast_01e

URL: <http://www.equalityadvisoryservice.com/>

Page: Equality Advisory and Support Service

Task: 1

Screen shot:



The “Contact Us” and “BSL” menu options in the mobile menu are not visible.

Issue ID: DAC_Colour_Contrast_02

(Soft Contrast Stylesheet: yellow.css)

Many WCAG 2.1 AA Colour Contrast failure were found when using this stylesheet.

Solution:

Ensure colour contrast ratios meet the WCAG 2.1 AA standards of:

- 4.5 to 1 for Standard Text
- 3 to 1 for Large Text
- 3 to 1 for Non-Text Elements

Solving the following issues (starting with DAC_Colour_Contrast_02) will solve this issue.

Issue ID: DAC_Colour_Contrast_02a

URL: <http://www.equalityadvisoryservice.com/>

Page: Equality Advisory and Support Service

Task: 1

Screen shot:



Low vision user comments:

“Global issue - the Search field is difficult to focus on due to the lack of Contrast between the form field and the yellow webpage background. This would benefit from a black border to help when navigating it.”

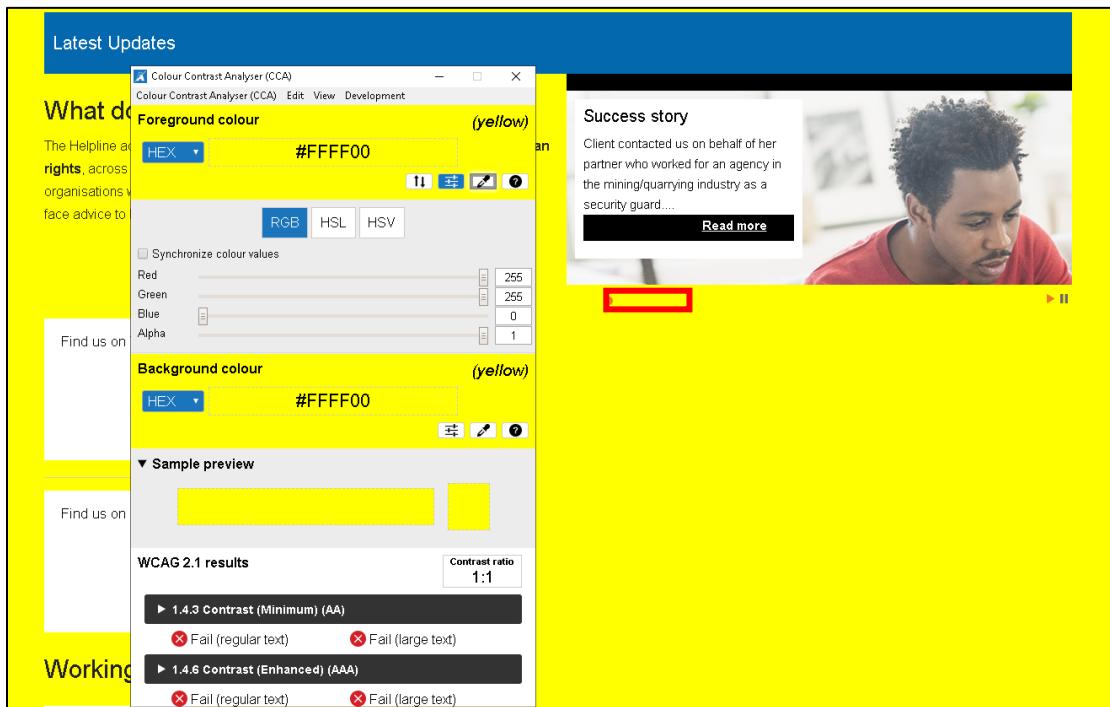
Issue ID: DAC_Colour_Contrast_02b

URL: <http://www.equalityadvisoryservice.com/>

Page: Equality Advisory and Support Service

Task: 1

Screen shot:



Low vision user comments:

“When looking at the Carousel, I have noticed that the Slide Navigation Points are missing when not on the current slide. These would be better if they were black and the active one red #DC0000, this would pass at 4.8:1 instead of Orange which fails 2.6:1, that applies to buttons on this page as well.”

Issue ID: DAC_Colour_Contrast_02c

URL: <http://www.equalityadvisoryservice.com/app/ask>

Page: Contact Us - Equality Advisory and Support Service

Task: 6

Screen shot:

Hi

Contact Details/Opening Times

The EASS helpline is open Monday to Friday 9am to 7pm and Saturday 10am to 2pm. We can be contacted in one of the following ways:

- Freephone Telephone 0808 800 0082
- Text phone 0808 800 0084
- Email us using the form below
- [Live Chat Chat is not currently available.](#)

Our freepost address: FREEPOST EASS HELPLINE FPN6521

If you are contacting us by post about an issue for the first time, please do not send any documents with your letter. We will come back to you to let you know what documents we will need to see.

We are pleased to offer free calls from landlines and most mobiles - 3, EE, O2, Orange, T-Mobile, Virgin and Vodafone. We cannot guarantee that they are free from other mobile networks so please check with your provider.

BSL: If you require British Sign Language (BSL) interpretation click [here](#)

Find us on Twitter

[Twitter](#)

Find us on Facebook

[Facebook](#)

Read our success stories

[Read now](#)

Low vision user comments:

“The white bullet that says ‘[Live Chat](#) Chat is not currently available’ fails colour contrast, this is the same colour contrast issue as Task 6.”

Issue ID: DAC_Colour_Contrast_03

(High Contrast Stylesheet: bw.css)

Many WCAG 2.1 AA Colour Contrast failure were found when using this stylesheet.

Solution:

Ensure colour contrast ratios meet the WCAG 2.1 AA standards of:

- 4.5 to 1 for Standard Text
- 3 to 1 for Large Text
- 3 to 1 for Non-Text Elements

Solving the following issues (starting with DAC_Colour_Contrast_03) will solve this issue.

Issue ID: DAC_Colour_Contrast_03a

Page title: Advice and Support - Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/app/help>

Task: 2

Screen Shot:



After selecting one of the “Advice and Support” options, the text above the option become hard to read.

The “Reset” link is invisible, a ratio of 1:1

The text advising the step has the following qualities:

Foreground: #999999, Background: #FFFFFF

The contrast ratio is: 2.8:1. Expected 4.5:1.

Text failed at Level AA

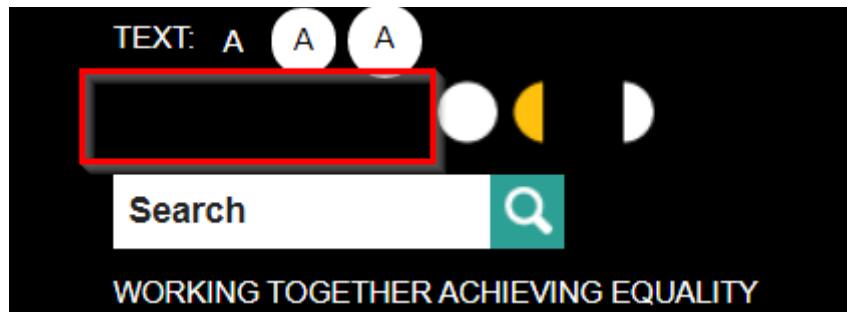
Issue ID: DAC_Colour_Contrast_03b

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1

Screen Shot:



The text labelling the “CONTRAST OPTIONS” is not visible whilst zoomed to 200% (i.e. Mobile View).

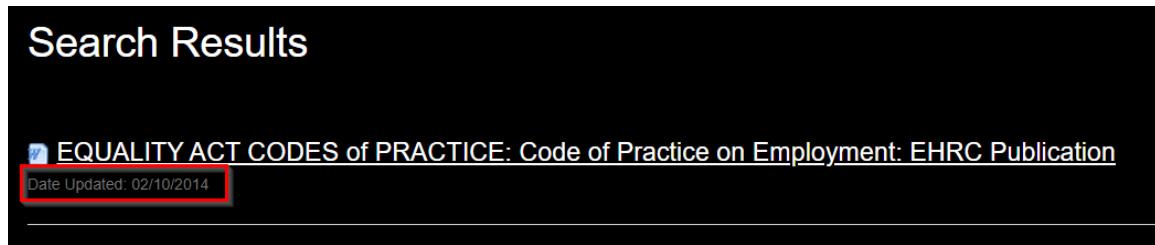
Issue ID: DAC_Colour_Contrast_03c

Page title: Ask a Question

URL: <http://www.equalityadvisoryservice.com/app/answers/list>

Task: 4

Screen Shot:



The date for each file when viewed with the Black/White Stylesheet is very hard to see.
This is compounded by the small font.

Foreground: #4A6163, Background:# 000000

The contrast ratio is: 3.2:1. Expected 4.5:1.

Text failed at Level AA.

Focus highlight not consistent (AA)

The focus highlight comes in two versions. One forces the element onto a different line, whilst the other one keeps the element in place. There are also identical items that have different colour highlight.

WCAG Reference:

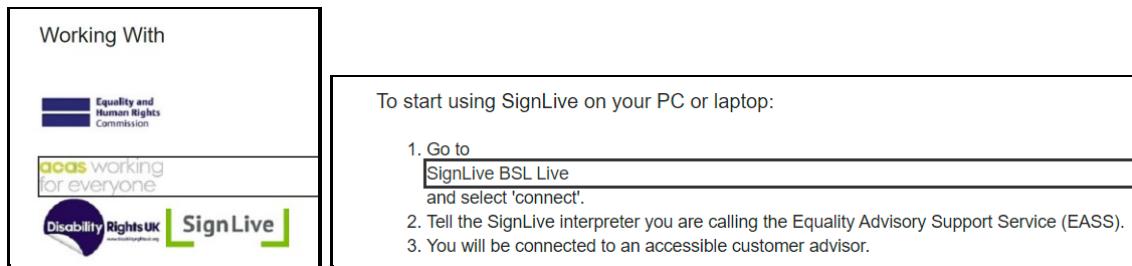
3.2.4 Consistent Identification – Level AA

[Understanding Consistent Identification](#) | [How to Meet Consistent Identification](#)

Issue ID: DAC_Focus_Highlighting_Inconsistent_01

Generic (Systemic)

Screen Shot:



Many items throughout the website, when gaining focus, move onto their own line on the page. Whilst this is a good visual change, it is unexpected and jarring. Additionally, it does not happen on all focused items and so is not consistent.

Current Code Ref(s): main.css: 55

```
a:focus {  
    outline: solid;  
    display: block;  
}
```

Solution:

Remove the "display: block;" from the class.

Issue ID: DAC_Focus_Highlighting_Inconsistent_02

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/>

Task: 1.1 (Systemic)

Screen Shot:



The link to the “Accessibility Statement” does not have the same focus highlighting as the other links in the footer.

Solution:

See the solution in [Issue ID: DAC_Focus_Colour_02](#)

Insufficient focus (AA)

Some items navigated to via the tab key on the keyboard do not have contrasted highlighting to advise keyboard users what they can interact with. The items that do have a highlight do not have a very distinct one that is sometimes too hard for low vision users to determine.

WCAG Reference:

2.4.7 Focus Visible – Level AA

[Understanding Focus Visible](#) | [How to Meet Focus Visible](#)

1.4.11 Non-text Contrast (WCAG 2.1) – Level AA

[Understanding Non-text Contrast](#) | [How to Meet Non-text Contrast](#)

Issue ID: DAC_Focus_Colour_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/>

Task: 1.1 (Systemic)

Screen Shot:



There is no focus highlighting on the “Text Size” options.

This is seen on several elements throughout this page.

Keyboard only user comments:

“While on the ‘Homepage’ the link highlighting disappears after the find out how we can help link then doesn’t reappear for 2 tabs when on the ‘Read More’ link in the carousel. This was confusing as I wasn’t sure of where my focus was while tabbing through the page.”

Current code Ref(s): #text-size > li.selected > a

CSS: main.css:55

```
a:focus {  
    outline: solid;  
    outline-color: initial;  
    outline-style: solid;  
    outline-width: initial;  
    display: block;  
}
```

Solution:

The focus is a white outline, which is almost invisible.

Colour-wise it has a contrast of 1.3:1.

Most other links are given a more definite outline.

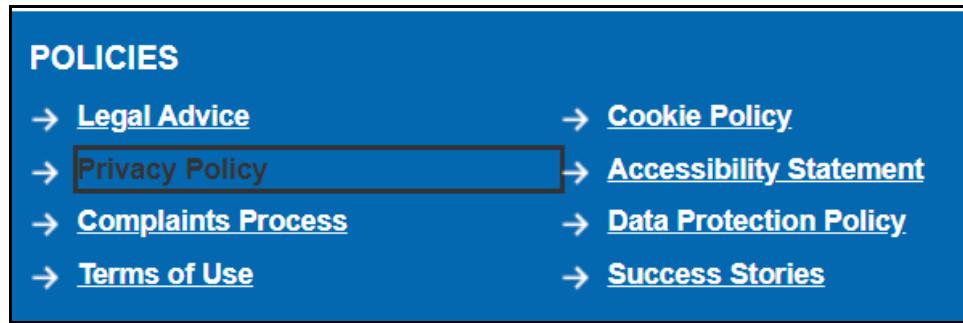
Issue ID: DAC_Focus_Colour_02

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/>

Task: 1.1 (Systemic)

Screen Shot:



The black focus highlight is hard to see on the blue background.

Foreground: #362F2B, Background: #0368AF.

The contrast ratio is: 2.3:1. Expected 3:1.

Current Code Ref(s): main.css: 55

```
a:hover, a:focus {  
    color: #333;  
    text-decoration: none;  
}
```

Solution:

Add an “!important” marker on the colour of links in the footer.

For example: main.css:1606

```
footer ul li a, footer ul li a:visited {  
    color: #fff !important;  
    font-weight: 700;  
}
```

Status messages (AA)

When some functions are actioned, a status message appears to advise the current status. This message is not read out to screen reader users automatically.

WCAG Reference:

4.1.3 Status Messages - Level AA

[Understanding Status Messages](#) | [How to Meet Status Messages](#)

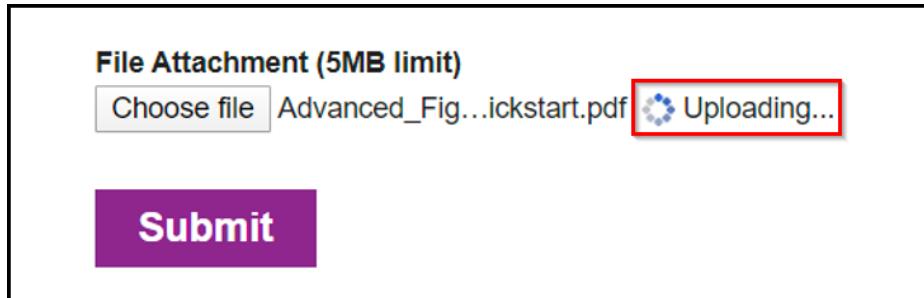
Issue ID: DAC_Status_Message_01

Page: Contact details and opening times

URL: <http://www.equalityadvisoryservice.com/app/ask>

Task: 6

Screen Shot:



File Attachment (5MB limit)

Choose file Advanced_Fig...ickstart.pdf Uploading...

Submit

When uploading a file, there is a hiatus whilst it is uploading.

Visually, this is given to the user, but this status is not given to screen reader users. It does however read “File upload complete” when the upload has been done.

Current Code Ref(s): #rn_FileAttachmentUpload2_35_StatusMessage

```
<input name="file" id="rn_FileAttachmentUpload2_35_FileInput" type="file" class="">
<img id="rn_FileAttachmentUpload2_35>LoadingIcon" alt="" src="images/indicator.gif">
>Uploading...</span>
```

Solution:

When uploading is complete, the text gains focus and so reads out.

This is not true of the uploading status.

It is advised to:

- Give the “StatusMessage” element a role of “alert”;
- Give focus on the “StatusMessage” when uploading.

When the “StatusMessage” element is changed to “File upload complete”, the alert role will read the message to screen reader users.

Autocomplete (AA)

Form elements that are repeatedly entered on many websites should be given programmatical designations (by use of the 'autocomplete' attribute) so users do not have to enter in their details repeatedly.

WCAG Reference:

1.3.5 Identify Input Purpose – Level AA

[Understanding Identify Input Purpose](#) | [How to Meet Identify Input Purpose](#)

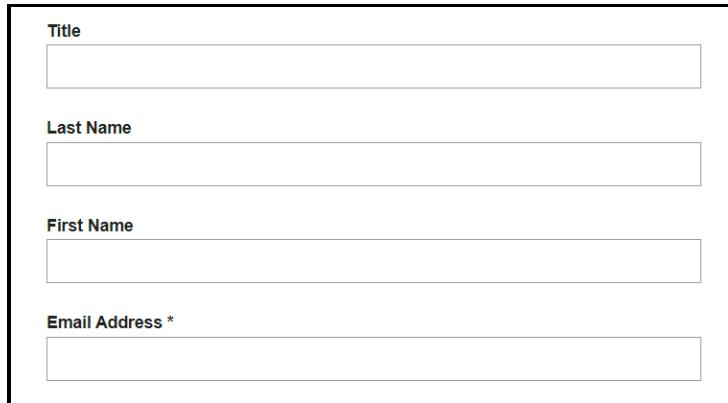
Issue ID: DAC_Autocomplete_01

Page: Contact details and opening times

URL: <http://www.equalityadvisoryservice.com/app/ask>

Task: 6

Screen Shot:



The form consists of four text input fields arranged vertically. Each field has a label to its left and a corresponding empty input box below it. The fields are: 'Title', 'Last Name', 'First Name', and 'Email Address *'. The 'Email Address' field includes a small asterisk indicating it is a required field.

Many personal detail form fields do not have the autocomplete attribute.

Current Code Ref(s): #rn_TextInput_14_title

```
<input type="text" id="rn_TextInput_14_title" name="rn_TextInput_14_title" class="rn_Text" maxlength="80" value="">
```

Related Element(s):

#rn_TextInput_16_last_name
#rn_TextInput_18_first_name
#rn_TextInput_20_email

Solution:

Add the autocomplete attribute to relevant input elements with appropriate values. A list of value can be found on W3C's Web Content Accessibility Guidelines (WCAG) 2.1, [Section 7: Input Purposes for User Interface Components](#)

For example:

```
<input type="text" id="rn_TextInput_14_title" name="rn_TextInput_14_title"  
class="rn_Text" maxlength="80" value="" autocomplete="honorific-prefix">
```

Semantically Incorrect Headings (AAA)

Heading levels should only increase by one.

Screen reader users use the hierarchical structure of the headings to understand the relations to different sections.

WCAG Reference:

2.4.10 Section Headings – Level AAA

[Understanding Section Headings](#) | [How to Meet Section Headings](#)

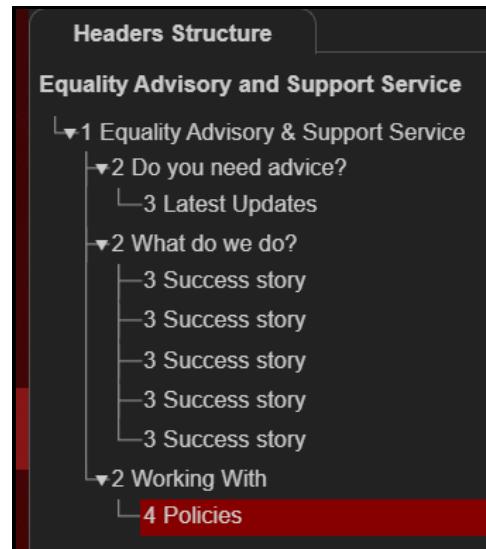
Issue ID: DAC_Heading_Structure_Illogical_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1

Screen Shot:



Heading order invalid.

Heading levels should only increase by one.

This makes the “Policies” heading appear as a sub-heading of “Working with”.

This is not the page structure.

Screen reader user comments:

“While navigating through the headings out of context I discovered that they jump from a H2 to a H4. I find this confusing as the structure of these headings are not logical. A hierarchical headings structure would help me to understand page layout and what information is present on the page.”

Current Code Ref(s): h4

```
<h4>Policies</h4>
```

Solution:

Ensure the order of headings is semantically correct.

In this case, change the footer heading “Policies” to a `<h2>` and style appropriately.
i.e. change the “footer h4” selector to “footer h2”.

Note: This is also true of the “Latest Updates” heading, which also should be `<h2>`.

This is also present on:

http://www.equalityadvisoryservice.com/app/chat/chat_launch/chat_data/cV9pZD0xJg==/request_source/7

http://www.equalityadvisoryservice.com/app/accessibility_statement

<http://www.equalityadvisoryservice.com/app/ask>

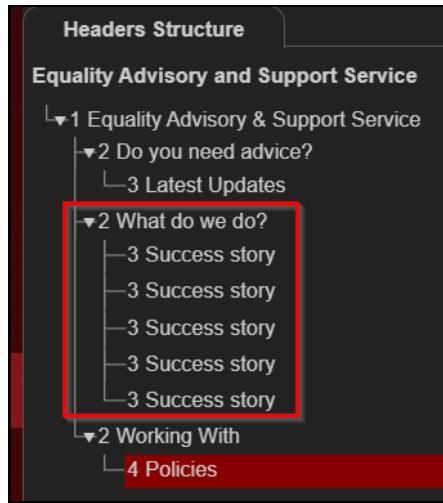
Issue ID: DAC_Heading_Structure_Illogical_02

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1

Screen Shot:



There appears to be 5 “Success story” headings, with only 3 displayed.

Locations(s):

```
#stories > div > div.bx-viewport > ul > li:nth-child(1) > article > div > h3  
#stories > div > div.bx-viewport > ul > li:nth-child(2) > article > div > h3  
#stories > div > div.bx-viewport > ul > li:nth-child(3) > article > div > h3  
#stories > div > div.bx-viewport > ul > li:nth-child(4) > article > div > h3  
#stories > div > div.bx-viewport > ul > li:nth-child(5) > article > div > h3
```

Solution:

When watching the carousel, only 2,3 and 4 are displayed; with 5 being seen as 4 transitions back to 2.

Since only 2,3 and 4 are meaningful, the other “Success stories” should be hidden from screen reader users.

It is suggested that this be solved in one of two ways:

- 1) Use aria-hidden="true" to hide the slides, and add remove the link from the tab index using tabindex="-1"
- 2) Use an image with a null alt attribute (alt="") to make the sides invisible to screen reader users.

Issue ID: DAC_Heading_Structure_Illogical_03

Page title: Advice and Support - Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/app/help>

Task: 2

Screen Shot:

The left screenshot shows a 'Headers Structure' view of the website's navigation. It includes a 'Advice and Support - Equality Advisory and Support Service' header, a '1 Equality Advisory & Support Service' section, and a '2 Advice and Support' section. Under '2 Advice and Support', there are three steps: 'Step 1: Select 'protected characteristic'', 'Step 2: Select 'sector' (where were you dis..)', and 'Step 3: Select 'Prohibited Conduct''. The 'Step 3' section contains 'Part 1: Definition of Work' and 'Exceptions'. A red box highlights 'Part 1: Definition of Work'. Below these steps is a note: '2 You have now selected all your options' and a '4 Policies' link. The right screenshot shows a step titled 'Step 2: Select 'sector' (where were you discriminated?)' with a 'Work' option selected. Below it is a section titled 'Part 1: Definition of Work'.

The heading order does not relay the relationships between the sections, as:

- “Part 1: Definition of Work” is under “Work” (Work is not marked up see [Issue ID: DAC_Heading_Missing_02](#))
- “Exceptions” are exceptions from the definition of work.

Location(s):

- #sector-work > h3:nth-child(1)
- #sector-work > h3:nth-child(4)

Solution:

From the current model:

- “Work” will be level h4
- “Part 1: Definition of Work” will be level h5
- “Exceptions” will be level h6

Issue ID: DAC_Heading_Structure_Illogical_04

All pages (Systemic)

Screen Shot:



All pages have the same h1: "Equality Advisory & Support Service".
The h1 should be used to describe the page, not the website.

Solution:

If the website name must be a heading, it can be reduced to a h2.

While starting on a heading that is not a h1 is not best practice, it is more desirable than a h1 that does not inform screen reader users of the page content.

Section missing heading (AAA)

Sections of the page do not have unique headings to separate them from other content.

WCAG Reference:

2.4.10 Section Headings – Level AAA

[Understanding Section Headings](#) | [How to Meet Section Headings](#)

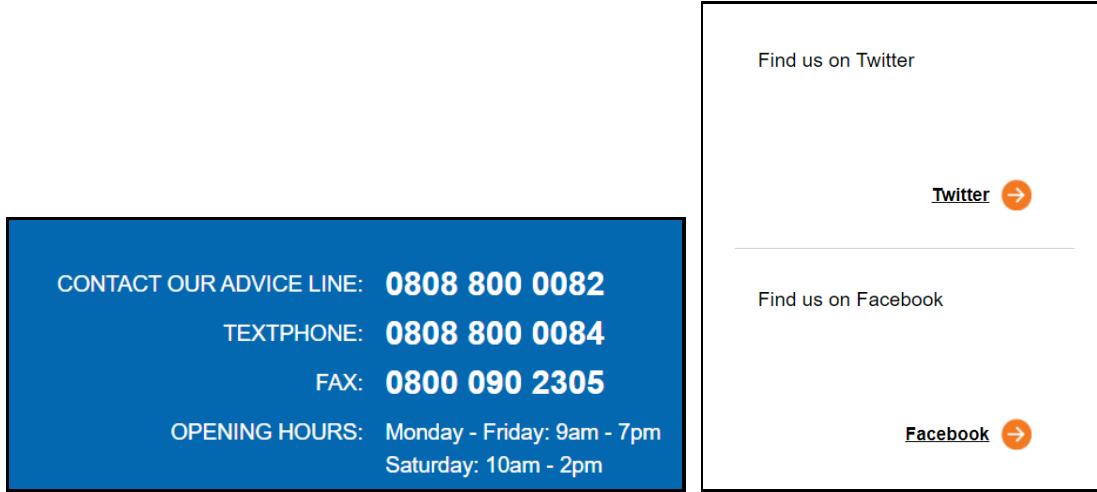
Issue ID: DAC_Heading_Missing_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1

Screen Shot:



The social media section and the Contact information are not given headings.

Solution:

Add headings (with appropriate description and mark-up) for these areas.

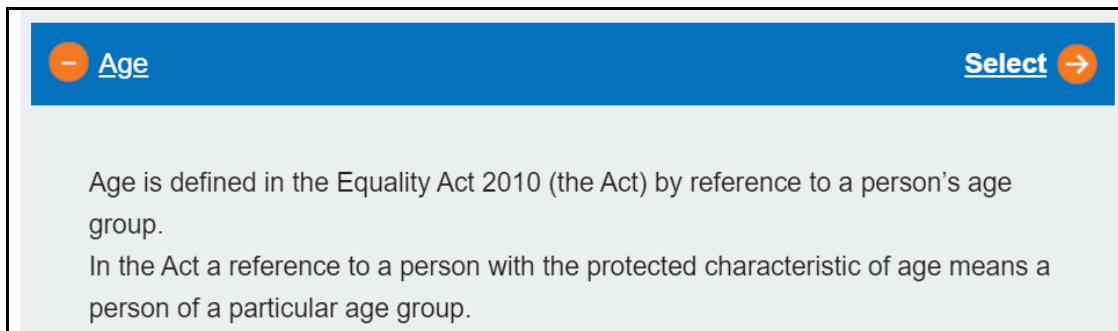
Issue ID: DAC_Heading_Missing_02

Page title: Advice and Support - Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com/app/help>

Task: 2

Screen shot:



There are large sections of information (inside the expandables) without a heading to introduce the content.

Current Code Ref(s): #select-1 > ul > li:nth-child(1) > div.option-bar.clearfix > div.option-label.open > a

```
<div class="option-bar clearfix">
  <div class="option-label open">
    <a class="" href="/app/help#characteristic-age">Age</a>
  </div>
  <div class="option-select">
    <a class="" href="/app/help#characteristic-age" id="characteristic-age">Select</a>
  </div>
</div>
```

Solution:

Add a heading to the expandable.

This would be best inside the expandable, rather than the link that expands it.

For example:

```
<div class="option-content" id="characteristic-age" style="display: none;">
  <h4>Age related discrimination</h4>
  <p>Age is defined in the Equality Act 2010 (the Act) by reference to a person's age group.<br>
  In the Act a reference to a person with the protected characteristic of age means a person of a particular age group.</p>
```

Duplicate landmark (AAA)

Landmarks with the same accessible name can be mistaken for each other by screen reader users. For example, two <nav> landmarks.

WCAG Reference:

1.3.6 Identify Purpose (WCAG 2.1) – Level AAA

[Understanding Identify Purpose](#) | [How to Meet Identify Purpose](#)

Issue ID: DAC_Landmark_Duplicate_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1 (Systemic)

Screen Shot:



Landmark does not have a unique aria-label or aria-labelledby.

Landmarks must have a unique role or role/label/title (i.e. accessible name) combination.

Current Code Ref(s): #primary-nav

```
<nav class="sixteen columns" role="navigation" id="primary-nav">
```

Related element:

```
#footer-links > nav
```

Solution:

Ensure landmarks are unique.

Distinguish the two navigation elements with an aria label.

For example:

```
<nav class="sixteen columns" role="navigation" id="primary-nav" aria-label="Main Navigation">
...
<nav aria-label="Footer Links">
```

Non-subjective links (AAA)

Links were found that did not have a subject leaving them ambiguous. Screen reader users may be unable to determine the link's target.

WCAG Reference:

2.4.9 Link Purpose (Link Only) - Level AAA

[Understanding Link Purpose \(Link Only\)](#) | [How to Meet Link Purpose \(Link Only\)](#)

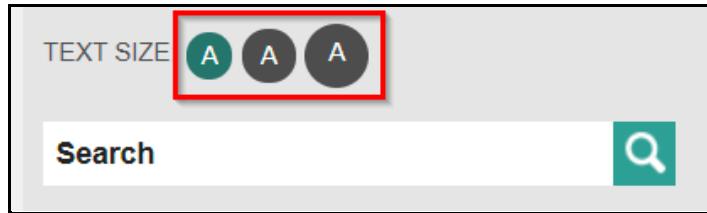
Issue ID: DAC_Link_NonSubjective_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1

Screen Shot:



Links with the same name should have the same purpose or are intentionally ambiguous.

Links with the same name do not have the same purpose.

Violations found on this page: 3

The text sizing widgets all have the same link text: "A"

Current Code Ref(s): .small

```
<a class="small" title="set text size to default"  
href="/euf/assets/css/normalfont.css">A</a>
```

Related Elements:

.medium

.large

Solution:

Give the links more descriptive text so their purpose can be determined by screen reader users. The current text can be hidden from screen reading software using aria-label, and replaced with visually hidden text. See the "sr-only" class in [Appendix IV](#)

For example:

```
<a class="small" title="set text size to default"  
href="/euf/assets/css/normalfont.css">  
  <span aria-hidden="true">A</span>  
  <span class="sr-only">set text size to default</span>  
</a>
```

Issue ID: DAC_Link_NonSubjective_02

Page title: Ask a Question

URL: <http://www.equalityadvisoryservice.com/app/answers/list>

Task: 4

Screen Shot:



The pagination list do not read out enough information for screen reader users to determine their use, especially out of context.

Note that page one also does not have text advising this.

Current Code Ref(s): #rn_Paginator_18_Pages

```
<span id="rn_Paginator_18_Pages" class="rn_PageLinks">
  <span class="rn_CurrentPage">1</span>
  <a id="rn_Paginator_18_PageLink_2" href="/app/answers/list/page/2"
    title="Page 2 of 21">2</a>
  <a id="rn_Paginator_18_PageLink_3" href="/app/answers/list/page/3"
    title="Page 3 of 21">3</a>
  [...]
</span>
```

Solution:

There has been an attempt to show this on the links using the title attribute, but the title attribute is rarely read out to screen reader users.

Either: Convert the title attribute to aria-label attributes. This will not work for the “current” page as it is not an active element;

Or: (Preferably) Add visually hidden text to the page designations.

Text can be visually hidden via CSS. See the “sr-only” class in [Appendix IV](#).

It would also be adventitious to screen reader users if the current page was singled out using [aria-current](#).

For example:

```
<span class="rn_CurrentPage" aria-current="page">
  1
  <span class="sr-only">. Page 1 of 21</span>
</span>
<a id="rn_Paginator_18_PageLink_2" href="/app/answers/list/page/2"
title="Page 2 of 21">
  2
  <span class="sr-only">. Page 2 of 21</span>
</a>
```

Non-descriptive links [Non-HTML] (AAA)

A link to a non-html file is not descriptive, missing the type and file format.

NOTE: It is advised to use HTML files instead of PDF as they can be made accessible easily.

WCAG Reference:

2.4.9 Link Purpose (Link Only) - Level AAA

[Understanding Link Purpose \(Link Only\)](#) | [How to Meet Link Purpose \(Link Only\)](#)

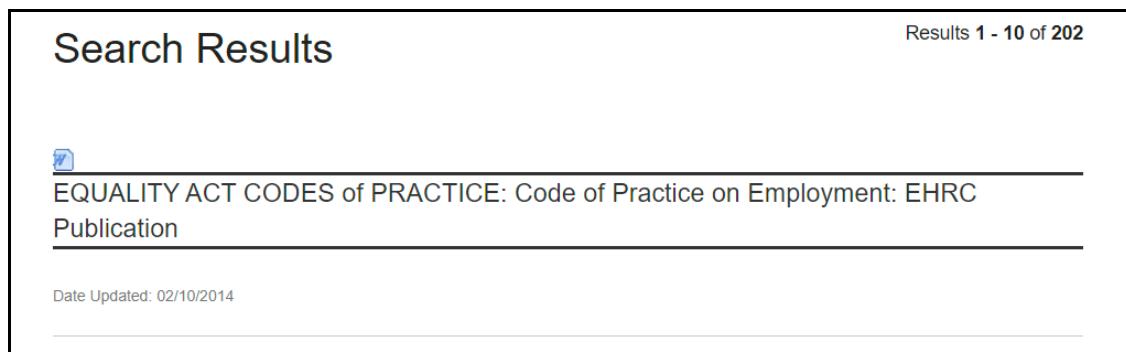
Issue ID: DAC_Link_NonDescriptive_NonHTML_01

Page title: Ask a Question

URL: <http://www.equalityadvisoryservice.com/app/answers/list>

Task: 4

Screen Shot:



Search Results

Results 1 - 10 of 202

 EQUALITY ACT CODES of PRACTICE: Code of Practice on Employment: EHRC Publication

Date Updated: 02/10/2014

The links to non-html documents do not advise file type or size.

Screen reader user comments:

“While viewing the page in context I discovered that the file name, date and file types are presented as separate elements. Out of context only the file name is present. It would be helpful if all three elements could be included within the link text to make this clear both in and out of context.”

Screen reader user comments:

“The graphics are confusing out of context as they are file types.”

Current Code Ref(s): #rn_Multiline2_17_Content > ol > li:nth-child(1) > span.rn_Element1 >

a


```
<span class="rn_Element1">
  
  <a href="/app/answers/detail/a_id/251">
    EQUALITY ACT CODES of PRACTICE:
    Code of Practice on Employment: EHRC Publication
  </a>
</span><br>
<span class="rn_ElementsHeader">Date Updated: </span>
<span class="rn_ElementsData">02/10/2014 </span><br>
</li>
```

Solution:

Ensure the title of the PDF is included within the hypertext.
Including the size of document where possible is good practice.
For example:

```
<span class="rn_Element1">
  <a href="/app/answers/detail/a_id/251">
    
    EQUALITY ACT CODES of PRACTICE:
    Code of Practice on Employment: EHRC Publication.
    [3.2Mb]
  </a>
</span><br>
```

Non-descriptive links [New Window] (AAA)

Links were found that opened in a new window, but did not warn the user beforehand.

WCAG Reference:

2.4.9 Link Purpose (Link Only) - Level AAA

[Understanding Link Purpose \(Link Only\)](#) | [How to Meet Link Purpose \(Link Only\)](#)

Issue ID: DAC_Link_NonDescriptive_NewWindow_01

URL: <http://www.equalityadvisoryservice.com/app/ask>

Page: Contact us

Task: 6

Screen shot:

Protected Characteristic *

--

For more information on protected characteristic please see the
Advice and Support
section.

What has happened? *

Some links open in new window without warning the user beforehand.

Screen reader user comments:

“When clicking on the ‘advice and support’ link Jaws announced ‘new tab’ as the page was loading. It would be helpful to add ‘opens in new window’ to the link text so that users are made aware of this before activating the link.”

Current Code Ref(s): #rn_QuestionSubmit > a

```
<a target="_blank" href="http://www.equalityadvisoryservice.com/app/help"  
title="Advice and Support">Advice and Support</a>
```

Solution:

Add “(opens in a new window)” to the link text.

An example of this can be seen on “[Reporting discriminatory adverts](#)”. (Task 11)

Font rendered thinly (AAA)

Due to the font frailty, even though programmatically the colour surpasses the needed contrast ratio of 4.5 to 1, the rendered text is not easily read.

WCAG Reference:

1.4.6 Contrast (Enhanced) – Level AAA

[Understanding Contrast \(Enhanced\)](#) | [How to Meet Contrast \(Enhanced\)](#)

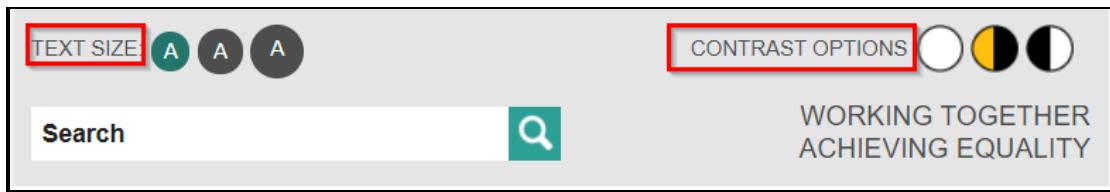
Issue ID: DAC_Font_Clarity_01

Page title: Equality Advisory and Support Service

URL: <http://www.equalityadvisoryservice.com>

Task: 1 (Systemic)

Screen Shot:



The font is small, thin, and quite grey against the grey background.

This makes it very hard to see even though it passes Colour Contrast Criteria.

Foreground: #4D4D92, Background: #E5E5E5

The contrast ratio is: 6.0:1. Excepted 7:1.

Text failed at Level AAA.

Solution:

Giving the font more weight (even +100) can make text stand out more.

Ensure colour contrast ratios meet the WCAG 2.1 AAA standards of:

- 3 to 1 for Standard Text

Italics (AAA)

Italic font was found to be used. Dyslexic users claim that the italic characters 'swim' into each other making it hard to read.

WCAG Reference:

Guideline 3.1: Make text content readable and understandable.

[Understanding Guideline 3.1](#)

Issue ID: DAC_Italics_01

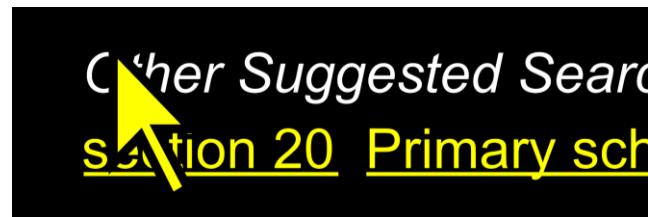
URL:

<http://www.equalityadvisoryservice.com/app/answers/list/kw/disability%20discrimination%20/search/1>

Page: Search tool / results

Task: 7

Screen shot:



[Other Suggested Searches](#) [Primary school](#) [Equality Act Section 60](#) [Template Associations](#)
[Pregnancy and Maternity](#) [templates of complaint letters](#) [letter](#) [template letters](#)

Results 1 - 10 of 134 for [disability discrimination](#)

Italic was used without the next to emphasise.

Low vision user comments:

"I noted when scanning the search results page, that the "Other suggested search options" heading was displayed in an Italic font style. This made following and understanding the text straining and awkward."

Current Code Ref(s):

```
#rn_ResultInfo2_15_Suggestion
```

CSS: Internal style

```
.rn_ResultInfo2 .rn_Suggestion {  
    color: #222;  
    font-style: italic;  
    padding: 10px 0;  
}
```

Solution:

Remove the italic font styling.

Abbreviation (AAA)

Abbreviations that are not widely known need to be expanded in the first instance for users to understand.

WCAG Reference:

3.1.4 Abbreviations – Level AAA

[Understanding Abbreviations](#) | [How to Meet Abbreviations](#)

Issue ID: DAC_Abbreviation_01

URL: <http://www.equalityadvisoryservice.com/>

Page: equality advisory and support service

Task: 1

Screen shot:



While some company name abbreviations are known to the layperson, there are many that are not. It might not be known what "DR UK" means.

Screen reader user comments:

"Beneath the heading 'working with' there are graphics containing acronyms. It would be helpful if the acronym could be given a bracketed description at the first instance of use. This will both explain the purpose of the acronym and provide a clear alt text for the graphic."

Current Code Ref(s): #rn_PageContent > div:nth-child(7) > a:nth-child(4) > img

Solution:

Expand the abbreviation in the image's alt attribute.

Usability issues

The following issues do not come under WCAG 2.1.

This does not mean that they do not affect user's experience on the website.

It is advised to ensure that these issues are also solved.

Usability: File Upload with Dragon (N/A)

There is an issue with Dragon where some input types are not supported. This included the input type of “File”. This may also affect older versions of assistive technology. If the below issue is not solved, users should be advised by adding information about the issue in your Accessibility Statement.

WCAG Reference:

None. Advisory.

Issue ID: DAC_Form_Upload_Dragon_01

URL: <http://www.equalityadvisoryservice.com/app/ask>

Page: Contact us

Task: 1.6

Screen shot: Internet Explorer 11

If you have a photo or document, please upload it using the option below:

Allowed file types: html, bmp, gif, jpg, pdf, doc, docx, xls, xlsx, ppt, pptx

File Attachment (5MB limit)

[Browse...](#)

Submit

Screen shot: Chrome

File Attachment (5MB limit)

No file chosen

There is an issue with Dragon where some input types are not supported. This included the input type of “File”.

Voice activation user comments:

“While on the ‘Contact details’ page, Dragon is picking up most links, boxes and buttons. However, the only way I was able to access the ‘Browse’ link to attach a file was through advanced commands, which not all users may know about.”

Tested on Internet Explorer.

Current Code Ref(s):

```
<div id="rn_FileAttachmentUpload2_35" class="rn_FileAttachmentUpload2">
  <label for="rn_FileAttachmentUpload2_35_FileInput"
    id="rn_FileAttachmentUpload2_35_Label">File Attachment (5MB limit)</label>
  <input name="file" id="rn_FileAttachmentUpload2_35_FileInput" type="file">
  <img id="rn_FileAttachmentUpload2_35>LoadingIcon" class="rn_Hidden"
    alt="" src="images/indicator.gif">
  <span id="rn_FileAttachmentUpload2_35_StatusMessage"></span>
</div>
```

Solution:

To get around this problem, the input of type “File” will need to be hidden (using the CSS rule of “display: none;”), and a facsimile be added to recreate the interaction, where the button activated the hidden input type “File”.

For example:

HTML:

```
<div id="rn_FileAttachmentUpload2_35" class="rn_FileAttachmentUpload2">
  <label for="rn_FileAttachmentUpload2_35_FileName"
    id="rn_FileAttachmentUpload2_35_Label">File Attachment (5MB limit)</label>
  <input name="file" id="rn_FileAttachmentUpload2_35_FileInput" type="file"
    style="display: none;">
  <button id="rn_FileAttachmentUpload2_35_Button">
    Choose File
  </button>
  <input type="text" disabled readonly
    id="rn_FileAttachmentUpload2_35_FileName">
  <img id="rn_FileAttachmentUpload2_35>LoadingIcon" class="rn_Hidden"
    alt="" src="images/indicator.gif">
  <span id="rn_FileAttachmentUpload2_35_StatusMessage"></span>
</div>
```

JavaScript:

```
document.getElementById("rn_FileAttachmentUpload2_35_Button").
addEventListerner("click", function(){
  document.getElementById("rn_FileAttachmentUpload2_35_FileInput").click();
  document.getElementById("rn_FileAttachmentUpload2_35_FileName").value =
    document.getElementById("rn_FileAttachmentUpload2_35_FileInput").value;
});
```

Usability: Windows High Contrast Mode (N/A)

Many Low Vision users employ Windows' own OS setting "High Contrast Mode". This can be implemented by pressing "Shift+Alt+PrtSc" on the keyboard.

As there are already contrast options, the below issues can be solved by adding advice on turning this setting off in your Accessibility Statement.

WCAG Reference:

None. Advisory.

Issue ID: DAC_WHCM_01

URL: <http://www.equalityadvisoryservice.com/>

Page: homepage

Task: 1

Screen shot:



In Windows' High Contrast Mode, the options for Contrast are missing.

Low vision user comments:

"When scanning across the top-level header, I noted the text heading for Contrast options but there were no visible options for me to select from; the area beyond the heading was blank. Whilst there was a visual change of cursor from a pointer to a pointed finger, without any visuals I would not know what was selectable here. For users solely relying on visual access only, would not be able to access this key aid."

Solution:

As there are already contrast options, the below issues can be solved by adding advice on turning this setting off in your Accessibility Statement.

Issue ID: DAC_WHCM_02

URL: <http://www.equalityadvisoryservice.com/>

Page: Equality Advisory and Support Service

Task: 1

Screen shot:



In Windows' High Contrast Mode, the Website logo missing.

Low vision user comments:

“When testing with colour inversion, I noticed that the logo which is located at the top left of the webpage is no longer visible meaning users will struggle to identify which website they are currently viewing.”

Solution:

As there are already contrast options, the below issues can be solved by adding advice on turning this setting off in your Accessibility Statement.

Issue ID: DAC_WHCM_03

URL: <http://www.equalityadvisoryservice.com/>

Page: Equality Advisory and Support Service

Task: 1

Screen shot:



In Windows' High Contrast Mode, outlines for many items are missing.

Low vision user comments:

“When I was testing the website, I was looking for the search box for me to test this feature however I could only see the font search and the button to search, I could not see any outline for me to know where exactly the search box is for me to select.”

Solution:

As there are already contrast options, the below issues can be solved by adding advice on turning this setting off in your Accessibility Statement.

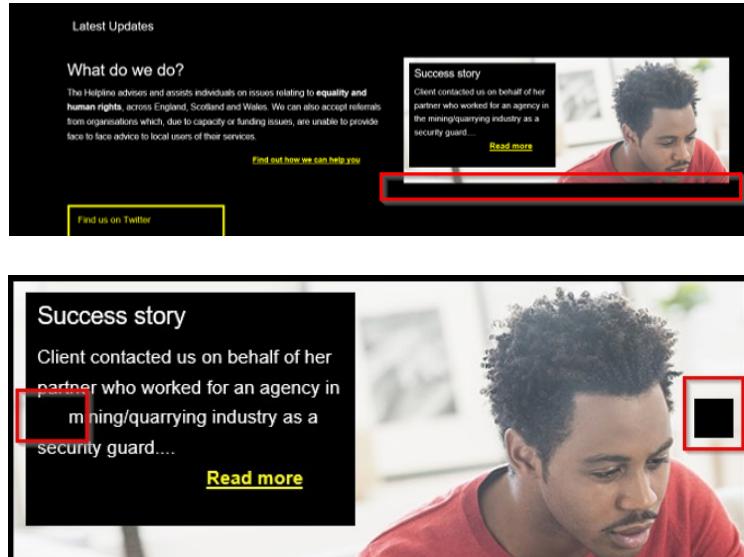
Issue ID: DAC_WHCM_04

URL: <http://www.equalityadvisoryservice.com/>

Page: Equality Advisory and Support Service

Task: 1

Screen shot:



In Windows' High Contrast Mode, the controls for the carousel are missing.

Low vision user comments:

“When I was viewing the website, I noticed that there does not appear to be any radio button or play/pause buttons for me to quickly navigate the slideshow panel meaning in order for me to move between frames I had to hover my mouse over the images and select either of the black squares which are located to the left and right of the images.”

Solution:

As there are already contrast options, the below issues can be solved by adding advice on turning this setting off in your Accessibility Statement.

Usability Non-HTML links do not open in new window (N/A)

Non-HTML files need to open in a new window as keyboard users and screen reader users may have difficulty in accessing the browser's back button when these are loaded in the browser. This allows users to close the window (shortcut key Alt+F4) to return to the previous page.

WCAG Reference:

None. Advisory.

Issue ID: DAC_Link_NonHTML_NewWindow_01

Page title: Ask a Question

URL: <http://www.equalityadvisoryservice.com/app/answers/list>

Task: 4

Screen shot:



 [Advice: GEO Leaflet - Carers](#)

Date Updated: 02/10/2014

Non-HTML files were found not to open in a new window.

Screen reader user comments:

“When the pdfs are opened, they open in the same window as the website. I could not find a way to go back to the previous page. It would be helpful if the pdfs could be opened in a new window with ‘opens in new window’ added to the pdf link text to convey this information.”

Current Code Ref(s): #rn_Multiline2_17_Content > ol > li:nth-child(6) > span.rn_Element1 >

a

[Advice: GEO Leaflet - Carers](/app/answers/detail/a_id/120)

Solution:

It is advised to open any non-html files in a new window.

This can be done by adding a target attribute with a value of “_blank”.

As the link is now opening in a new window, this should be added to the link also.

If not aesthetically wanted, this extra text can be hidden visually using CSS, but it is advised to keep the text or have an icon advising of the new window.

To visually hide text, please see the “sr-only” class in [Appendix IV](#).

It is advisable for users to open the non-html file within a native reader, as these will be more accessible. This advice should be added to the website’s Accessibility Statement.

Usability: Uppercase with Screen Readers (N/A)

It is known that both screen reading and text reading software can assume that the capitalisation of complete words can be read back as abbreviations; saying one letter at a time. The most common one is “US”.

WCAG Reference:

None. Advisory.

Issue ID: DAC_Uppercase_01

URL: <http://www.equalityadvisoryservice.com/>

Page: Homepage

Journey and Step:

Screen shot:



Uppercase characters are being read back to screen reader users as individual letters.

Low vision user comments:

“Along the top header is a link for LET US KNOW which on mouse hover responds with the label of U S and not us. This is the nuance behaviour of my assisted software. However, it does cause confusion. Not sure if it is possible to replace the text in Upper case for US to lower case thereby removing any confusion for users who would be relying heavily on audible assistance for ease of understanding.

The above issue would be the same for any other text of US on the site.”

Solution:

Either: (Preferably) Do not use uppercase characters;

Or: Use an attribute of `aria-label` on the element with a value of the text in normal type.

Usability: Spelling error (N/A)

Spelling errors were found. These are often found by screen reading and text reading software users as it often doesn't make sense to them.

WCAG Reference:

None. Advisory.

Issue ID: DAC_Spelling_01

URL: <http://www.equalityadvisoryservice.com/app/help>

Page: Know your rights

Task: 2

Screen shot:



A spelling error was found on the website.

Low vision user comments:

“Within the bed of text for Step 1 on this page, there is a spelling error for Characteristic, which in this instance includes the additional letter of ‘i’. When audibly fed back the information provided creates confusion.”

Solution:

Ensure all copytext has been spelling and grammar checked.

Usability: Print/Email Options (N/A)

There were options to print out the details entered, but this backup option was not available for blind users who cannot use printed media and would benefit from an email option.

WCAG Reference:

None. Advisory.

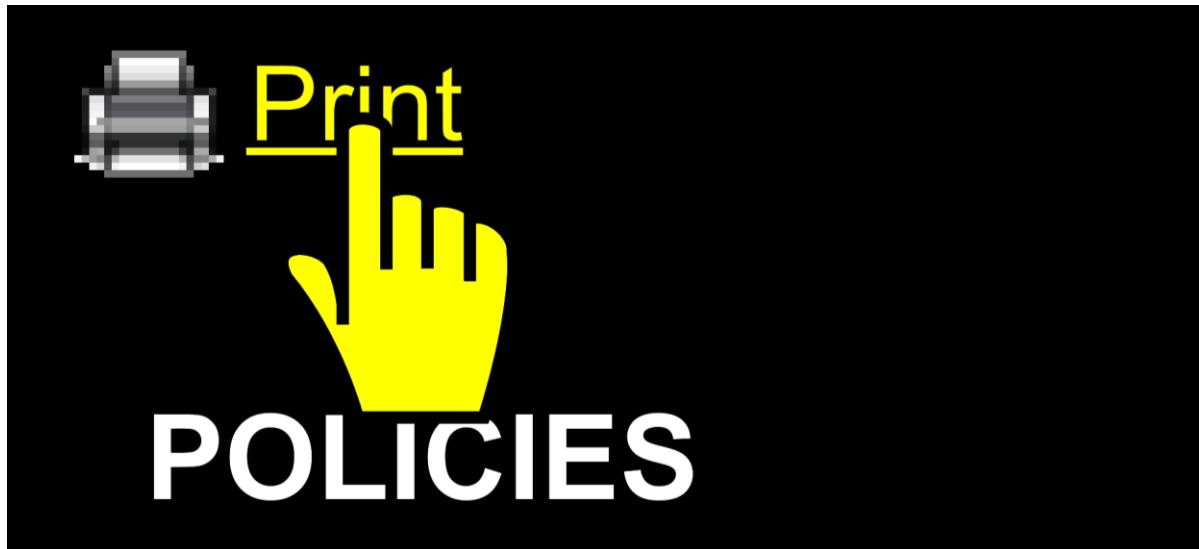
Issue ID: DAC_Digital_Print_01

URL: <http://www.equalityadvisoryservice.com/app/help>

Page: Advice and Support - Equality Advisory and Support Service

Task: 2

Screen shot:



“Backup” options only come in non-digital media options (printed media).

Low vision user comments:

“After making my selections there was a heading to confirm my actions, and a reminder to take a Print if needed. Not being able to access printed matter, my expectation would have been for an additional option to have my options emailed. For me this would be a far more secure and accessible way of looking at the information.”

Solution:

Add an email option to complement the print option.

Usability: Welsh issues (N/A)

There were some issues when the website was viewed in the welsh language.

WCAG Reference:

None Advisory.

Issue ID: DAC_Welsh_Cookies_01

Page title: Gwasanaeth Cyngori a Chymorth Cydraddoldeb (EASS)

URL: <http://eass-ws.custhelp.com/app/home>

Task: 13

Screen Shot:



The cookie statement is in English on the Welsh page.

Current Code Ref(s): body > div.cc-cookies

```
<div class="cc-cookies ">We use cookies, just to track visits to our website, we store no personal details. <a href="/app/home#accept" class="cc-cookie-accept">ACCEPT COOKIES</a> <a href="/app/home#decline" class="cc-cookie-decline">DECLINE COOKIES</a> <a href="http://www.allaboutcookies.org/" title="Visit All about cookies (External link)">What are cookies?</a></div>
```

Solution:

Add a Welsh version of the cookie statement.

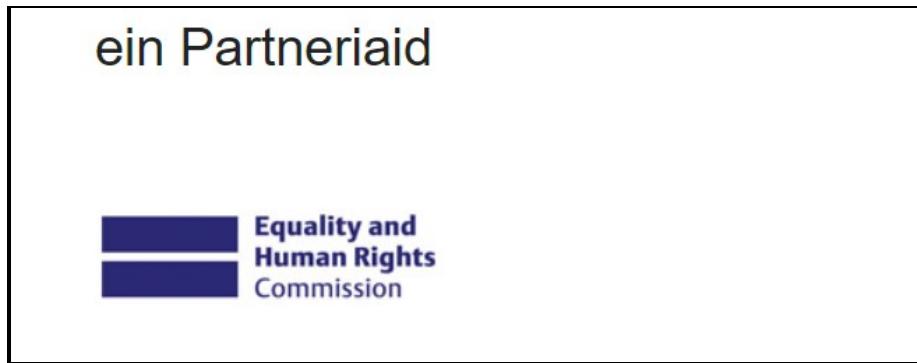
Issue ID: DAC_Welsh_Partners_01

Page title: Gwasanaeth Cyngori a Chymorth Cydraddoldeb (EASS)

URL: <http://eass-ws.custhelp.com/app/home>

Task: 13

Screen Shot:



On the welsh side there is a number of missing “Partners”.

This includes SignLive, which is neither English or Welsh but a BSL service.

EHRC: Reporting discriminatory adverts

As it is a completely different website, it is prudent to separate this section out not to give the impression that the EASS website has these failings.

In order for the page to be eligible for a Digital Accessibility Centre certification, and fall in line with WCAG 2.1 requirements, improvements need to be made in the following areas.



A

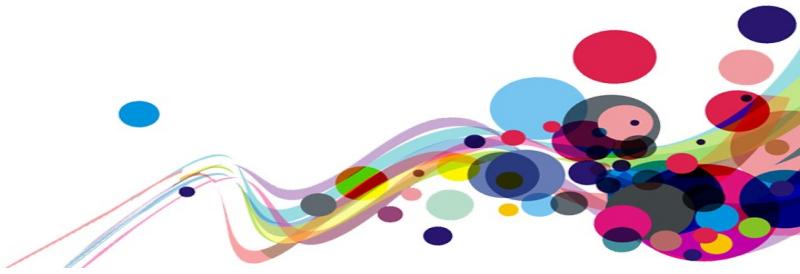
[Error handling](#)



AA

[Colour Contrast](#)

[Autocomplete](#)



Error handling (A)

The error handling had several issues that are listed below.

WCAG Reference:

3.3.1 Error Identification – Level A

[Understanding Error Identification](#) | [How to Meet Error Identification](#)

3.3.2 Labels or Instructions – Level A

[Understanding Labels or Instructions](#) | [How to Meet Labels or Instructions](#)

Issue ID: DAC_EHRC_Error_Handling_01

Page title: Reporting discriminatory adverts

URL: <https://ehrcweb.wufoo.com/forms/q1xec5yk19rgfd2>

Task: 11

Screen Shot:



When committing an error and submitting it, the keyboard focus does not move, nor are screen reader users advised of the errors automatically.

The focus appears to stay on the submit button, meaning keyboard users do not have to travel backwards to change errors, but screen reader users are not given instructions and navigating in context will find themselves at the bottom of the page.

Solution:

The focus is moved to the body tag, which is not an element that naturally takes focus, and so causes this issue.

It is advised to target the main page error message when an error appears.

For example:

JavaScript:

```
document.getElementById("errorMsgLbl").focus();
```

Issue ID: DAC_EHRC_Error_Handling_02

Page title: Reporting discriminatory adverts

URL: <https://ehrcweb.wufoo.com/forms/q1xec5yk19rgfd2>

Task: 11

Screen Shot:



Blind users are not able to see the “highlighting”.

Even though there are error messages throughout the form giving more information, this is not alluded to in this error message.

Current Code Ref(s): #errorMsg

```
<p id="errorMsg">  
  Errors have been <b>highlighted</b> below.  
</p>
```

Solution:

It would be best practice to list the errors under the error heading that are links to the individual fields.

Issue ID: DAC_EHRC_Error_Handling_03

Page title: Reporting discriminatory adverts

URL: <https://ehrcweb.wufoo.com/forms/q1xec5yk19rgfd2>

Task: 11

Screen Shot:



Surname: *
This field is required. Please enter a value.

Email address: *
This field is required. Please enter a value.

Each error message is below the field it describes. Screen reader users normally use the tab key to navigate through forms and may miss this information.

Current Code Ref(s):

```
<li id="fo35li1" data-wufoo-field="" data-field-type="text" class="notranslate error">
  <label class="desc" id="title1" for="Field1">
    First name:
    <span id="req_1" class="req">*</span>
  </label>
  <div>
    <input id="Field1" name="Field1" type="text" class="field text medium" value="" maxlength="255" tabindex="0" onkeyup="handleInput(this); " onchange="handleInput(this); " required="" placeholder="" style="cursor: auto;">
  </div>
  <p class="error">This field is required. Please enter a value.</p>
</li>
```

Solution:

One easy solution would be to add the error message to the label, and so will be read out with each form entry.

Colour Contrast (AA)

Some of the colour combinations found on the site are low contrast and are likely to be difficult for people with low vision to read. Developers must take care to ensure that colour contrast meets the minimum requirements. If the standard scheme does not meet the minimum requirements, then an alternative colour scheme that does meet the requirements should be made available.

WCAG Reference:

1.4.3 Contrast (Minimum) - Level AA

[Understanding Contrast \(Minimum\)](#) | [How to Meet Contrast \(Minimum\)](#)

Issue ID: DAC_EHRC_Colour_Contrast_01

Page title: Reporting discriminatory adverts

URL: <https://ehrcweb.wufoo.com/forms/q1xec5yk19rgfd2>

Task: 11

Screen Shot:



Surname: *
This field is required. Please enter a value.

Email address: *
This field is required. Please enter a value.

Foreground: #DF0600, Background: #FFDFE0

The contrast ratio is: 4.1:1. Expected 4.5:1

Text failed at Level AA.

Solution:

Ensure colour contrast ratios meet the WCAG 2.1 AA standards of:

- 4.5 to 1 for Standard Text
- 3 to 1 for Large Text
- 3 to 1 for Non-Text Elements

Issue ID: DAC_EHRC_Colour_Contrast_02

Page title: Reporting discriminatory adverts

URL: <https://ehrcweb.wufoo.com/forms/q1xec5yk19rgfd2>

Task: 11

Screen Shot:

Where did you see the advert? For example, on a website, app, local newspaper, national newspaper, magazine or outdoor advertising. Please give details: *

This field is required. Please enter a value.

Foreground: #DD4D7A, Background: #ABAFA

The contrast ratio is: 1.7:1. Expected 4.5:1

Text failed at Level AA.

Solution:

Ensure colour contrast ratios meet the WCAG 2.1 AA standards of:

- 4.5 to 1 for Standard Text
- 3 to 1 for Large Text
- 3 to 1 for Non-Text Elements

Autocomplete (AA)

Form elements that are repeatedly entered on many websites should be given programmatical designations (by use of the 'autocomplete' attribute) so users do not have to enter in their details repeatedly.

WCAG Reference:

1.3.5 Identify Input Purpose – Level AA

[Understanding Identify Input Purpose](#) | [How to Meet Identify Input Purpose](#)

Issue ID: DAC_EHRC_Autocomplete_01

Page title: Reporting discriminatory adverts

URL: <https://ehrcweb.wufoo.com/forms/q1xec5yk19rgfd2>

Task: 11

Screen Shot:



The form consists of three stacked input fields. Each field has a label in bold black font with a red asterisk indicating it is required. The first field is 'First name: *', the second is 'Surname: *', and the third is 'Email address: *'. Each label is positioned above its corresponding text input box, which is a simple grey rectangle.

Some personal detail form fields do not have the autocomplete attribute.

Current Code Ref(s): #Field1

```
<input id="Field1" name="Field1" type="text" class="field text medium" value=""  
maxlength="255" tabindex="0" onkeyup="handleInput(this);"  
onchange="handleInput(this); required="" placeholder="" style="cursor: auto;">
```

Related Element(s):

#Field2

#Field3

Solution:

Add the autocomplete attribute to relevant input elements with appropriate values.

A list of value can be found on W3C's Web Content Accessibility Guidelines (WCAG) 2.1,

[Section 7: Input Purposes for User Interface Components](#)

Page title missing website (N/A)

Especially since this is coming from a different domain, it is important to have the website description in the page title. The page title should always be front loaded.

WCAG Reference:

None. Advisory.

Issue ID: DAC_EHRC_Page_Title_01

Page title: Reporting discriminatory adverts

URL: <https://ehrcweb.wufoo.com/forms/q1xec5yk19rgfd2>

Task: 11

Especially since this is coming from a different domain, it is important to have the website description in the page title. The page title should always be front loaded.

Current Code Ref(s): title

```
<title>
  Reporting discriminatory adverts
</title>
```

Solution:

Add the website name to the page title; even though this is hosted by Wufoo, it is part of the EHRC website. To “front load” page title, put the page description before the website name.

For example:

```
<title>
  Reporting discriminatory adverts | EHRC
</title>
```

Form labels too long (N/A)

Some of the fieldnames with the addition of the legend of the fieldset is too long for the screen reader when read out of context.

Additionally, there is a link within the legend which is not advised practice.

WCAG Reference:

None. Advisory.

Issue ID: DAC_Form_Label_Length_01

Page title: Reporting discriminatory adverts

URL: <https://ehrcweb.wufoo.com/forms/q1xec5yk19rgfd2>

Task: 11

Screen Shot:

Data protection

Your name and email address will be used only to contact you if we need more details about the information you have provided. If we cannot contact you, we may not be able to investigate further. Your information will be held in accordance with our [privacy policy \(opens in new window\)](#) and will not be shared with third parties.*

Yes, I am happy for the Equality and Human Rights Commission to contact me only about the information I have provided.

No, I do not wish to be contacted by the Equality and Human Rights Commission. I realise this means you may not be able to investigate further.

Please describe the discriminatory advert, including *date *publisher, brand or organisation it is advertising *any contact details published on the advert *Edit

Do you have a copy of the advert, as a document or image, that you would be willing to share with us? If yes, please also tick 'yes' in the data protection section below, to allow us to contact you. yes radio button not checked

Do you have a copy of the advert, as a document or image, that you would be willing to share with us? If yes, please also tick 'yes' in the data protection section below, to allow us to contact you. no radio button not checked

Your name and email address will be used only to contact you if we need more details about the information you have provided. If we cannot contact you, we may not be able to investigate further. Your information will be held in accordance with our privacy rad

Your name and email address will be used only to contact you if we need more details about the information you have provided. If we cannot contact you, we may not be able to investigate further. Your information will be held in accordance with our privacy rad

Submit form Button

Some of the fieldnames with the addition of the legend of the fieldset is too long for the screen reader when read out of context.

Additionally, there is a link within the legend which is not advised practice.

Current Code Ref(s): #fo35li112 > fieldset > div > span:nth-child(2)

```
<fieldset>
  <legend id="title112" class="desc notranslate">
    Your name and email address will be used only to contact you if we need more
    details about the information you have provided. If we cannot contact you,
    we may not be able to investigate further. Your information will be held in
    accordance with our
    <a href="https://www.equalityhumanrights.com/en/privacy-and-cookies-policy"
    target="_blank">privacy policy (opens in new window)</a>
    and will not be shared with third parties.
    <span id="req_112" class="req">*</span>
  </legend>
  <div>
    <input id="radioDefault_112" name="Field112" type="hidden" value="">
    <span>
      <input id="Field112_0" name="Field112" type="radio" class="field radio"
      value="Yes, I am happy for the Equality and Human Rights Commission to
      contact me only about the information I have provided." tabindex="0"
      onchange="handleInput(this); onmouseup="handleInput(this); required="">
      <label class="choice" for="Field112_0">
        <span class="choice_text notranslate">
          Yes, I am happy for the Equality and Human Rights Commission to contact
          me only about the information I have provided.
        </span>
        <span class="choice_qty"></span>
      </label>
    </span> ...
  </div>
</fieldset>
```

Solution:

It would be more prudent to have the current fieldset as a text section under the heading “Data protection”, and the fieldset given text to the effect of:

“I confirm I have read the privacy policy and I am happy for the Equality and Human Rights Commission to contact me only about the information I have provided.”

With “I do” and “I do not” as field labels.

This will cut down on the amount of text needed.

End of Report

Appendix I

Journeys

1. Homepage:
<http://www.equalityadvisoryservice.com>
2. Know your rights
<http://www.equalityadvisoryservice.com/app/help>
3. Test the “Success story” carousel
4. Resources
<http://www.equalityadvisoryservice.com/app/answers/list>
5. Review pdf
<http://www.equalityadvisoryservice.com/ci/fattach/get/586/1354033333/redirect/1/filename/disability-definition.pdf>
6. Contact us
<http://www.equalityadvisoryservice.com/app/ask>
7. Test the Search function
8. Test the “Live chat” function.
This can be found through the “Advice and Support” menu
9. Sign Language
<http://www.equalityadvisoryservice.com/app/bsl>
10. Let us know
<http://www.equalityadvisoryservice.com/app/report>
11. EHRC
<https://ehrcweb.wufoo.com/forms/q1xec5yk19rgfd2>
12. Accessibility Statement
http://www.equalityadvisoryservice.com/app/accessibility_statement
13. On the homepage select to see the website in welsh tile

Appendix II

Classification of Accessibility Issues

The following scoring system was used to indicate the status of the sites with regards to each W3C WAI checkpoint up to and including Level AAA:

Status	Description
Pass (P)	The site meets the requirements of the checkpoint.
Fail (L) Low Priority	The site almost meets the requirements of the checkpoint. Only a small number of minor problems were identified. The site fails to meet the requirements against AAA criteria measured against WCAG 2.1
Fail (M) Medium Priority	The site fails to meet the requirements against AA criteria measured against WCAG 2.1
Fail (H) High Priority	The site fails to meet the requirements against A criteria measured against WCAG 2.1 and more severe accessibility issues were identified.
Not Applicable (N/A)	No content was found on the site to which the checkpoint would relate.

Principle 1: Perceivable – Information and users interface components must be presentable to users in ways they can perceive.

<p>Non-text Content:</p> <p>1.1.1 All <u>non-text content</u> that is presented to the user has a <u>text alternative</u> that serves the equivalent purpose. (Level A)</p>	<p>Pass (P)</p>
<p>Audio-only and Video-only (Pre-recorded):</p> <p>1.2.1 For <u>pre-recorded audio-only</u> and pre-recorded <u>video-only</u> media, the following are true, except when the audio or video is a <u>media alternative for text</u> and is clearly labelled as such:</p> <p><u>Understanding Success Criterion 1.2.1</u></p> <p>Pre-recorded Audio-only: An <u>alternative for time-based media</u> is provided that presents equivalent information for pre-recorded audio-only content.</p> <p>Pre-recorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for pre-recorded video-only content.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Captions (Pre-recorded):</p> <p>1.2.2 <u>Captions</u> are provided for all <u>pre-recorded audio</u> content in <u>synchronized media</u>, except when the media is a <u>media alternative for text</u> and is clearly labelled as such.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Audio Description or Media Alternative (Pre-recorded):</p> <p>1.2.3 An <u>alternative for time-based media</u> or <u>audio description</u> of the <u>pre-recorded video</u> content is provided for <u>synchronized media</u>, except when the media is a <u>media alternative for text</u> and is clearly labelled as such.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Captions (Live):</p> <p>1.2.4 <u>Captions</u> are provided for all <u>live audio</u> content in <u>synchronized media</u>.</p> <p>(Level AA)</p>	<p>Not Applicable (N/A)</p>

<p>Audio Description (Pre-recorded): <u>1.2.5</u> <u>Audio description</u> is provided for all <u>pre-recorded video</u> content in <u>synchronized media</u>. (Level AA)</p>	<p>Not Applicable (N/A)</p>
<p>Sign Language (Pre-recorded): <u>1.2.6</u> <u>Sign language interpretation</u> is provided for all <u>pre-recorded audio</u> content in <u>synchronized media</u>. (Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Extended Audio Description (Pre-recorded): <u>1.2.7</u> Where pauses in foreground audio are insufficient to allow <u>audio descriptions</u> to convey the sense of the video, <u>extended audio description</u> is provided for all <u>pre-recorded video</u> content in <u>synchronized media</u>. (Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Media Alternative (Pre-recorded): <u>1.2.8</u> An <u>alternative for time-based media</u> is provided for all <u>pre-recorded synchronized media</u> and for all pre-recorded <u>video-only</u> media. (Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Audio-only (Live): <u>1.2.9</u> An <u>alternative for time-based media</u> that presents equivalent information for <u>live audio-only</u> content is provided. (Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Info and Relationships: <u>1.3.1</u> Information, <u>structure</u>, and <u>relationships</u> conveyed through <u>presentation</u> can be <u>programmatically determined</u> or are available in text. (Level A)</p>	<p>Fail (H)</p>
<p>Meaningful Sequence: <u>1.3.2</u> When the sequence in which content is presented affects its meaning, a <u>correct reading sequence</u> can be <u>programmatically determined</u>. (Level A)</p>	<p>Fail (H)</p>

<p>Sensory Characteristics:</p> <p>1.3.3 Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound.</p> <p>(Level A)</p>	<p>Fail (H)</p>
<p>Orientation : (WCAG 2.1)</p> <p>1.3.4 Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.</p> <p>NOTE: Examples where a particular display orientation may be essential are a bank check, a piano application, slides for a projector or television, or virtual reality content where binary display orientation is not applicable.</p> <p>(Level AA)</p>	<p>Pass (P)</p>
<p>Identify Input Purpose: (WCAG 2.1)</p> <p>1.3.5 The purpose of each input field collecting information about the user can be <u>programmatically determined</u> when :</p> <ul style="list-style-type: none"> • The input field serves a purpose identified in the Input Purposes for User Interface Components section; and • The content is implemented using technologies with support for identifying the expected meaning for form input data. <p>(Level AA)</p>	<p>Fail (M)</p>
<p>Identify Purpose: (WCAG 2.1)</p> <p>1.3.6 In content implemented using mark-up languages, the purpose of User Interface Components, icons, and regions can be programmatically determined.</p> <p>(Level AAA)</p>	<p>Fail (L)</p>
<p>Use of Colour:</p> <p>1.4.1 Colour is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>(Level A)</p>	<p>Pass (P)</p>

<p>Audio Control:</p> <p>1.4.2 If any audio on a Web page plays automatically for more than 3 seconds, either a <u>mechanism</u> is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Contrast (Minimum):</p> <p>1.4.3 The visual presentation of <u>text</u> and <u>images of text</u> has a <u>contrast ratio</u> of at least 4.5:1, except for the following:</p> <p>Large Text: <u>Large-scale</u> text and images of large-scale text have a contrast ratio of at least 3:1;</p> <p>Incidental: Text or images of text that are part of an inactive <u>user interface component</u>, that are <u>pure decoration</u>, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</p> <p>Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.</p> <p>(Level AA)</p>	<p>Fail (M)</p>
<p>Resize text:</p> <p>1.4.4 Except for <u>captions</u> and <u>images of text</u>, <u>text</u> can be resized without <u>assistive technology</u> up to 200 percent without loss of content or functionality.</p> <p>(Level AA)</p>	<p>Pass (P)</p>

<p>Images of Text:</p> <p>1.4.5 If the technologies being used can achieve the visual presentation, <u>text</u> is used to convey information rather than <u>images of text</u> except for the following:</p> <p>Understanding Success Criterion 1.4.5</p> <ul style="list-style-type: none"> • Customizable: The image of text can be <u>visually customized</u> to the user's requirements; • Essential: A particular presentation of text is <u>essential</u> to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AA)</p>	Pass (P)
<p>Contrast (Enhanced):</p> <p>1.4.6 The visual presentation of <u>text</u> and <u>images of text</u> has a <u>contrast ratio</u> of at least 7:1, except for the following:</p> <p>Large Text: <u>Large-scale</u> text and images of large-scale text have a contrast ratio of at least 4.5:1;</p> <p>Incidental: Text or images of text that are part of an inactive <u>user interface component</u>, that are <u>pure decoration</u>, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</p> <p>Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.</p> <p>(Level AAA)</p>	Fail (L)

<p>Low or No Background Audio:</p> <p>1.4.7 For <u>pre-recorded audio-only</u> content that (1) contains primarily speech in the foreground, (2) is not an audio <u>CAPTCHA</u> or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true:</p> <p><u>Understanding Success Criterion 1.4.7</u></p> <ul style="list-style-type: none"> • No Background: The audio does not contain background sounds. • Turn Off: The background sounds can be turned off. • 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. <p>Note: Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Visual Presentation:</p> <p>1.4.8 For the visual presentation of <u>blocks of text</u>, a <u>mechanism</u> is available to achieve the following:</p> <p><u>Understanding Success Criterion 1.4.8</u></p> <ol style="list-style-type: none"> 1. Foreground and background colours can be selected by the user. 2. Width is no more than 80 characters or glyphs (40 if CJK). 3. Text is not justified (aligned to both the left and the right margins). 4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. 5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text <u>on a full-screen window</u>. <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Images of Text (No Exception):</p> <p>1.4.9 <u>Images of text</u> are only used for <u>pure decoration</u> or where a particular presentation of <u>text</u> is <u>essential</u> to the information being conveyed.</p> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AAA)</p>	<p>Pass (P)</p>



<p>Reflow: (WCAG 2.1)</p> <p>1.4.10 Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for :</p> <ul style="list-style-type: none"> • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels. <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p> <p>Note: 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For web content which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024px at 400% zoom.</p> <p>Note: Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content.</p> <p>(Level AA)</p>	Pass (P)
<p>Non-text Contrast (WCAG 2.1)</p> <p>1.4.11 The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <p>User Interface Components Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author;</p> <p>Graphical Objects Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed.</p> <p>(Level AA)</p>	Fail (M)



Text Spacing (WCAG 2.1)

1.4.12 presentation of graphics is essential to the information being conveyed.

In content implemented using mark-up languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property:

- Line height (line spacing) to at least 1.5 times the font size;
- Spacing following paragraphs to at least 2 times the font size;
- Letter spacing (tracking) to at least 0.12 times the font size;
- Word spacing to at least 0.16 times the font size.

Pass (P)

Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.

(Level AA)

<p>Content on Hover or Focus (WCAG 2.1)</p> <p>1.4.13 Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <p>Dismissible</p> <p>A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content;</p> <p>Hoverable</p> <p>If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing;</p> <p>Persistent</p> <p>The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid.</p> <p>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p> <p>Note</p> <p>Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML title attribute.</p> <p>Note</p> <p>Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.</p> <p>(Level AA)</p>	<p>Not Applicable (N/A)</p>
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Principle 2: Operable – User interface components and navigation must be operable.

Keyboard:

2.1.1 All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.

Note 1: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.

Fail (H)

Note 2: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.

(Level A)

No Keyboard Trap:

2.1.2 If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away.

Pass (P)

Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.

(Level A)

Keyboard (No Exception):

2.1.3 All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes.

Fail (L)

(Level AAA)

<p>Character Key Shortcuts (WCAG 2.1):</p> <p>2.1.4 If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:</p> <p>Turn off A mechanism is available to turn the shortcut off;</p> <p>Remap A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc);</p> <p>Active only on focus The keyboard shortcut for a user interface component is only active when that component has focus.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Timing Adjustable:</p> <p>2.2.1 For each time limit that is set by the content, at least one of the following is true:</p> <p>Turn off: The user is allowed to turn off the time limit before encountering it;</p> <p>or Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting;</p> <p>or Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times;</p> <p>or Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible;</p> <p>or Essential Exception: The time limit is essential and extending it would invalidate the activity;</p> <p>or 20 Hour Exception: The time limit is longer than 20 hours.</p> <p>Note: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with Success Criterion 3.2.1, which puts limits on changes of content or context as a result of user action.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>

Pause, Stop, Hide:

2.2.2 For moving, blinking, scrolling, or auto-updating information, all of the following are true:

Understanding Success Criterion 2.2.2

Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and

Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.

Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3.

Note 2: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.

Note 3: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.

Note 4: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.

(Level A)

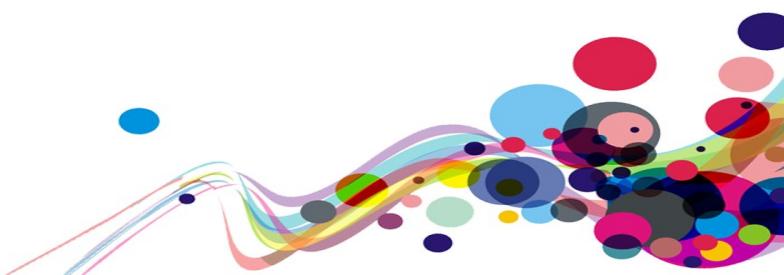
Not
Applicable
(N/A)

<p>No Timing:</p> <p>2.2.3 Timing is not an <u>essential</u> part of the event or activity presented by the content, except for non-interactive <u>synchronized media</u> and <u>real-time events</u>.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Interruptions:</p> <p>2.2.4 Interruptions can be postponed or suppressed by the user, except interruptions involving an <u>emergency</u>.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Re-authenticating:</p> <p>2.2.5 When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Timeouts (WCAG 2.1):</p> <p>2.2.6 Users are warned of the duration of any <u>user inactivity</u> that could cause data loss, unless the data is preserved for more than 20 hours when the user does not take any actions.</p> <p>Note Privacy regulations may require explicit user consent before user identification has been authenticated and before user data is preserved. In cases where the user is a minor, explicit consent may not be solicited in most jurisdictions, countries or regions. Consultation with privacy professionals and legal counsel is advised when considering data preservation as an approach to satisfy this success criterion.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Three Flashes or Below Threshold:</p> <p>2.3.1 <u>Web pages</u> do not contain anything that flashes more than three times in any one second period, or the <u>flash</u> is below the <u>general flash and red flash thresholds</u>.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.</p> <p>(Level A)</p>	<p>Pass (P)</p>



<p>Three Flashes:</p> <p>2.3.2 Web pages do not contain anything that flashes more than three times in any one-second period.</p> <p>(Level AAA)</p>	Pass (P)
<p>Animation from Interactions (WCAG 2.1):</p> <p>2.3.3 Motion animation triggered by interaction can be disabled, unless the animation is essential to the functionality or the information being conveyed.</p> <p>(Level AAA)</p>	Not Applicable (N/A)
<p>Bypass Blocks:</p> <p>2.4.1 A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.</p> <p>(Level A)</p>	Fail (H)
<p>Page Titled:</p> <p>2.4.2 Web pages have titles that describe topic or purpose.</p> <p>(Level A)</p>	Fail (H)
<p>Focus Order:</p> <p>2.4.3 If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.</p> <p>(Level A)</p>	Pass (P)
<p>Link Purpose (In Context):</p> <p>2.4.4 The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general.</p> <p>(Level A)</p>	Fail (H)
<p>Multiple Ways:</p> <p>2.4.5 More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process.</p> <p>(Level AA)</p>	Pass (P)

<p>Headings and Labels:</p> <p>2.4.6 Headings and <u>labels</u> describe topic or purpose. (Level AA)</p>	<p>Fail (M)</p>
<p>Focus Visible:</p> <p>2.4.7 Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)</p>	<p>Fail (M)</p>
<p>Location:</p> <p>2.4.8 Information about the user's location within a <u>set of Web pages</u> is available. (Level AAA)</p>	<p>Pass (P)</p>
<p>Link Purpose (Link Only):</p> <p>2.4.9 A <u>mechanism</u> is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be <u>ambiguous to users in general</u>. (Level AAA)</p>	<p>Fail (L)</p>
<p>Section Headings:</p> <p>2.4.10 <u>Section</u> headings are used to organize the content.</p> <p>Note 1: "Heading" is used in its general sense and includes titles and other ways to add a heading to different types of content.</p> <p>Note 2: This success criterion covers sections within writing, not <u>user interface components</u>. User Interface components are covered under <u>Success Criterion 4.1.2</u>. (Level AAA)</p>	<p>Fail (L)</p>
<p>Pointer Gestures (WCAG 2.1) :</p> <p>2.5.1 All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential.</p> <p>Note This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology). (Level A)</p>	<p>Not Applicable (N/A)</p>



<p>Pointer Cancellation (WCAG 2.1):</p> <p>2.5.2 For <u>functionality</u> that can be operated using a <u>single pointer</u>, at least one of the following is true:</p>	
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No Down-Event

The down-event of the pointer is not used to execute any part of the function;

Abort or Undo

Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion;

Up Reversal

The up-event reverses any outcome of the preceding down-event;

Essential

Completing the function on the down-event is essential.

Pass (P)

Note

Functions that emulate a keyboard or numeric keypad key press are considered essential.

Note

This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).

(Level A)

Label in Name (WCAG 2.1):

2.5.3 For user interface components with labels that include text or images of text, the name contains the text that is presented visually.

Pass (P)

Note

A best practice is to have the text of the label at the start of the name.

(Level A)

<p>Motion Actuation (WCAG 2.1):</p> <p>2.5.4 Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:</p> <p>Supported Interface The motion is used to operate functionality through an accessibility supported interface;</p> <p>Essential The motion is essential for the function and doing so would invalidate the activity. (Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Target Size (WCAG 2.1):</p> <p>2.5.5 The size of the target for pointer inputs is at least 44 by 44 CSS pixels except when:</p> <p>Equivalent The target is available through an equivalent link or control on the same page that is at least 44 by 44 CSS pixels;</p> <p>Inline The target is in a sentence or block of text;</p> <p>User Agent Control The size of the target is determined by the user agent and is not modified by the author;</p> <p>Essential A particular presentation of the target is essential to the information being conveyed. (Level AAA)</p>	<p>Pass (P)</p>
<p>Concurrent Input Mechanisms (WCAG 2.1):</p> <p>2.5.6 Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings. (Level AAA)</p>	<p>Pass (P)</p>



Principle 3: Understandable – Information and the operation of user interface must be understandable.

<p>Language of Page:</p> <p><u>3.1.1</u> The default <u>human language</u> of each <u>Web page</u> can be <u>programmatically determined</u>.</p> <p>(Level A)</p>	Fail (H)
<p>Language of Parts:</p> <p><u>3.1.2</u> The <u>human language</u> of each passage or phrase in the content can be <u>programmatically determined</u> except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text.</p> <p>(Level AA)</p>	Not Applicable (N/A)
<p>Unusual Words:</p> <p><u>3.1.3</u> A <u>mechanism</u> is available for identifying specific definitions of words or phrases <u>used in an unusual or restricted way</u>, including <u>idioms</u> and <u>jargon</u>.</p> <p>(Level AAA)</p>	Not Applicable (N/A)
<p>Abbreviations:</p> <p><u>3.1.4</u> A <u>mechanism</u> for identifying the expanded form or meaning of <u>abbreviations</u> is available.</p> <p>(Level AAA)</p>	Fail (L)
<p>Reading Level:</p> <p><u>3.1.5</u> When text requires reading ability more advanced than the <u>lower secondary education level</u> after removal of proper names and titles, <u>supplemental content</u>, or a version that does not require reading ability more advanced than the lower secondary education level, is available.</p> <p>(Level AAA)</p>	Fail (L)
<p>Pronunciation:</p> <p><u>3.1.6</u> A <u>mechanism</u> is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation.</p> <p>(Level AAA)</p>	Not Applicable (N/A)

<p>On Focus:</p> <p>3.2.1 When any component receives focus, it does not initiate a <u>change of context</u>. (Level A)</p>	Pass (P)
<p>On Input:</p> <p>3.2.2 Changing the setting of any <u>user interface component</u> does not automatically cause a <u>change of context</u> unless the user has been advised of the behaviour before using the component. (Level A)</p>	Pass (P)
<p>Consistent Navigation:</p> <p>3.2.3 Navigational mechanisms that are repeated on multiple <u>Web pages</u> within a <u>set of Web pages</u> occur in the <u>same relative order</u> each time they are repeated, unless a change is initiated by the user. (Level AA)</p>	Pass (P)
<p>Consistent Identification:</p> <p>3.2.4 Components that have the <u>same functionality</u> within a set of <u>Web pages</u> are identified consistently. (Level AA)</p>	Fail (M)
<p>Change on Request:</p> <p>3.2.5 <u>Changes of context</u> are initiated only by user request or a <u>mechanism</u> is available to turn off such changes. (Level AAA)</p>	Not Applicable (N/A)
<p>Error Identification:</p> <p>3.3.1 If an <u>input error</u> is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)</p>	Pass (P)
<p>Labels or Instructions:</p> <p>3.3.2 <u>Labels</u> or instructions are provided when content requires user input. (Level A)</p>	Pass (P)

<p>Error Suggestion:</p> <p>3.3.3 If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.</p> <p>(Level AA)</p>	<p>Pass (P)</p>
<p>Error Prevention (Legal, Financial, Data):</p> <p>3.3.4 For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <ol style="list-style-type: none"> 1. Reversible: Submissions are reversible. 2. Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. 3. Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. <p>(Level AA)</p>	<p>Pass (P)</p>
<p>Help 3.3.5 Context-sensitive help is available.</p> <ul style="list-style-type: none"> • Provide instructions and cues in context to help inform completion and submission. <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Error Prevention (All):</p> <p>3.3.6 For Web pages that require the user to submit information, at least one of the following is true:</p> <p>Reversible: Submissions are reversible.</p> <p>Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</p> <p>Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</p> <p>(Level AAA)</p>	<p>Pass (P)</p>

Principle 4: Robust – Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies

Parsing:

[4.1.1](#) In content implemented using mark-up languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.

Fail (H)

Note: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.

(Level A)

Name, Role, Value:

[4.1.2](#) For all [user interface components](#) (including but not limited to: form elements, links and components generated by scripts), the [name](#) and [role](#) can be [programmatically determined](#); states, properties, and values that can be set by the user can be [programmatically set](#); and notification of changes to these items is available to [user agents](#), including [assistive technologies](#).

Fail (H)

Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.

(Level A)

Status Messages (WCAG 2.1)

[4.1.3](#) In content implemented using mark-up languages, [status messages](#) can be [programmatically determined](#) through [role](#) or properties such that they can be presented to the user by [assistive technologies](#) without receiving focus.

Fail (M)

(Level AA)

Appendix III

The Process

The website is measured against the Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines 2.1 (WCAG 2.1) to give an accurate feedback on any non-compliant issues. To attain our standard accreditation all A and AA criteria must be achieved.

To give a more accurate review of the website the DAC team employ two differing testing processes.

The first is a manual technical audit using automated tools and the second a dedicated team of user testers with differing disabilities test using a range of adaptive technologies. The findings of both testing teams are then combined to give the client far more accurate feedback on the website.

By using the testing team in conjunction with an automated procedure a more accurate set of results are made available.

This report combines technical auditing with disabled user feedback. The test does not list each specific area that requires change but highlights patterns of problems where they exist. Each section of the report includes a qualifying statement of pass, fail or recommendation to help developers quickly identify which parts of the website need the most urgent attention.

CRITERIA

Pass

This means that for this section of the report, the website meets the expectations of the testing team and that there were no major issues encountered that would significantly affect their browsing experience.

Fail

Websites that have one or more issues will have a fail flagged for that section. There will be a list of actions that the developers need to address to make sure that the website meets the expectations of the DAC testing team.

Not Applicable

The technology or criteria measured against is not present on the website.

DAC Testing Procedure

The website is tested by a team of experienced auditors, many of who are disabled individuals and users of adaptive technology. The combination of subjective pan-disability user feedback and comprehensive technical auditing allows us to measure how the website performs technically and practically, thereby offering an essential added dimension to our test results that other methods of testing cannot provide.

User Testing

Manual accessibility checking was conducted by a team of disabled individuals, using a range of adaptive technologies (hardware and software designed to facilitate the use of computers by people with disabilities). This may include:

NVDA: a screen reader and application used by those who are blind.

ZoomText: a magnification application used by those with low vision.

JAWS: a screen reader used by blind people to access pages.

Dragon Naturally Speaking: voice activated software used by those that do not use a conventional input device such as a keyboard or mouse.

Switch Access: used by those with severe mobility impairments to input commands to a computer.

Keyboard Only: some users with mobility impairments have difficulty making precise movements required by pointing devices such as a mouse; therefore, a keyboard is used as the exclusive input device.

Readability: Manual checks were made to assess the suitability of a page for those with colour blindness and dyslexia.

Deaf/Hard of hearing: Manual checks were made to assess the suitability of a page for those with hearing impairments.

Learning difficulties: Manual checks were made to assess the suitability of a page for those with learning difficulties.

Technical Auditing

Technical auditing involves the experienced application of a number of technical auditing and standards compliance assessment tools. This combined with an extensive knowledge of WCAG, its application and wider global practice provides the DAC website with further credibility and quality.

Appendix IV

Visually Hidden Text for Screen Reader Users

Adding extra visually hidden text can help Screen Reader Users give context to the information and elements they encounter.

By adding the following code to your CSS file, it can be used in many situations where it may be beneficial to Screen Reader Users and their understanding of the page content.

```
.sr-only {  
  position: absolute !important;  
  overflow: hidden !important;  
  white-space: nowrap !important;  
  width: 1px !important;  
  height: 1px !important;  
  margin: -1px !important;  
  padding: 0 !important;  
  border: 0 !important;  
  clip: rect(1px, 1px, 1px, 1px) !important;  
  -webkit-clip-path: inset(50%) !important;  
  clip-path: inset(50%) !important;  
}
```

Focus Highlight for Keyboard Only Users

Adding a focus highlight enables keyboard users to follow the focus as they navigate through the page.

By adding the following code to your CSS file, keyboard users will be able to see the focus on all actionable elements.

Some bespoke elements in the tab index could need a class added to them. (See the class "addFocus" below).

```
a:focus,  
area[href]:focus,  
input:focus,  
select:focus,  
textarea:focus,  
button:focus,  
iframe:focus,  
[tabindex]:focus,  
[contentEditable=true]:focus,  
.addFocus:focus  
{  
    outline-width: 2px;  
    outline-style: solid;  
    outline-color: #FD5200;  
}
```

If the use of the outline styling cannot be used, then the use of border styling or other visible option must be employed.

```
{  
    border-style: solid;  
    border-width: 2px;  
    border-color: #FD5200;  
}
```

Skip to content

Keyboard users navigate through the page left to right, top to bottom; this means that on every page they encounter the same navigation menus seen on the top of most webpages. To allow a more fluid experience for these users a “Skip to content” link is added as the first encountered on the page to skip over the many links that could be contained in the navigation menus.

Adding the following HTML and CSS code to your page will allow this to happen.

Assuming you are using the html5 standards (using landmark areas) the following can be added to your main content section.

```
<main id="maincontent" tabindex=-1>
```

This next section is the link itself, and should be the first encountered element by keyboard users on the page.

```
<a href="#maincontent" class="skip">Skip to main content</a>
```

Lastly, here is the CSS code to hide the link until it receives focus so no visual change can be seen to your page by adding this.

```
.skip {  
  position: absolute;  
  overflow: hidden;  
  top: -1px;  
  width: 1px;  
  height: 1px;  
}  
  
.skip:focus {  
  position: relative;  
  top: auto;  
  width: auto;  
  height: auto;  
  overflow: auto;  
}
```

Error message best practices

Form errors are problematic issues for users, but especially screen reader users. The best approach is to have a list of errors at the top of the page (above the top-level heading) so it is visible when the page is refreshed and is immediately focused so it can be read out by screen reading software.

The list should have a heading (level 2) and each field name be a link to the field in question. To become focusable the heading will need a tabindex, and to keep it out of the tab order it should be negative (" -1").

As an example:

The form contained errors:

- [First name](#): Required field.
- [Home Phone](#): Invalid telephone number.
- [Terms and Conditions](#): You must agree with the Terms and Conditions to Proceed.

```
<div class="border-red">
  <h2 tabindex="-1" >The form contained errors:</h2>
  <p>
    <ul class="errorList">
      <li><a href="#fName">First name:</a> Required field. </li>
      <li><a href="#hTel">Home Phone:</a> Invalid telephone number. </li>
      <li><a href="#TnCs">Terms and Conditions:</a>
          You must agree with the Terms and Conditions to Proceed.
        </li>
    </ul>
  </p>
</div>
```