Digital Accessibility Centre

Accessibility Audit Report for HFEA

Company	HFEA
Date	6th April 2020
DAC Ref.	000539
Version	V 1.0 Final
Standard	WCAG 2.1

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Date of audit:	6th of April 2020
Date Report Issued:	17th April 2020

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Executive Summary

An accessibility audit for Human Fertilisation and Embryology Authority (HFEA) was carried out by the Digital Accessibility Centre (DAC) user/technical team on the 6th of April 2020.

The HFEA website and portal pages were assessed against the Web Content [Accessibility Guidelines WCAG 2.1](#).

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

A number of accessibility and usability issues were reported by both our automated testing tools and manual user testing team. The access issues reported impact multiple user groups but particularly those who are visually impaired or rely on keyboard navigation.

There were numerous access issues affecting users who require audio feedback to navigate and interact with page content; There were instances of unlabelled, non-descriptive or incorrectly marked up elements which made it difficult for users to determine their purpose. A lack of logical heading structures also hindered users when attempting to navigate page content and understand layout.

The main issue encountered by keyboard only users were the inclusion of elements which could not be initiated via standard keyboard only navigation. Additionally, a lack of skip-links within the 'knowledge base' pages forced extra navigation for users.

Low vision and colour deficient users encountered multiple instances where colour failed to meet minimum contrast requirements. Users in general, although particularly those with low vision and colour deficiency, also experienced difficulty in interacting with the default focus highlighting when used on similarly coloured backgrounds. It is also worth noting, that while many text / background colour combinations meet AA standards, users still struggled to clearly read text which appeared on the dark green theme colour due to luminosity.

Usability comments have been provided near the end of the report section and describe various aspects of the website that, although do not fail to meet the success criteria, could be improved upon to benefit the overall user experience.

Audit Summary

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

Focus order (A)
Illogical focus (A)
Ambiguous instructions (A)
Custom elements (A)
Colour alone (A)
State not announced (A)
Untitled frames (A)
Incorrect use of heading (A)
Non-selectable elements (A)
No skip-link (A)
Unlabelled forms (A)
Change on input (A)
PDF documents (A)

AA

Multiple headings at level 1 (AA)
Unclear form labels (AA)
Low Text contrast (AA)
Non-text contrast (AA)

AAA

Links out of context (AAA)
Illogical heading structure (AAA)
Abbreviations (AAA)
Luminosity (AAA)

Scope

Exact Task and/or URLs are listed below along with the specific browser and AT set.
URL: https://www.hfea.gov.uk/
See Appendix I for a full list of tasks and instructions

Browser matrix and Assistive Technology (AT) combinations

Desktop

User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	Windows	IE11	Jaws 18 and 2019
			Firefox	NVDA
		MAC	Safari	VoiceOver
Mobility (iii)	VA	Windows	IE11	Dragon Voice Activation V15
Mobility (iii)	KO	Windows	Chrome	Keyboard
			IE11	Keyboard
Deaf (i)	D	Windows	Firefox	-
Colour blind (ii)	CB	Windows	Chrome	System inverted colours
Dyslexia (ii)	DX	Windows	Chrome	-
Low Vision	LV	Windows	IE11	Screen Magnification
Asperger's (i)	A	Windows	Firefox	-
Cognitive Impaired/ Panic/Anxiety	Cog	Windows	IE11	-

Mobile/Tablet

User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	iOS	Safari	VoiceOver
		Android	Firefox	Talkback
Mobility	KO	iOS	Safari	-
Mobility	KO	Android	Android Browser	-
Deaf	D	Android/ iOS	Android browser/ Safari	
Colour blind/ Dyslexia	CB/DX	Android/ iOS	Android browser/ Safari	System inverted colours/ colour blind checks
Low Vision	LV	Android/ iOS	Android browser/ Safari	Screen Magnification/ Resizing content

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

User ratings

Legend:
- Cognitive
- Low Vision Colour inversion and ZoomText
- Dyslexia
- Colour Blind
- Mobility (KO)
- Mobility (VA)
- Screen reader JAWS
- Screen reader NVDA
- Screen reader VoiceOver MAC
- Screen reader VoiceOver
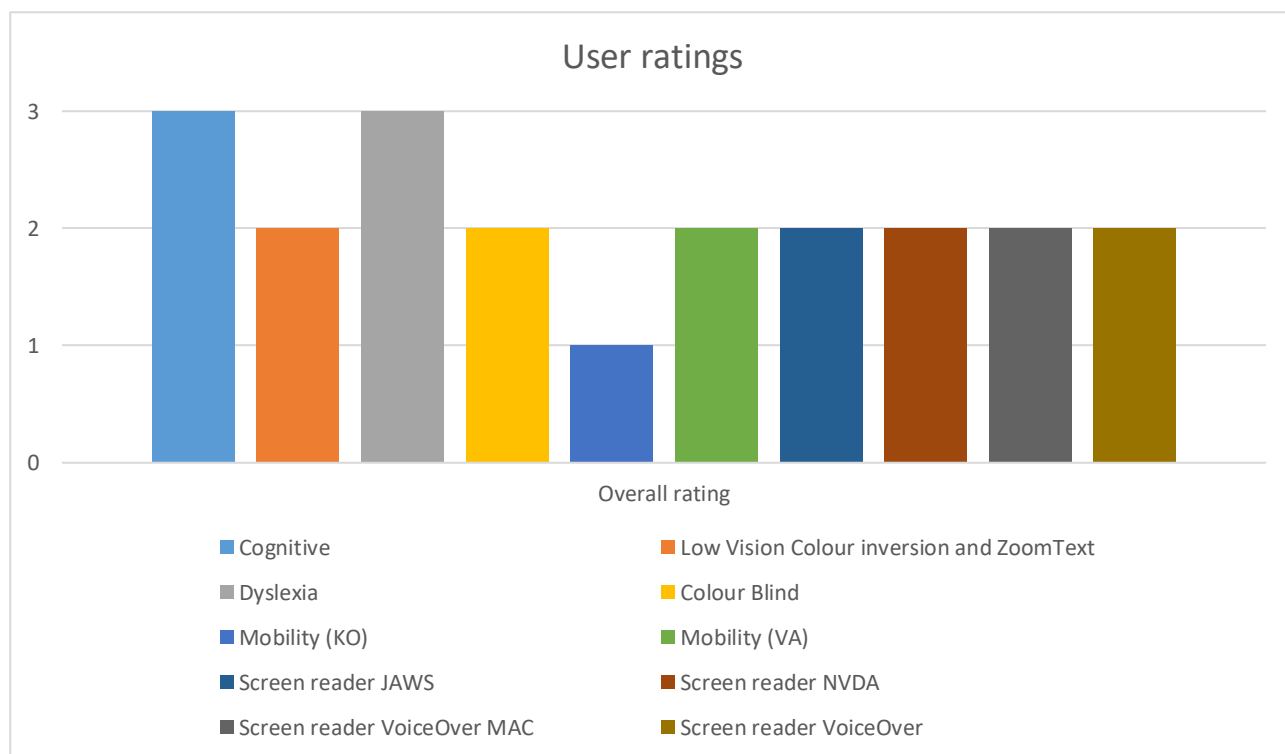
The graphs below detail the number of checkpoints that passed, failed or were not applicable to the website.

Please refer to the Classification of Accessibility Issues for more information.

A		
Priority Level Checkpoints A	**Number**	**Percentage**
Number of checkpoints 'Passed'	10 (34%)	WCAG 2.1 High Priority Breakdown
Number of checkpoints 'Failed'	10 (33%)	
Number of checkpoints 'Not Applicable (N/A)'	10 (33%)	

AA		
Priority Level Checkpoints AA	**Number**	**Percentage**
Number of checkpoints 'Passed'	11 (55%)	WCAG 2.1 Medium Priority Breakdown
Number of checkpoints 'Failed'	3 (15%)	
Number of checkpoints 'Not Applicable (N/A)'	6 (30%)	

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AAA		
Priority Level Checkpoints AAA	**Number**	**Percentage**
Number of checkpoints 'Passed'	4 (14%)	
Number of checkpoints 'Failed'	7 (25%)	
Number of checkpoints 'Not Applicable (N/A)'	17 (61%)	

WCAG 2.1 Low Priority Breakdown

Pass
14%

Fail
25%

N/A
61%

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.

Focus order (A)

Elements do not receive keyboard focus in the expected order.

WCAG Reference:

2.4.3 Focus Order – Level A
Understanding Focus Order | How to Meet Focus Order

Issue ID: DAC_Focus_Order_01

URL: https://www.hfea.gov.uk/choose-a-clinic/clinic-search/results/?location=MK43+0SF&distance=25
https://www.hfea.gov.uk/

Screen Shot:
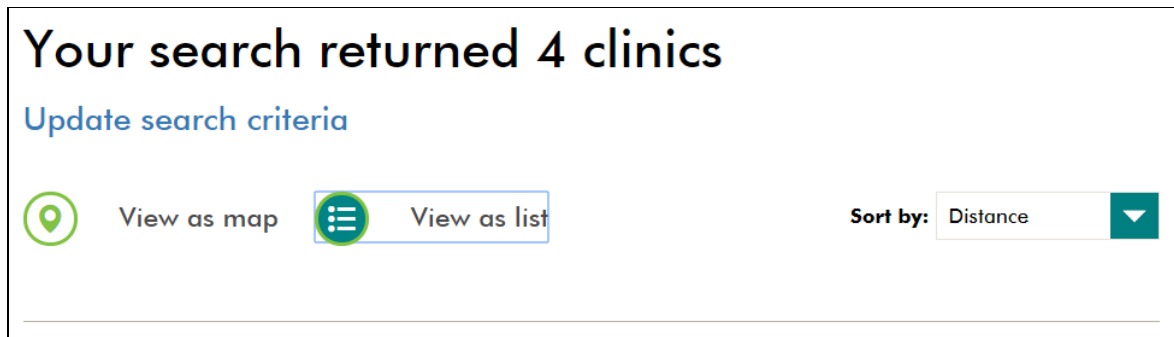
When viewing search results, the focus order of the actionable elements is illogical. Focus moves from the 'Update search results' link onto the 'View as list' link. This is not the expected focus order as the 'View as map' link appears on the left of this element, which users would expect to receive focus first.

Code Ref(s):

```
<a href="#grid">
<span class="circle-border">
<span class="hfea-icon-ListView"></span>
</span>
<span class="text">
View as list
</span>
</a>
```

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Keyboard only comments:

"While navigating around this page I found that the tab order was illogical starting from the middle link 'View as list' then going left to 'View as Map' and finally onto the 'Distance' drop-down, I would have expected it to have gone left to right."

Solution:

Ensure that focus travels fluidly, as expected by users, from left-right, top-bottom to avoid confusion. This should correspond to the visual order of the elements in both desktop and mobile view.

Illogical focus (A)

Non-interactive elements receive focus.

WCAG Reference:

2.4.3 Focus Order – Level A
[Understanding Focus Order](#) | [How to Meet Focus Order](#)

Issue ID: DAC_Illogical_Focus_01

URL: https://www.hfea.gov.uk/

Screen Shot:

The <div> containing a the <h1> has been given a tabindex of 0, which causes it to receive focus when navigating via keyboard. This could confuse and disorient some users.

Code Ref(s):

```
<div id="main-content" tabindex="0" class="mb-70">
[…]
</div>
```

Keyboard only comments:

"While navigating around this page I found that there is a hidden link after the 'About Us' Link and before the 'I am Seeking information for…' link nothing happens when I try to click it and nothing is highlighted so I end up losing the focus."

Solution:

Ensure that non-interactive elements do not have a tabindex of 0 to prevent them from receiving focus via the tab key.

Ambiguous instructions (A)

Users are prompted with a misleading instruction.

WCAG Reference:

3.3.2 Labels or Instructions – Level A
Understanding Labels or Instructions | How to Meet Labels or Instructions

Issue ID: DAC_Ambiguous_Instructions_01

URL: https://www.hfea.gov.uk/

Screen Shot:
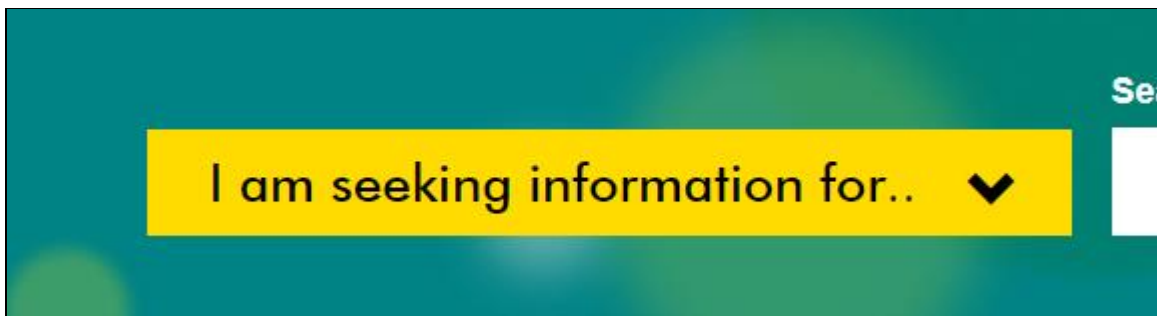
The flyout relating to 'I am seeking information for..' has an ambiguous instruction for screen reader users, prompting them to use alt + enter. This is confusing as it behaves as an accordion button using the enter key alone.

Code Ref(s):

```
<div class="col-lg-6 homepage-dd">

<div class="dropdown">
<button class="homepage-link hfea-btn bg_yellow" id="dLabel" type="button" data-toggle="dropdown" aria-haspopup="true" aria-expanded="false">
I am seeking information for..
<span class="glyphicon glyphicon-chevron-down" aria-hidden="true"></span>
<span class="sr-only">press 'ALT + enter' keystrokes to activate element</span>
</button>
<ul id="homepage_seeking_drop-down" class="dropdown-menu" tabindex="0" aria-labelledby="dLabel">
<li><a href="/i-am/heterosexual-couples/">heterosexual couples <span class="glyphicon glyphicon-menu-right"></span></a></li>
<li><a href="/i-am/same-sex-couples/">same sex couples <span class="glyphicon glyphicon-menu-right"></span></a></li>
<li><a href="/i-am/single-women/">single women <span class="glyphicon glyphicon-menu-right"></span></a></li>
```

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```
<li><a href="/i-am/women-over-38/">women over 38 <span class="glyphicon
glyphicon-menu-right"></span></a></li>
<li><a href="/i-am/i-have-a-genetic-disease-in-my-family/">researching a genetic
disease in my family <span class="glyphicon glyphicon-menu-
right"></span></a></li>
<li><a href="/i-am/fertility-preservation/">preserving my fertility <span
class="glyphicon glyphicon-menu-right"></span></a></li>
<li><a href="/i-am/donors/">existing donors or interest in donating <span
class="glyphicon glyphicon-menu-right"></span></a></li>
<li><a href="/i-am/donor-conceived-people-and-their-parents/">a parent of or a
donor-conceived person <span class="glyphicon glyphicon-menu-
right"></span></a></li>
</ul>
</div>
</div>
```

Screen reader comments:

"While navigating through the page in context, I located an element that was announced by JAWS as 'I am seeking information for …' followed by JAWS hint text that announced, 'press alt plus enter to activate this element'. Firstly, this does not tell me if this is a form element or a link and secondly the keystroke given does not work as I could only open this element when pressing enter rather than alt enter. If this is an accordion, users would expect to use enter and may find the alt enter keystroke confusing."

Solution:

We recommend removing the sr-only span, as the instructions given are confusing. Users can use the enter key to activate the flyout as expected, and having it announce as expanded and collapsed, along with the label is enough information.

Custom elements (A)

Custom elements are not accessible to all users.

WCAG Reference:

2.1.1 Keyboard – Level A
Understanding Keyboard | How to Meet Keyboard
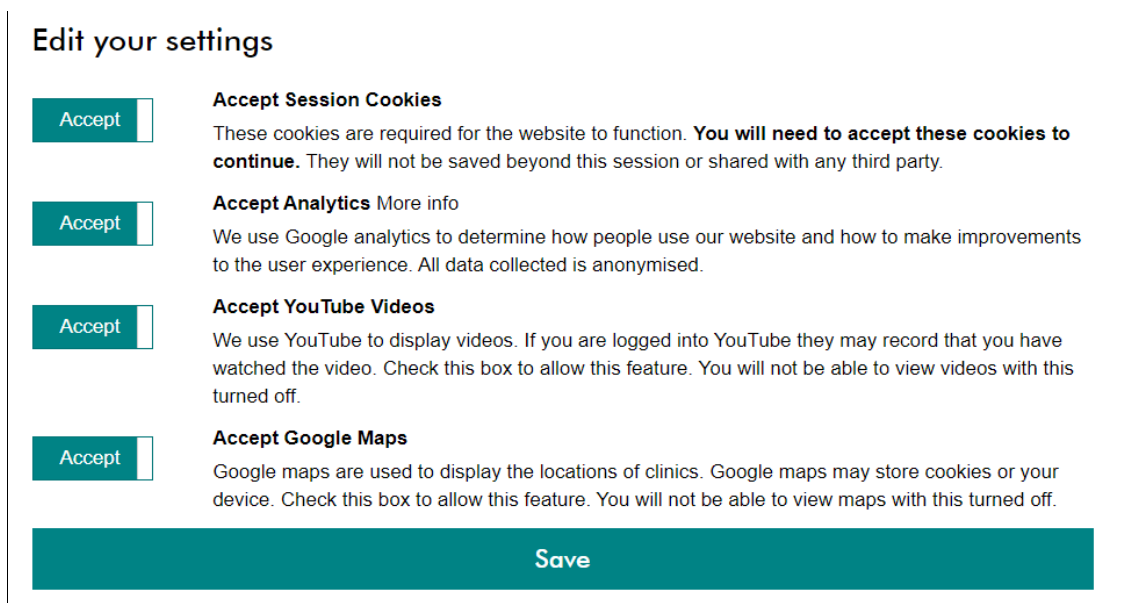
4.1.2 Name, Role, Value – Level A
Understanding Name, Role, Value | How to Meet Name, Role, Value

Issue ID: DAC_Custom_Element_01

URL: https://www.hfea.gov.uk/privacy-policy-cookies-and-accessibility/

Screen Shot:

The 'Accept' buttons on the privacy policy page cannot be accessed via keyboard navigation, or voice activation technology, making them mouse dependant. This is because they are not standard input elements.

Code Ref(s):

```
<div class="col-sm-3 col-md-2">
<div class="checkbox">
<div class="toggle btn btn-primary" data-toggle="toggle" style="width: 104px;
height: 38px;">
```

```
<input checked="checked" data-off="Decline" data-on="Accept" data-toggle="toggle"
data-val="true" data-val-required="The Accept Session Cookies field is required."
id="acceptSessionCookie" name="acceptSessionCookie" type="checkbox" value="true">

<div class="toggle-group">
<label class="btn btn-primary toggle-on bg_teal">Accept</label>
<label class="btn btn-default active toggle-off">Decline</label>

<span class="toggle-handle btn btn-default"></span>
</div>
</div>
<input name="acceptSessionCookie" type="hidden" value="false">
</div>
</div>
```

Screen reader comments:

"While navigating through the page in context I located buttons that when checking the forms list out of context were not present. A member of the support team advised me that these are toggle buttons that should also be present out of context. When clicking on these content does not change which is also confusing. It would be helpful if these could be marked up as checkboxes so that users can more easily select options."

Keyboard only comments:

"While navigating around this page I found I was unable to click onto or change any of the 'Accept' Buttons, they are clickable if I was able to use a mouse."

Solution:

Ensure that all interactive elements are navigable and selectable via keyboard. We recommend using Buttons in this instance. For more information please see this example of accessible toggle buttons.

URL: https://www.hfea.gov.uk/i-am/women-over-38/

Screen Shot:

Was this article helpful?

We'd like to make sure you are receiving information you are lo
was to you.

★★★★☆ 4 stars out of 5

"Helpful"

of 12 reviews

The article 'rating' method is inaccessible to keyboard and screen reader users. The pseudo-buttons are not able to receive keyboard focus via the tab key and announce as only 'clickable' for screen reader users. As these are not standard button elements, nor do they have an input role associated with them, meaning voice activation technology also cannot select them.

Code Ref(s):

```
<div class="star-container star-rating-form mb-100">
<div class="stars">
<div class="star">
<span class="fill fill-full"></span>
</div>
<div class="star">
<span class="fill fill-full"></span>
</div>
<div class="star">
<span class="fill fill-full"></span>
</div>
<div class="star">
<span class="fill fill-full"></span>
</div>
<div class="star">
<span class="fill"></span>
</div>
</div>
</div>
```

```
<span class="star_rating_tally">4 stars out of 5</span>

<div class="star_labels mb-20">
<span class="star_label" style="display: none;">"Unhelpful"</span>
<span class="star_label" style="display: none;">
"Not very helpful"</span>
<span class="star_label" style="display: none;">
"Fairly helpful"</span>
<span class="star_label" style="display: inline;">
"Helpful"</span>
<span class="star_label" style="display: none;">
"Very helpful"</span>
</div>

<span class="review_tally">of 12 reviews</span>
</div>
```

Screen reader comments:

"Beneath the heading 'Was this article helpful?' users of the website are meant to rate whether the article was helpful or not. I could not find an accessible method to rate this independently."

Solution:

We would recommend using standard HTML elements wherever possible; however, if this is not possible, ensure interactive elements are able to receive keyboard focus and include the appropriate roles, in addition to an accessible descriptive label for each input. In this instance most users would expect a rating feature to be marked up as radio buttons included within a fieldset and legend describing the purpose (in this case 'rate this article'), with the labels of each input corresponding to the rating.

For more information please see this example of an accessible star rating.

Colour alone (A)

Links rely on the use of colour with no distinguishing features to indicate that they are links.

WCAG Reference:

1.4.1 Use of Colour – Level A
Understanding Use of Colour | How to Meet Use of Colour

Issue ID: DAC_Non-text_Contrast_04

URL: https://www.hfea.gov.uk/privacy-policy-cookies-and-accessibility/

Screen Shot:

Under the Human Fertilisation and Embryology Act 1990, we have the power to issue Directions - or rules. Directions can be 'general' which apply to all clinics and centres, or 'special' which apply to individual licensed clinics/centres.

The link 'Human Fertilisation and Embryology Act 1990' is placed within a paragraph, where the link colour (#008385) and surrounding text (#4A4A4A) have a contrast ratio of 1.9:1. The lack of any visual features, such as an underline, makes it difficult for users to distinguish between the link and plain text.

Code Ref(s):

```
<p>Under the <a
href="http://www.legislation.gov.uk/ukpga/1990/37/pdfs/ukpga_19900037_en.pdf">Hum
an Fertilisation and Embryology Act 1990</a>, we have the power to issue
Directions - or rules. Directions can be 'general' which apply to all clinics
and centres, or 'special' which apply to individual licensed
clinics/centres.</p>
```

Low vision comments:

"The first paragraph displays a link positioned within the main body of text. This link was not noticeable, as the link contrast was displayed using colour alone with no visual feature such as an underline to indicate that it was a link."

Solution:

Ensure that links meet a minimum contrast ratio of 3:1 against surrounding text elements; additionally, it would benefit users if links were given a distinguishing visual feature, such as an underline, to indicate that the element is interactive.

State not announced (A)

The current state of interactive elements is not announced to screen reader users.

WCAG Reference:
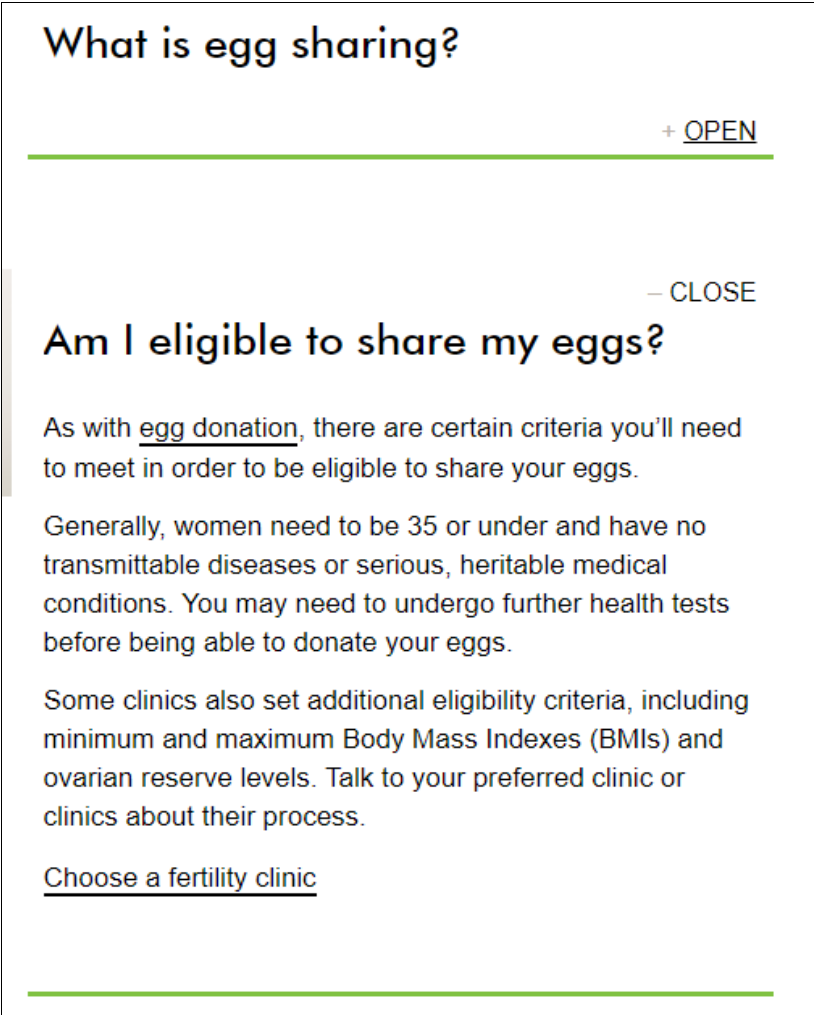
4.1.2 Name, Role, Value – Level A
Understanding Name, Role, Value | How to Meet Name, Role, Value

Issue ID: DAC_State_Announced_01

URL: https://www.hfea.gov.uk/donation/donors/egg-sharing/

Screen Shot:

The 'open' and 'close' accordion buttons do not announce as expanded or collapsed when initiated by screen reader users.

Code Ref(s):

```
<div>
<div class="toggle-section t_s_closed">
<a href="#" class="">
<span class="symbol"></span>
<span class="text">
<span class="sr-only">Click to show and hide content</span>
</span>
</a>
</div>
<div class="toggle" style="display: none;">

<h2>What is egg sharing?</h2>

<p>[…]</p>

</div>
</div>
```

Screen reader comments:

"While navigating through the page in context I located multiple show/hide links which do not announce their state correctly. It would help me if the link text could read out what the link will show and then hide depending on what action is taken. Out of context these are links are also confusing as there are several 'show/hide content' links that do not convey clear specific meaning."

Solution:

Ensure that expandable elements include the attribute of aria-expanded, this should dynamically change depending on the state of the content upon selection.

For more information please refer to this guide on aria-expanded.

This issue appears to be present for all instances of this element, such as the following pages:

https://www.hfea.gov.uk/treatments/explore-all-treatments/treatment-add-ons/
https://www.hfea.gov.uk/treatments/fertility-preservation/egg-freezing/
https://www.hfea.gov.uk/about-us/our-authority-committees-and-panels/

Untitled frames (A)

<iframe> elements do not contain a title attribute value.

WCAG Reference:

2.4.2 Page Titled – Level A
Understanding Page Titled | How to Meet Page Titled

Issue ID: DAC_Untitled_Frame_01

URL: https://www.hfea.gov.uk/donation/

Screen Shot:
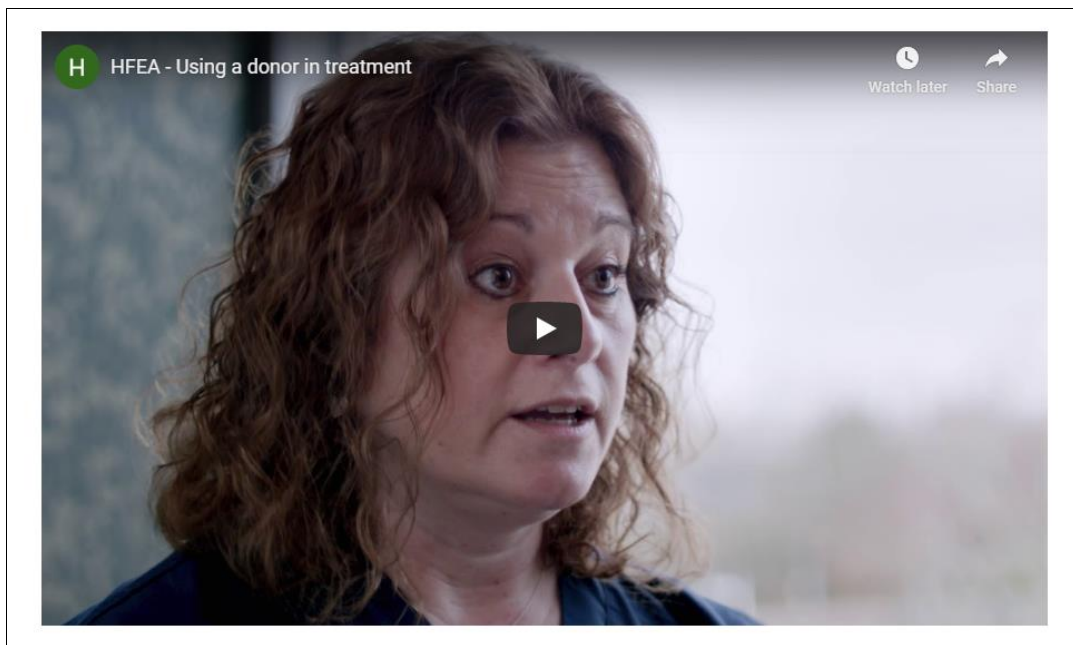
Frames which contain videos have not been given a title attribute. Screen reader users rely on the title of frames in order determine the content of that frame.

Code Ref(s):

```
<iframe width="360" height="203"
src="https://www.youtube.com/embed/ssT_G4tfrRo?feature=oembed" frameborder="0"
allow="accelerometer; autoplay; encrypted-media; gyroscope; picture-in-picture"
allowfullscreen="">[…]</iframe>
```

Solution:

Ensure that frames have a title attribute value to enable screen readers to determine the content without navigating the frame.

Incorrect use of heading (A)

Brief description of issue here

WCAG Reference:

1.3.1 Info and Relationships – Level A
Understanding Info and Relationships | How to Meet Info and Relationships

Issue ID: DAC_Incorrect_Heading_01

URL: https://www.hfea.gov.uk/i-am/donors/

Screen Shot:

For me, donating my sperm was one of the best decisions I've ever made. I now have two children of my own and knowing that I've helped someone else to have their family is an incredible feeling.

The quote which relates to an individual's experience has been marked up as a heading; this is a large amount of text for a heading and does not explicitly introduce content.

Code Ref(s):

```
<h2>For me, donating my sperm was one of the best decisions I've ever made. I now
have two children of my own and knowing that I've helped someone else to have
their family is an incredible feeling.</h2>
```

Screen reader comments:

"When navigating through the page in context I found that an article on the page is marked up as a heading. Usually I would expect an article to be written as plain text when it is not introducing content. I found this confusing as it announces as multiple headings at level 2 due to the amount of text."

Solution:

We would recommend marking this up as a blockquote if this is intended as a quote. If this is just flavour text it should be plain text to avoid potential confusion.

Non-selectable elements (A)

Form labels are not descriptive of their purpose.

WCAG Reference:

2.1.1 Keyboard – Level A
Understanding Keyboard | How to Meet Keyboard

Issue ID: DAC_Unclear_Labels_01

URL: https://portal.hfea.gov.uk/knowledge-base/

Screen Shot:
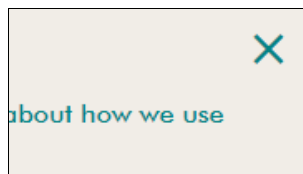
The 'close' button for the cookie banner cannot be focused on or selected by keyboard only navigation using the tab key.

Code Ref(s):

```
<a class="cookie-close" role="button">×</a>
```

Screen reader comments:

"While navigating around this page I found that I was unable to place focus on or select the close button to dismiss the cookie banner."

Solution:

Ensure that all actionable elements can receive keyboard focus when navigating via the tab key and activate once selected. A standard button should be used to achieve this and have a descriptive label.

No skip-link (A)

There is no skip-to content link on a page.

WCAG Reference:

2.4.1 Bypass Blocks – Level A
[Understanding Bypass Blocks](#) | [How to Meet Bypass Blocks](#)

Issue ID: DAC_Unclear_Labels_01

URL: https://portal.hfea.gov.uk/knowledge-base/

Screen Shot:
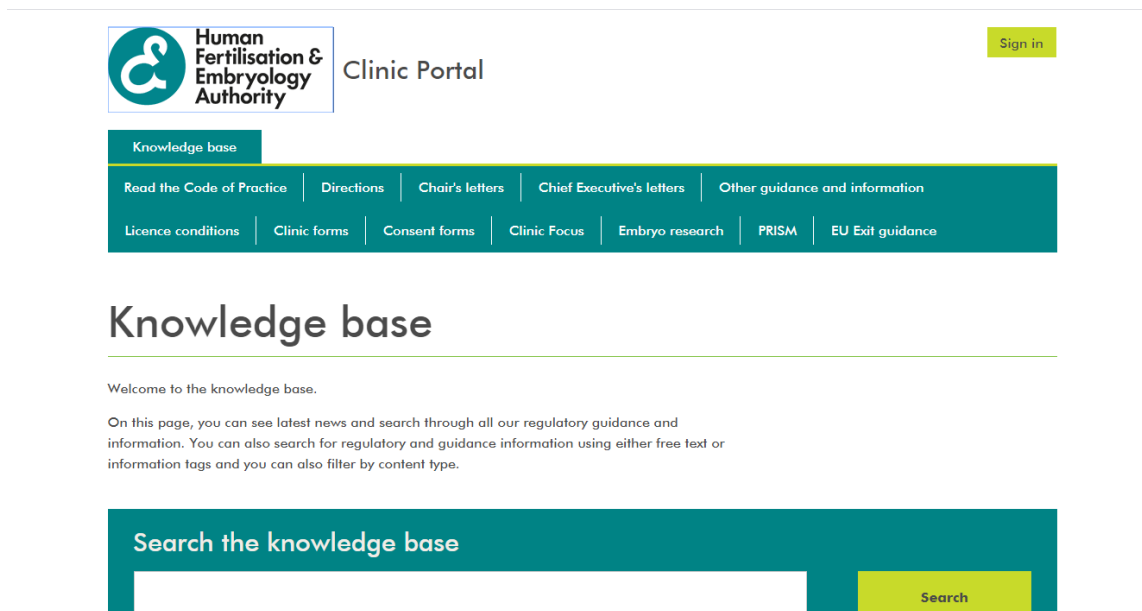
There is no skip-link present on the 'knowledge base' pages for users to bypass the navigation. This means each time a keyboard user arrives on these pages they must manually navigate through each item of the navigation, which is time consuming.

Screen reader comments:

"While navigating this page I found that there was no 'Skip to Main Content' link, resulting in me having to tab all the way through the header before getting to the main content. I would have expected to have had the link before the content in the header like it has been in other pages."

Solution:

Ensure all pages contain a skip-to-content link in order for users to bypass blocks of repetitive content, such as main navigation elements.

Example:
```
<a  href="#main">skip to main content</a>

<div id="main" tabindex="-1"></div>
```

The tabindex="-1" on the destination ensures that focus continues through the page and does not stay on the skip link itself.

For hidden skip links that need to become visible when tabbed to, we suggest the following:

```
.screen-reader {
      border: 0;
      clip: rect(0 0 0 0);
      height: 1px;
      margin: -1px;
      overflow: hidden;
      padding: 0;
      position: absolute;
      white-space: nowrap;
      width: 1px;
}
.screen-reader-focusable:active,
.screen-reader-focusable:focus {
      clip: auto;
      height: auto;
      margin: 0;
      overflow: visible;
      position: static;
      white-space: normal;
      width: auto;
}
```

Unlabelled forms (A)

Forms do not have a programmatic label

WCAG Reference:

1.3.1 Info and Relationships – Level A
Understanding Info and Relationships | How to Meet Info and Relationships

Issue ID: DAC_Unlabelled_Forms_01

URL: https://portal.hfea.gov.uk/knowledge-base/

Screen Shot:

The search field on this page is unlabelled, meaning screen reader users would struggle to determine the purpose of the input and voice activation users would not be able to select it by name.

Code Ref(s):

```
<input autocomplete="off" class="ui-autocomplete-input" id="SearchKeywords"
name="SearchParams.SearchKeywords" type="text" value="">
```

Solution:

Ensure that form fields have a programmatically associated label.

Example:

```
<label for="SearchKeywords">Search the knowledge base</label>
<input autocomplete="off" class="ui-autocomplete-input" id="SearchKeywords"
name="SearchParams.SearchKeywords" type="text" value="">
```
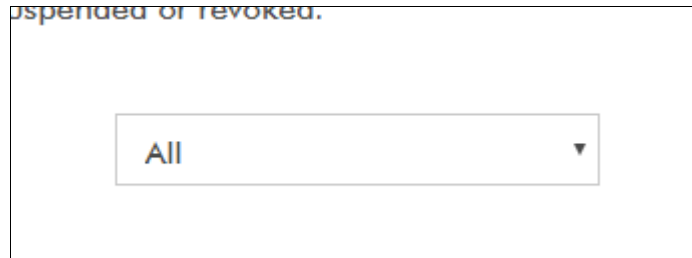
URL: https://portal.hfea.gov.uk/knowledge-base/chairs-letters/

Screen Shot:

The search field on this page is unlabelled, meaning screen reader users would struggle to determine the purpose of the input and voice activation users would not be able to select it by name.

Code Ref(s):

```
<form action="/knowledge-base/chairs-letters/" enctype="multipart/form-data"
method="post">
<select class="listing__filter" id="year" name="year"
onchange="this.form.submit();">
<option value="">All</option>
<option value="1991">1991</option>
<option value="1992">1992</option>
[…]
<option value="2019">2019</option>
<option value="2020">2020</option>
</select><input name="ufprt" type="hidden"
value="11DA2D3EFC00D0745B1DE622FEEED2C4887DC183B43A12ADB5235D7E96007545E612441FDA
5851C5E820035E611DF24F1BD6551452674BAB3722620F441B5850917DCEEB78DE8290EB4D72FF8DB
517615A358B2B90D17A161E76E39458305EDC00776DCA2D01B6D2F61E032DFA822228B71A6FB4E47C
941356895468237CCD1BADF96F5F9A172C9A3321AC27F7A0CC0B1E0C57612564C25F54C14F97CAA43
E6DE9B1C4D733D6C12502F55AADC4CC6719"></form>
```

Screen reader comments:

"While navigating through the forms out of context I located one element that does not contain a clear label. JAWS read this out as a combo box but the purpose is unclear."

Solution:

Ensure that form fields have a programmatically associated label.

Example:

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```
<form action="/knowledge-base/chairs-letters/" enctype="multipart/form-data"
method="post">
<label for="year">Filter by year</label>
<select class="listing__filter" id="year" name="year"
onchange="this.form.submit();">
[…]
</form>
```

Change on input (A)

Pages refresh unexpectedly when selecting an input.

WCAG Reference:
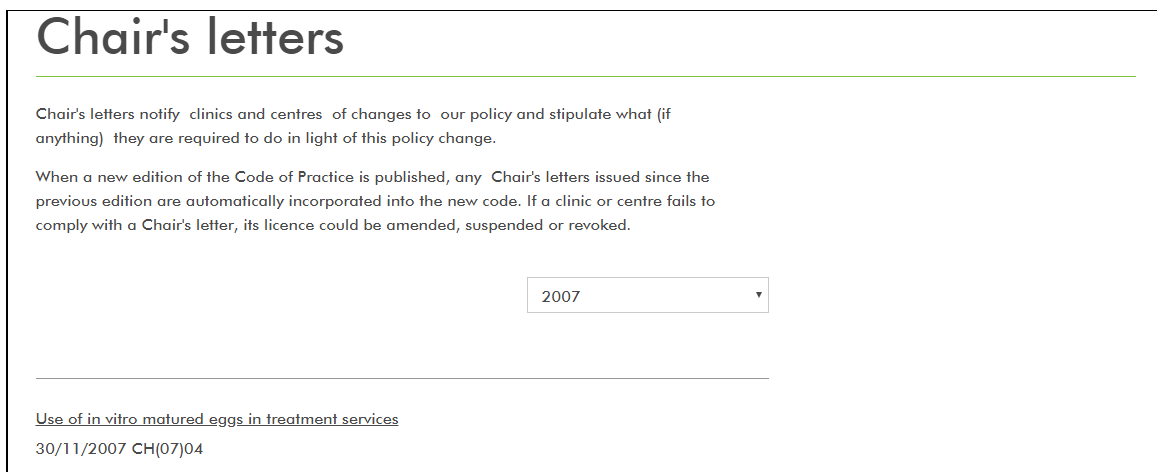
3.2.2 On Input – Level A
[Understanding On Input](#) | [How to Meet On Input](#)

Issue ID: DAC_On_input_01

URL: https://portal.hfea.gov.uk/knowledge-base/chairs-letters/

Screen Shot:

Chair's letters

Chair's letters notify clinics and centres of changes to our policy and stipulate what (if anything) they are required to do in light of this policy change.

When a new edition of the Code of Practice is published, any Chair's letters issued since the previous edition are automatically incorporated into the new code. If a clinic or centre fails to comply with a Chair's letter, its licence could be amended, suspended or revoked.

2007 ▾

Use of in vitro matured eggs in treatment services
30/11/2007 CH(07)04

Selecting a filter option via keyboard input initiates a page refresh, causing focus to focus to be taken back to the top of the page. This makes filter selection changes challenging for screen reader users.

Code Ref(s):

```
<form action="/knowledge-base/chairs-letters/?year=2007" enctype="multipart/form-
data" method="post"><select class="listing__filter" id="year" name="year"
onchange="this.form.submit();">
<option value="">All</option>
[…]
<option value="2020">2020</option>
</select><input name="ufprt" type="hidden"
value="8D6D03A035767C7954D0F8477E82D200DB2B4480CD1A729FEB34D9A90B1643EBB410FEEEA0
80E42064243AA4D26F0008261611161929CBA85B69271905D32BE307D5950146FF3B12AD074573714
12AF7C77CA2866F916122BF208ED3B7149216735FA787BF65FAD31D588836DF4FE6FB4E801361A21E
0B84886C3B426E79CF184A84D6C4EE537D0F9EB584EA8FAB432C00AEA982146F9D0B2E1409E7DAC3D
101252E1A18B3B6A4DB6E06F2B19F836BD1">
</form>
```

Screen reader comments:

"A member of the support team advised me that when an option is selected, the page refreshes rather than remaining within the select element until a user has made a choice. This means that users cannot easily change the filter without the page constantly refreshing."

Solution:

Ensure that a change of context does not occur when a user is selecting an option. Consider using a submit button to activate the option or allowing users to arrow through the options and select using the enter key by using an onselect event instead of the onchange event.

PDF documents (A)

PDf's are not fully accessible to users of assistive technology.

WCAG Reference:

4.1.2 Name, Role, Value – Level A
[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

2.4.4 Link Purpose (In Context) – Level A
[Understanding Link Purpose (In Context)](#) | [How to Meet Link Purpose (In Context)](#)

2.4.6 Headings and Labels – Level AA
[Understanding Headings and Labels](#) | [How to Meet Headings and Labels](#)

2.4.10 Section Headings – Level AAA
[Understanding Section Headings](#) | [How to Meet Section Headings](#)

Issue ID: DAC_PDFs_01

URL:
https://www.hfea.gov.uk/media/2110/hfea_a5_getting_started_guide_2017_pdf_for_upload_tagged_rev-1.pdf

Screen Shot:
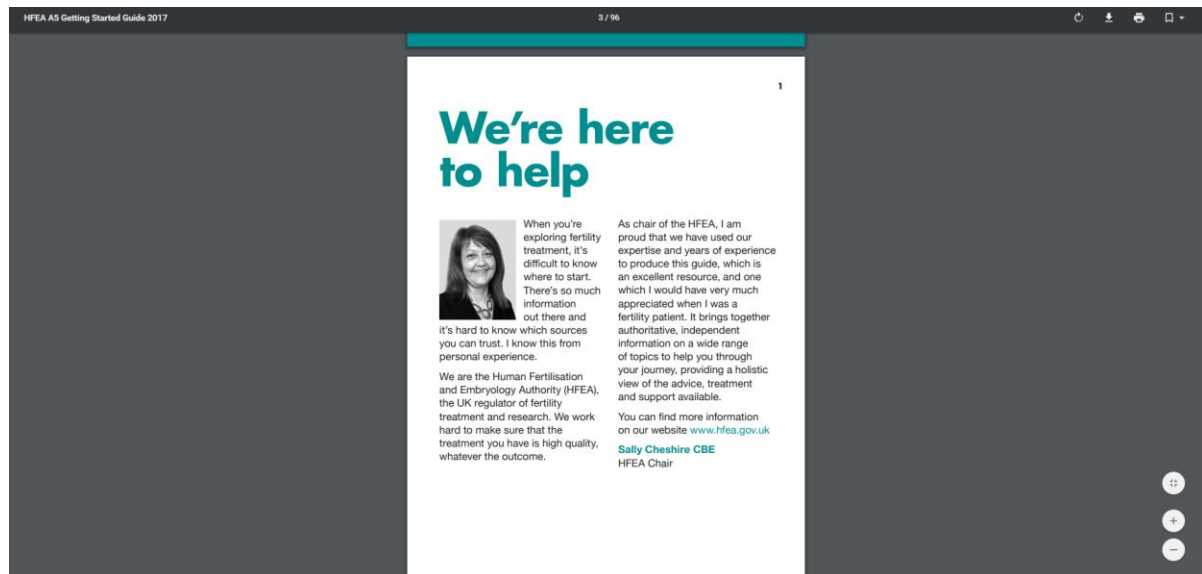
Headings read across multiple lines and are all marked up at level 2; additionally, links do not have descriptive text, and all announce as URLs. Lists also do not announce correctly, failing to announce the number of items included within them.

Solution:

Ensure that PDF's have a logical hierarchical heading structure beginning with a heading level 1.

Links must have descriptive values indicating their purpose / destination.

Lists should also read correctly, announcing how many items are included within the list.

Multiple headings at level 1 (AA)

There is more than a single heading at level 1 present on a page.

WCAG Reference:

2.4.6 Headings and Labels – Level AA
Understanding Headings and Labels | How to Meet Headings and Labels

Issue ID: DAC_Multiple_H1s_01

URL: https://www.hfea.gov.uk/treatments/explore-all-treatments/

Screen Shot:
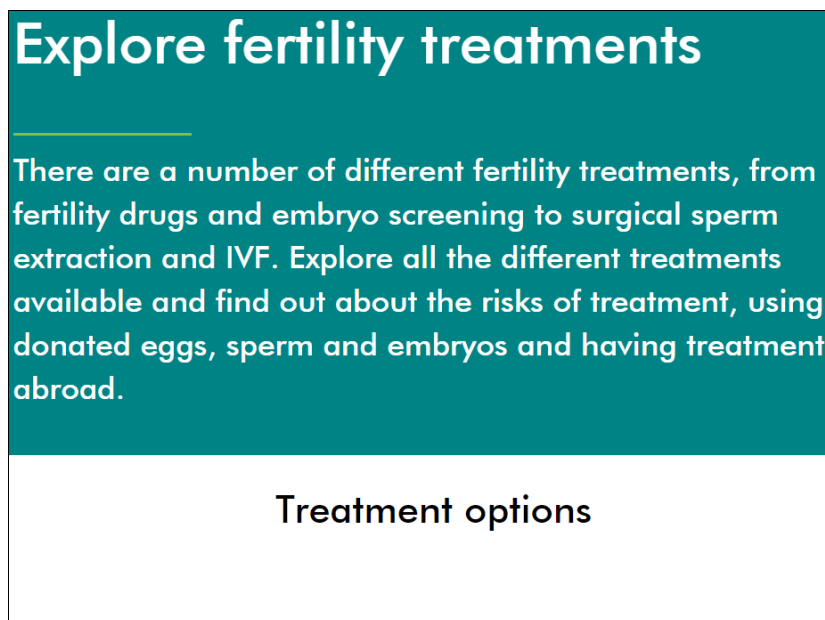
There are two headings at level 1 on this page; this may cause confusion for screen reader users as it may be ambiguous which heading is introducing the main content of the page.

Code Ref(s):

```
<h1>Explore fertility treatments</h1>
```

```
<h1 class="section-header text-center">Treatment options</h1>
```

Screen reader comments:

"While navigating through the headings out of context, I discovered that there are two headings at level 1. This is confusing to me as headings at level 1 indicate the main content

of the page. Therefore, two headings at level 1 may cause users difficulty when attempting to locate the main content."

Solution:

Ensure that only a single heading at level 1 is used to introduce the main content of the page.

Unclear form labels (AA)

Form labels are not descriptive of their purpose.

WCAG Reference:

2.4.6 Headings and Labels – Level AA
Understanding Headings and Labels | How to Meet Headings and Labels

Issue ID: DAC_Unclear_Labels_01

URL: https://portal.hfea.gov.uk/knowledge-base/

Screen Shot:
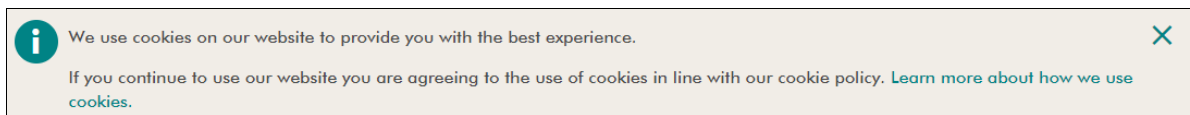
The 'close' button for the cookie banner has only an 'x' as the form label. This does not describe its purpose to screen reader users.

Code Ref(s):

```
<a class="cookie-close" role="button">×</a>
```

Screen reader comments:

"While navigating through the forms list out of context, I located a form element that is marked up as a 'times' button. I do not understand the purpose of the form element which would benefit from a clear label that conveys clear and specific meaning."

Solution:

We recommend adding an aria label to the pseudo-button describing its purpose to screen reader users.

Example:

```
<a class="cookie-close" role="button" aria-label="Close cookie banner">×</a>
```

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Low Text contrast (AA)

There are instances where text does not meet minimum colour contrast requirements

WCAG Reference:

1.4.3 Contrast (Minimum) – Level AA
Understanding Contrast (Minimum) | How to Meet Contrast (Minimum)

Issue ID: DAC_Text_Contrast_01

URL: https://portal.hfea.gov.uk/knowledge-base/chairs-letters/

Screen Shot:
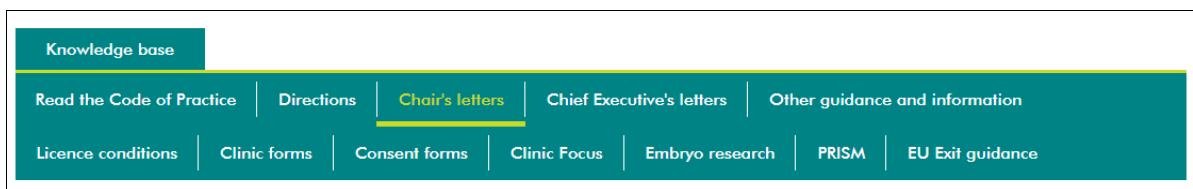
The light green text on a dark green background, used to indicate the current page, does not meet minimum contrast requirements as the foreground colour: #C8DA2A and background colour: #008385 have a contrast ratio of 2.9:1.

Code Ref(s):

```
<a href="/knowledge-base/chairs-letters/">Chair's letters</a>
```

Solution:

Ensure that the contrast between text and the background is in accordance with WCAG 2.1 recommendations:

- If the text is not bold and its size is less than 18pt then it must meet a minimum colour contrast ratio of 4.5:1 to Pass AA.
- If the text is not bold and its size is at least 18pt then it must meet a minimum colour contrast ratio of 3:1 to Pass AA.
- If the text is bold and its size is less than 14pt then it must meet a minimum colour contrast ratio of 4.5:1 to Pass AA.
- If the text is bold and its size is at least 14pt then it must meet a minimum colour contrast ratio of 3:1 to Pass AA.

If the default colour scheme does not meet the minimum requirements, then an alternative style sheet that does meet the requirements should be made available.

Non-text contrast (AA)

There are instances where text does not meet minimum colour contrast requirements.

WCAG Reference:

**1.4.11 Non-text Contrast – Level AA**
Understanding Non-text Contrast | How to Meet Non-text Contrast

Issue ID: DAC_Non-text_Contrast_01

URL: https://www.hfea.gov.uk/

Screen Shot:
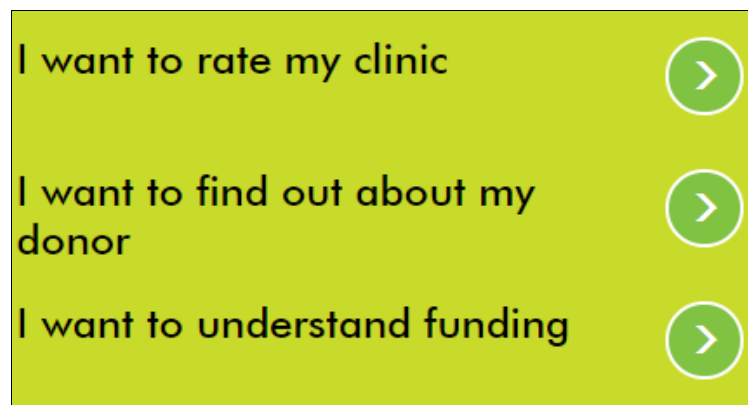
The icons associated with several links, such as 'I want to rate my clinic' do not meet minimum colour contrast requirements as the darker green (#80C242) with white arrow and border (#FFFFFF) have a colour contrast ratio of 2.2:1. Additionally, the white border (#FFFFFF) against the lighter green background (#C8DA2A) has a contrast ratio of 1.6:1.

Code Ref(s):

```
<span class="glyphicon glyphicon-menu-right"></span>
```

Low vision comments:

"The icons used to support each link to aid the user cannot be recognised due to low contrast. As a vision impaired user, the lack of contrast provides a distraction which can lead to a frustrating navigation experience."

Solution:

Ensure that non-text elements which are interactive or convey information meet a minimum contrast ratio of 3:1 against adjacent colour.

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Issue ID: DAC_Non-text_Contrast_02

URL: https://www.hfea.gov.uk/privacy-policy-cookies-and-accessibility/

Screen Shot:
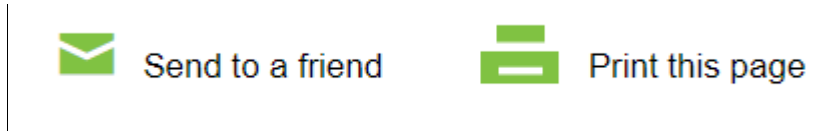
The informative icons associated with the links 'send to a friend' and 'Print this page' do not meet minimum colour contrast requirements as the green (#80C242) on white background (#FFFFFF) have a colour contrast ratio of 2.2:1.

Code Ref(s):

```
<span class="glyphicon glyphicon-menu-right"></span>
```

Low vision comments:

"The icons used to provide a visual indicator to aid the user are difficult to perceive due to low contrast."

Solution:

Ensure that non-text elements which provide visual information meet a minimum contrast ratio of 3:1 against adjacent colour.

Issue ID: DAC_Non-text_Contrast_03

URL: https://www.hfea.gov.uk/privacy-policy-cookies-and-accessibility/

Screen Shot:

The star icons relating to an article rating do not meet minimum colour contrast requirements as the yellow stars #FFDB00) on white background (#FFFFFF) have a colour contrast ratio of 1.4:1.

Code Ref(s):

```
<div class="star">
<span class="fill fill-full"></span>
</div>
```

Low vision comments:

"The star graphic used to display ratings, are presented in yellow set against a white background. This has very low colour contrast and is difficult to see. This I feel is an important graphic to aid users in selecting their preferred choice and with such low contrast, making a selection is straining."

Solution:

Ensure that non-text elements which provide visual information meet a minimum contrast ratio of 3:1 against adjacent colour. In this instance, providing a black border for the star icons would resolve the issue. Examples can found at:
https://www.w3.org/WAI/WCAG21/Understanding/non-text-contrast.html

Links out of context (AAA)

There are links present which are not descriptive of their purpose out of context.

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_Links_OOC_01

URL: https://www.hfea.gov.uk/

Screen Shot:

HFEA.gov.uk uses cookies to deliver content and make improvements to the website.

Accept   Configure

The cookie policy links are ambiguous when navigating out of context; as such, screen reader users may not be aware what the links 'Accept' and 'Configure' relate to.

Code Ref(s):

```
<button id="cookieSubmit" type="submit" class=" btn hfea-btn
bg_teal">Accept</button>

<a class="btn hfea-btn configureButton"
href="/umbraco/Surface/CookieAcceptanceSurface/AcceptPolicyGet?Length=23">Configu
re</a>
```

Solution:

Ensure that links are descriptive of their purpose, both in and out of context. This could be 'Accept cookies' and 'Configure cookies' for example.

URL: https://www.hfea.gov.uk/treatments/explore-all-treatments/

Screen Shot:
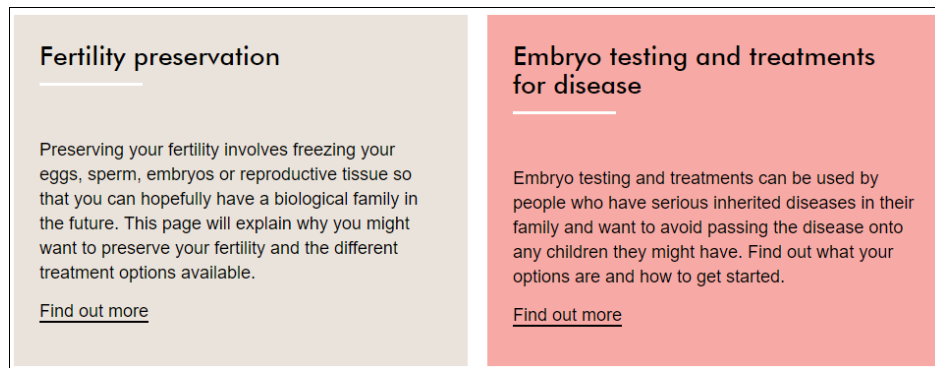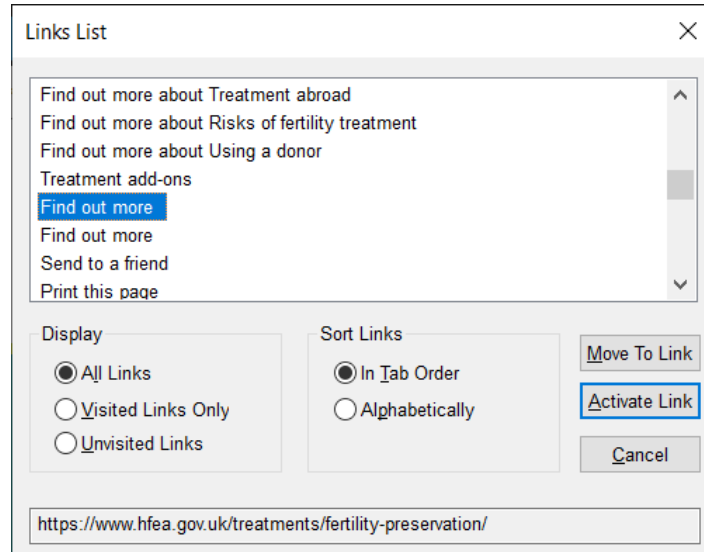
The 'find out more' links found on this page are ambiguous out of context. Screen reader users navigating in this way would not know what the links refer to.

Code Ref(s):

```
<a data-id="1230" href="/treatments/fertility-preservation/" title="Fertility preservation">Find out more</a>
```

Screen reader comments:

"When navigating through the links out of context I located two 'find out more' links. It would be beneficial if the link text could include what I would find out more about, when activating the link."

Solution:

We would recommend including the article name that each of these links refer to within their respective link text values. These can be visually hidden using an sr-only span if desired.

Issue ID: DAC_Links_OOC_03

URL: https://www.hfea.gov.uk/choose-a-clinic/clinic-search/results/?location=MK43+0SF&distance=25

Screen Shot:
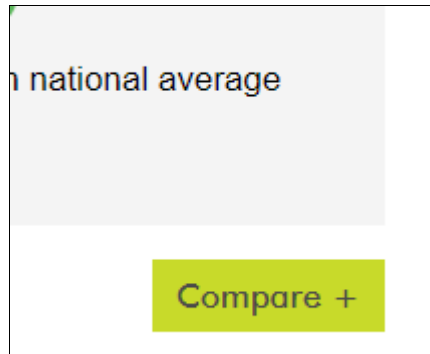
The compare buttons when viewing clinic search results are ambiguous when navigating out of context.

Code Ref(s):

```
<button type="submit" class="submit-btn btn btn-primary">Compare +</button>
```

Screen reader comments:

"While navigating through the forms list out of context, I located two 'compare +' buttons. The purpose of these buttons is not clear, and I found them confusing."

Solution:

We recommend including the clinic name within the button label, which can be visually hidden using an sr-only span.

Example:

```
<button type="submit" class="submit-btn btn btn-primary">Compare <span class="sr-only">CARE Northampton</span> + </button>
```
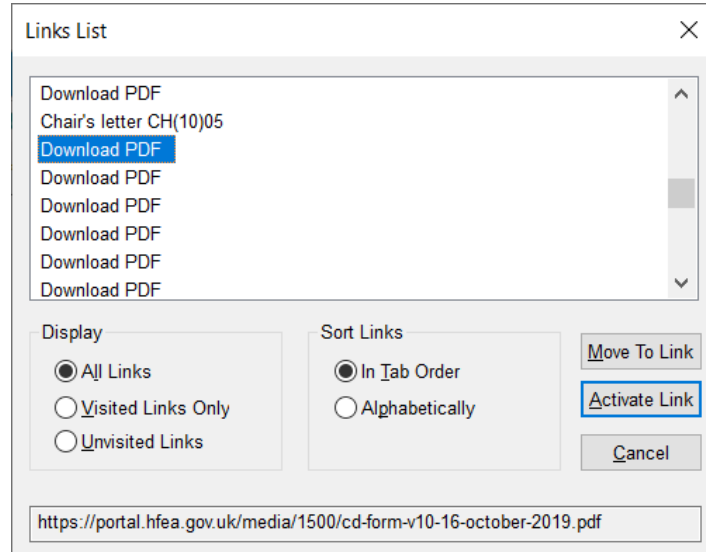
URL: https://portal.hfea.gov.uk/knowledge-base/consent-forms/

Screen Shot:

There are several 'Download PDF' links found on the page, which are ambiguous out of context, making it difficult for screen reader users to determine what each link refers to.

Code Ref(s):

```
<a href="/media/1533/how-to-use-consent-forms-v3.pdf" class="btn"
target="_blank">Download PDF</a>
```

Screen reader comments:

"While navigating through the links out of context, I located over 20 'download pdf' links. It would be helpful to include the name of the pdf within the link text to avoid confusion. Including the size and that the pdf opens in a new window will help users to understand the purpose of these links more easily. In context there is a piece of text introducing the pdf. Using these as part of the link text may provide the information necessary."

Solution:

We recommend including the clinic name within the button label, which can be visually hidden using an sr-only span.

Example:

```
<a href="/media/1533/how-to-use-consent-forms-v3.pdf" class="btn"
target="_blank">Download <span class="sr-only">HFEA how to use consent forms
v3</span> PDF</a>
```

# Illogical heading structure (AAA)

Headings do not follow a semantically correct, hierarchical order.

WCAG Reference:

2.4.10 Section Headings – Level AAA
[Understanding Section Headings](#) | [How to Meet Section Headings](#)

Issue ID: DAC_Illogical_Headings_01

URL: https://www.hfea.gov.uk/privacy-policy-cookies-and-accessibility/

Screen Shot:
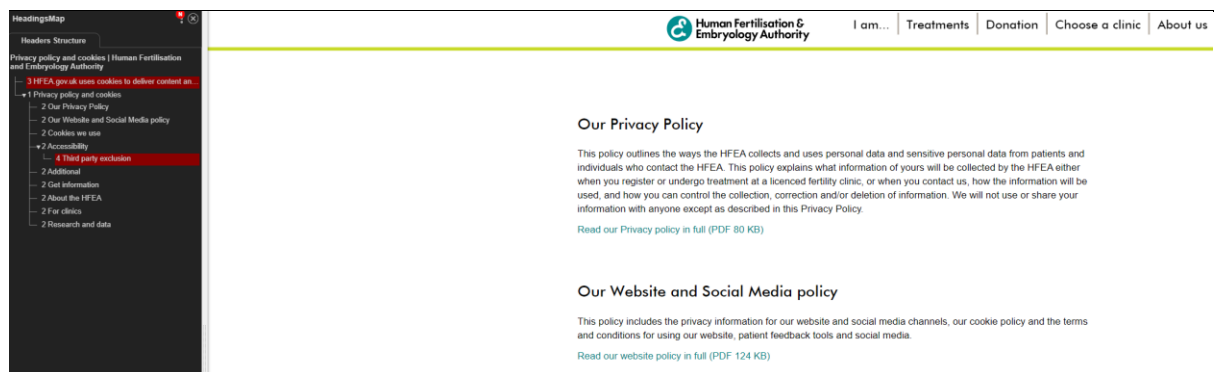
The headings on this page do not follow a logical hierarchy as there is a heading 4 which appears after a heading 2. This can be problematic for screen reader users who rely on headings to determine page content and layout. Increasing by more than a single heading level in order may cause these users to think they have missed some content.

Code Ref(s):

```
<div class="toggle">
<h2>Accessibility</h2>
<p>If you use a screen reader or other accessibility tools and are having
difficulties with any of our documents, you can request them in an accessible
format.</p>
<p>Simply email us at comms@hfea.gov.uk to tell us which files you would like to
access.</p>
<h4>Third party exclusion</h4>
<p>We cannot guarantee that apps and plugins from third parties will conform to
this sites accessibility standards.</p>
</div>
```

Screen reader comments:

"While navigating through the headings out of context I discovered that the headings jump from a H2 to a H4. It would be helpful if the heading could follow a logical heading structure so that users can better understand the page layout."

Solution:

Ensure that headings follow a logical hierarchical order, beginning with a single h1 followed by a h2 for sub-headings etc.

Example:

```
<h1>Main heading</h1>
    <h2>Sub-heading of h1</h2>
    <h2>Sub-heading of h1</h2>
        <h3>Sub-heading of h2</h3>
    <h2>Sub-heading of h1</h2>
        <h3>Sub-heading of h2</h3>
            <h4>Sub-heading of h3</h4>
    <h2>Sub-heading of h1</h2>
```

Issue also occurs on the following pages:

https://www.hfea.gov.uk/i-am/heterosexual-couples/

https://www.hfea.gov.uk/i-am/women-over-38/

https://www.hfea.gov.uk/i-am/donors/

https://www.hfea.gov.uk/i-am/i-have-a-genetic-disease-in-my-family/

https://www.hfea.gov.uk/i-am/fertility-preservation/

Abbreviations (AAA)

Abbreviations are present, which are not expanded in the first instance.

WCAG Reference:

3.1.4 Abbreviations – Level AAA
[Understanding Abbreviations](#) | [How to Meet Abbreviations](#)

Issue ID: DAC_Abbreviations_01

URL: https://www.hfea.gov.uk/

Screen Shot:
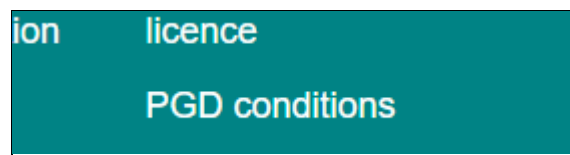
A footer link contains the abbreviation 'PGD' with no expanded definition. Users may not be aware of what the abbreviation stands for, causing confusion.

Code Ref(s):

```
<p><a href="/treatments/embryo-testing-and-treatments-for-disease/approved-pgd-
and-ptt-conditions/">PGD conditions</a></p>
```

Screen reader comments:

"While navigating through the footer I located a link containing the acronym 'PGD'. It would be helpful if the acronym could be described at the first instance of use. This will allow users to understand the purpose of the acronym on all pages."

Solution:

We recommend that acronyms / abbreviations include the full description in the first instance of use on a page, or that a glossary page be made available for all acronyms / abbreviations used.

Luminosity (AAA)

There are instances where text does not meet minimum colour contrast requirements.

WCAG Reference:

1.4.6 Contrast (Enhanced) – Level AAA
Understanding Contrast (Enhanced) | How to Meet Contrast (Enhanced)

Issue ID: DAC_Non-text_Contrast_01

URL: https://www.hfea.gov.uk/

Screen Shot:

Text throughout the service, while meeting WCAG 2.1 AA standards, is still difficult for users with impaired vision to perceive, due to low luminosity. Throughout the website, text combinations used along with the dark green theme colour (#008385), meet a contrast ratio of 4.6:1, which falls below the recommended 7:1 for WCAG AAA.

Code Ref(s):

```
<span class="glyphicon glyphicon-menu-right"></span>
```

Low vision comments:

"The icons used to support each link to aid the user cannot be recognised due to low contrast. As a vision impaired user, the lack of contrast provides a distraction which can lead to a frustrating navigation experience."

Solution:

It would benefit users greatly if text were to be as close to a 7:1 colour contrast ratio as possible against surrounding colour.

Focus indicator (Usability)

Use of the default browser focus indicator causes difficulty for users.

Issue ID: DAC_Focus_Highlight_01

URL: https://www.hfea.gov.uk/privacy-policy-cookies-and-accessibility/

Screen Shot:
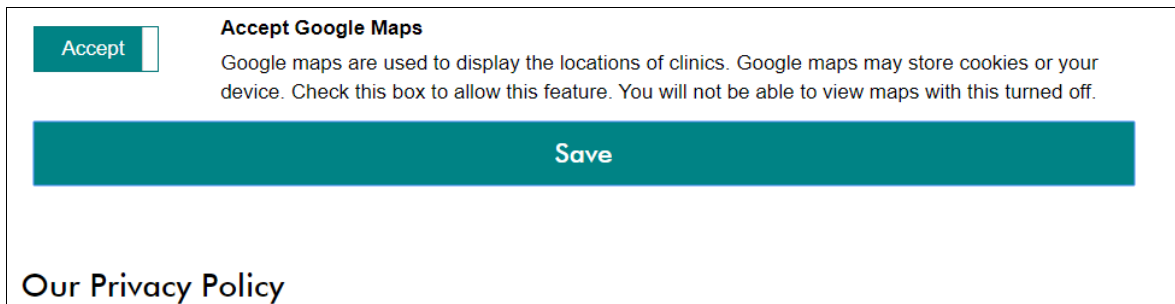
The use of the default browser focus indicator makes it very difficult to perceive when an element has received focus in some areas.

Code Ref(s):

```
<button id="cookieSubmit" type="submit" class="pull-right btn hfea-btn
bg_teal">Save</button>
```

Keyboard only comments:

"While navigating around this page I found that I was not able to see when the focus was on the 'Save' button resulting in me not knowing when the focus was on the button."

Solution:

We would recommend using a custom focus indicator, which meets a minimum contrast ratio of 3:1 and has a minimum width of 2px.

Decorative images (Usability)

There a several decorative images on a page which do not convey meaningful information.

Issue ID: DAC_Decorative_Images_01

URL: https://www.hfea.gov.uk/i-am/heterosexual-couples/

Screen Shot:
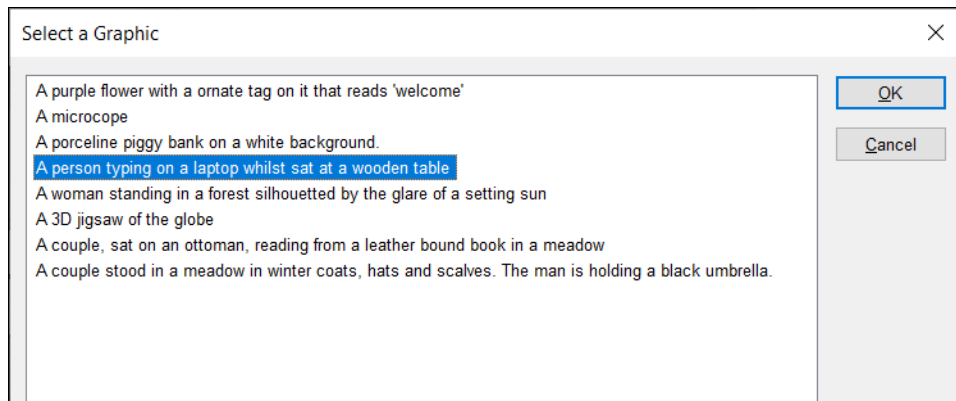
The images on this page are purely decorative and while they have been given descriptive alt values; for many screen reader users this is unnecessary and causes extra navigation.

Code Ref(s):

```
<img src="/media/1721/hyacinth-01.jpg" alt="A purple flower with a ornate tag on it that reads 'welcome'">
```

Screen reader comments:

"While navigating through the graphics out of context I found that although the image alts are clear they do not convey specific useful information as they are decorative. It would be helpful if all decorative images could be hidden from screen readers."

Solution:

We would suggest using a null alt for decorative images, which convey no meaningful information relating to the content.

This issue occurs throughout the site.

Ambiguous characters (Usability)

Characters appear on-screen which serve no purpose, causing potential confusion.

Issue ID: DAC_Ambiguous_Characters_01

URL: https://www.hfea.gov.uk/about-us/our-authority-committees-and-panels/

Screen Shot:

Review date: 9 May 2021
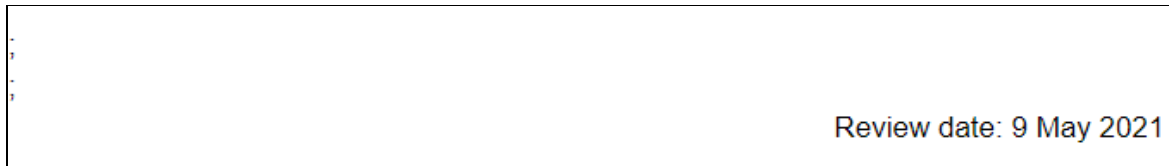
There are two semi-colons which appear on the far left of the screen, before the text which reads 'Review date: 9 May 2021'. These are also announced to screen reader users which may cause confusion.

Screen reader comments:

"Beneath the show and hide buttons located under the heading 'statutory approvals committee' I located two semi-colons. I did not understand the purpose of this punctuation on the page."

Solution:

We suggest removing or using display-none on these semi-colons to avoid confusion.

End of Report

Journeys

Task 1 - URLs

Step 1 -

https://www.hfea.gov.uk/

Step 2 -

https://www.hfea.gov.uk/privacy-policy-cookies-and-accessibility/

Step 3 -

https://www.hfea.gov.uk/i-am/heterosexual-couples/

Step 4 -

https://www.hfea.gov.uk/i-am/women-over-38/

Step 5 -

https://www.hfea.gov.uk/treatments/explore-all-treatments/treatment-add-ons/

Step 6 -

https://www.hfea.gov.uk/i-am/donors/

Step 7 -

https://www.hfea.gov.uk/donation/donors/egg-sharing/

Step 8 -

https://www.hfea.gov.uk/i-am/same-sex-couples/

Step 9 -

https://www.hfea.gov.uk/treatments/explore-all-treatments/

Step 10 -

https://www.hfea.gov.uk/i-am/i-have-a-genetic-disease-in-my-family/

Step 11 -

https://www.hfea.gov.uk/donation/

Step 12 -

https://www.hfea.gov.uk/donation/donors/

Step 13 -

https://www.hfea.gov.uk/donation/donor-conceived-people-and-their-parents/get-support-advice/

Step 14 -

https://www.hfea.gov.uk/i-am/donor-conceived-people-and-their-parents/

Step 15 -

https://www.hfea.gov.uk/donation/donor-conceived-people-and-their-parents/talk-to-your-child-about-their-origins/

Step 16 -

https://www.hfea.gov.uk/i-am/fertility-preservation/

Step 17 -

https://www.hfea.gov.uk/treatments/fertility-preservation/egg-freezing/

Step 18 -

https://www.hfea.gov.uk/treatments/

Step 19 -

https://www.hfea.gov.uk/treatments/explore-all-treatments/costs-and-funding/

Step 20 -

https://www.hfea.gov.uk/choose-a-clinic/consent-to-treatment/

Step 21 -

https://www.hfea.gov.uk/choose-a-clinic/

Step 22 -

https://www.hfea.gov.uk/choose-a-clinic/clinic-search/

MK43 0SF

Step 23 -

https://www.hfea.gov.uk/choose-a-clinic/clinic-search/results/?location=MK43+0SF&distance=25

Step 24 -

https://www.hfea.gov.uk/about-us/our-authority-committees-and-panels/

Step 25 -

https://www.hfea.gov.uk/contact-us

Step 26 -   Site search

https://www.hfea.gov.uk/about-us/publications/publications-for-people-seeking-treatment/

Step 27 -   Download getting started guide

https://www.hfea.gov.uk/about-us/publications/publications-for-people-seeking-treatment/

Task 2 - URLs

Step 28 -   Knowledge base

https://portal.hfea.gov.uk/knowledge-base/

Step 29 -   Consent forms

https://portal.hfea.gov.uk/knowledge-base/consent-forms/

Step 30 -   News for clinics

https://portal.hfea.gov.uk/knowledge-base/news-for-clinics/

Step 31 -   Directions

https://portal.hfea.gov.uk/knowledge-base/directions/

Step 32 -   Clinic forms

https://portal.hfea.gov.uk/knowledge-base/clinic-forms/

Step 33 -   Chairs letters

https://portal.hfea.gov.uk/knowledge-base/chairs-letters/

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.

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

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

Orientation : (WCAG 2.1) 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. **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. **(Level AA)**	**Pass (P)**
Identify Input Purpose: (WCAG 2.1) 1.3.5 The purpose of each input field collecting information about the user can be programmatically determined when : • 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. **(Level AA)**	**Pass (P)**
Identify Purpose: (WCAG 2.1) **1.3.6** In content implemented using mark-up languages, the purpose of User Interface Components, icons, and regions can be programmatically determined. **(Level AAA)**	**Fail (L)**
Use of Colour: 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. (**Level A**)	**Fail (H)**
Audio Control: 1.4.2 If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. *(**Level A***)	**Not Applicable (N/A)**

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Contrast (Minimum): 1.4.3 The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. (**Level AA**)	**Fail (M)**
Resize text: 1.4.4 Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (**Level AA**)	**Pass (P)**
Images of Text: 1.4.5 If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: Understanding Success Criterion 1.4.5 • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. **Note**: Logotypes (text that is part of a logo or brand name) are considered essential. (**Level AA**)	**Not Applicable (N/A)**
Contrast (Enhanced): 1.4.6 The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following:	**Fail (L)**

Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. (**Level AAA**)	
Low or No Background Audio: 1.4.7 For pre-recorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA 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: Understanding Success Criterion 1.4.7 • 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. **Note***: Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content. (**Level AAA**)	**Pass (P)**
Visual Presentation: 1.4.8 For the visual presentation of blocks of text, a mechanism is available to achieve the following: Understanding Success Criterion 1.4.8 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.	**Pass (P)**

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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 on a full-screen window. (**Level AAA**)	
Images of Text (No Exception): 1.4.9 Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. **Note:** Logotypes (text that is part of a logo or brand name) are considered essential. (**Level AAA**)	**Not Applicable (N/A)**
Reflow: (WCAG 2.1) **1.4.10** Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for : • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels. Except for parts of the content which require two-dimensional layout for usage or meaning. **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. **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. **(Level AA)**	**Pass (P)**
Non-text Contrast (WCAG 2.1) **1.4.11** The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s): **User Interface Components** Visual information required to identify user interface components and states, except for inactive components or where the	**Fail (M)**

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appearance of the component is determined by the user agent and not modified by the author; **Graphical Objects** Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed. **(Level AA)**	
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. 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)**	**Pass (P)**
Content on Hover or Focus (WCAG 2.1) 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: **Dismissible** 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; **Hoverable** If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing; Persistent	**Pass (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.
Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.

Note
Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML title attribute.
Note
Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.

 (Level AA)

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. **Note 2:** This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation. **(Level A)**	**Fail (H)**
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. **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)**	**Pass (P)**
Keyboard (No Exception): 2.1.3 All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (**Level AAA**)	**Fail (L)**
Character Key Shortcuts (WCAG 2.1): 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:	**Not Applicable (N/A)**

Turn off A [mechanism](#) is available to turn the shortcut off; **Remap** A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc); **Active only on focus** The keyboard shortcut for a [user interface component](#) is only active when that component has focus. **(Level A)**	
Timing Adjustable: [2.2.1](#) For each time limit that is set by the content, at least one of the following is true: **Turn off:** The user is allowed to turn off the time limit before encountering it; 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; 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; 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; or Essential Exception: The time limit is [essential](#) and extending it would invalidate the activity; or **20 Hour Exception:** The time limit is longer than 20 hours. **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. (**Level A**)	**Not Applicable (N/A)**

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)**
No Timing: 2.2.3 Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. **(Level AAA)**	**Not Applicable (N/A)**

Interruptions: 2.2.4 Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (**Level AAA**)	**Not Applicable (N/A)**
Re-authenticating: 2.2.5 When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating. (**Level AAA**)	**Not Applicable (N/A)**
Timeouts (WCAG 2.1): **2.2.6** Users are warned of the duration of any user inactivity that could cause data loss, unless the data is preserved for more than 20 hours when the user does not take any actions. **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. (**Level AAA**)	**Not Applicable (N/A)**
Three Flashes or Below Threshold: 2.3.1 Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. **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**)	**Pass (P)**
Three Flashes: 2.3.2 Web pages do not contain anything that flashes more than three times in any one-second period. (**Level AAA**)	**Pass (P)**

Animation from Interactions (WCAG 2.1): 2.3.3 Motion animation triggered by interaction can be disabled, unless the animation is essential to the functionality or the information being conveyed. **(Level AAA)**	**Not Applicable (N/A)**
Bypass Blocks: 2.4.1 A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (**Level A**)	**Fail (H)**
Page Titled: 2.4.2 Web pages have titles that describe topic or purpose. (**Level A**)	**Fail (H)**
Focus Order: 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. (**Level A**)	**Fail (H)**
Link Purpose (In Context): 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. (**Level A**)	**Fail (H)**
Multiple Ways: 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. (**Level AA**)	**Pass (P)**
Headings and Labels: 2.4.6 Headings and labels describe topic or purpose. (**Level AA**)	**Fail (M)**

Focus Visible: 2.4.7 Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (**Level AA**)	**Pass (P)**
Location: 2.4.8 Information about the user's location within a set of Web pages is available. (**Level AAA**)	**Not Applicable (N/A)**
Link Purpose (Link Only): 2.4.9 A mechanism 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 ambiguous to users in general. (**Level AAA**)	**Fail (L)**
Section Headings: 2.4.10 Section headings are used to organize the content. **Note 1:** "Heading" is used in its general sense and includes titles and other ways to add a heading to different types of content. **Note 2:** This success criterion covers sections within writing, not user interface components. User Interface components are covered under Success Criterion 4.1.2. (**Level AAA**)	**Fail (L)**
Pointer Gestures (WCAG 2.1) : 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. **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**)	**Not Applicable (N/A)**

Pointer Cancellation (WCAG 2.1): 2.5.2 For functionality that can be operated using a single pointer, at least one of the following is true: **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. **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)**	**Pass (P)**
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. **Note** A best practice is to have the text of the label at the start of the name. **(Level A)**	**Pass (P)**
Motion Actuation (WCAG 2.1): **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: **Supported Interface**	**Not Applicable (N/A)**

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

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

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

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

Error Prevention (Legal, Financial, Data): 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: 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. (**Level AA**)	**Not Applicable (N/A)**
Help 3.3.5 Context-sensitive help is available. • Provide instructions and cues in context to help inform completion and submission. (**Level AAA**)	**Not Applicable (N/A)**
Error Prevention (All): 3.3.6 For Web pages that require the user to submit information, at least one of the following is true: **Reversible:** Submissions are reversible. **Checked:** Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. **Confirmed:** A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. (**Level AAA**)	**Not Applicable (N/A)**

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. **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**)	**Pass (P)**
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. **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**)	**Fail (H)**
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. (**Level AA**)	**Pass (P)**

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.