



Digital Accessibility Centre

Accessibility Audit Report

Company	Stockport Council
Date	12 th September 2017
DAC Ref.	GE0031
Version	V 1.0

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Date of web audit:	05/09/2017
Date Report Issued:	12/09/2017

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Executive Summary

An accessibility audit for Stockport Council website was carried out by the Digital Accessibility Centre (DAC) user/technical team on 5th September 2017. This document incorporates the findings regarding any accessibility barriers identified during the process.

Unfortunately, our analysts encountered some accessibility challenges whilst attempting to complete the journeys set out in the [scope](#).

The main user groups affected were screen-reader users, keyboard-only and voice activation users. The issues encountered included custom elements that had not been implemented in a way that was accessible to users of assistive technologies. As a result it was not possible for the aforementioned user groups to interact with them; accordions are an example of these.

Unlabelled form fields were also found which make it difficult for screen-reader users in particular to understand what is required in order to complete the task in hand.

Images were present that did not form part of the same link as the associated link text, which can cause confusion to screen-reader users and prove excessively time consuming to keyboard only users. Encapsulating both the image and the link text within the same link would resolve this.

Other links were also found to be non-descriptive, making it difficult for users that rely on audio feedback to determine the purpose/destination.

A skip link was not present to enable screen reader and keyboard only users to skip to the main content on the page without the need to tab through repetitive header elements on every page.

A supporting spreadsheet has also been supplied which contains results from the automated test that was carried out.

Audit Summary

In order for the site to be eligible for a Digital Accessibility Centre certification, and fall in line with WCAG2 requirements, improvements need to be made in the following areas.

Below shows a list of the problematic areas of concern categorised by priority:



High Priority

[Images](#)

[Flickering and blinking images](#)

[Compatibility](#)

[Skip links](#)

[Links](#)

[Forms](#)



Medium Priority

[Keyboard Access](#)

[Colour contrast](#)

[Headings](#)



Low Priority

[Forms](#)

Scope

Exact Task and/or URLs are listed below along with the specific browser and AT set.

URL: <https://www.stockport.gov.uk/>

Desktop:

- IE11
- Google Chrome

Mobile:

- iOS Safari

Tasks:

1. Navigation
2. Header
3. Footer
4. Homepage Content
5. My Account
6. Services
7. Do It Online
8. News
9. Events
10. Groups

Browser matrix and Assistive Technology (AT) combinations

Desktop

User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	Windows	IE11	Jaws 16
Mobility (iii)	VA	Windows	IE11	Dragon Voice Activation
Mobility (iii)	KO	Windows	Chrome	Keyboard
			IE11	Keyboard
Deaf (i)	D	Windows	IE11	-
			Chrome	
Colour blind (ii)	CB	Windows	IE11	System inverted colours
			Chrome	-
Dyslexia (ii)	DX	Windows	IE11	-
			Chrome	
Low Vision	LV	Windows	IE11	Screen Magnification
Cognitive Impaired/ Panic/Anxiety	Cog	Windows 10	IE11	-

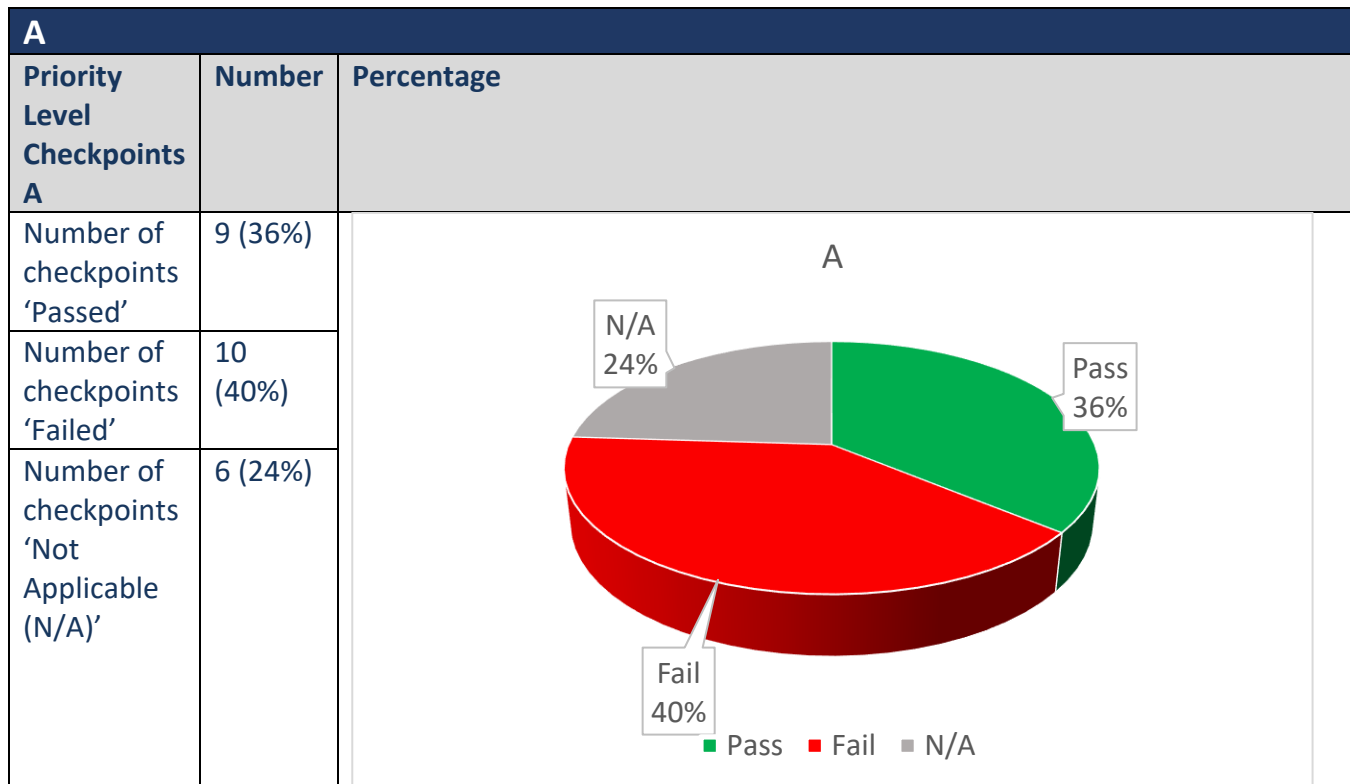
Mobile/Tablet

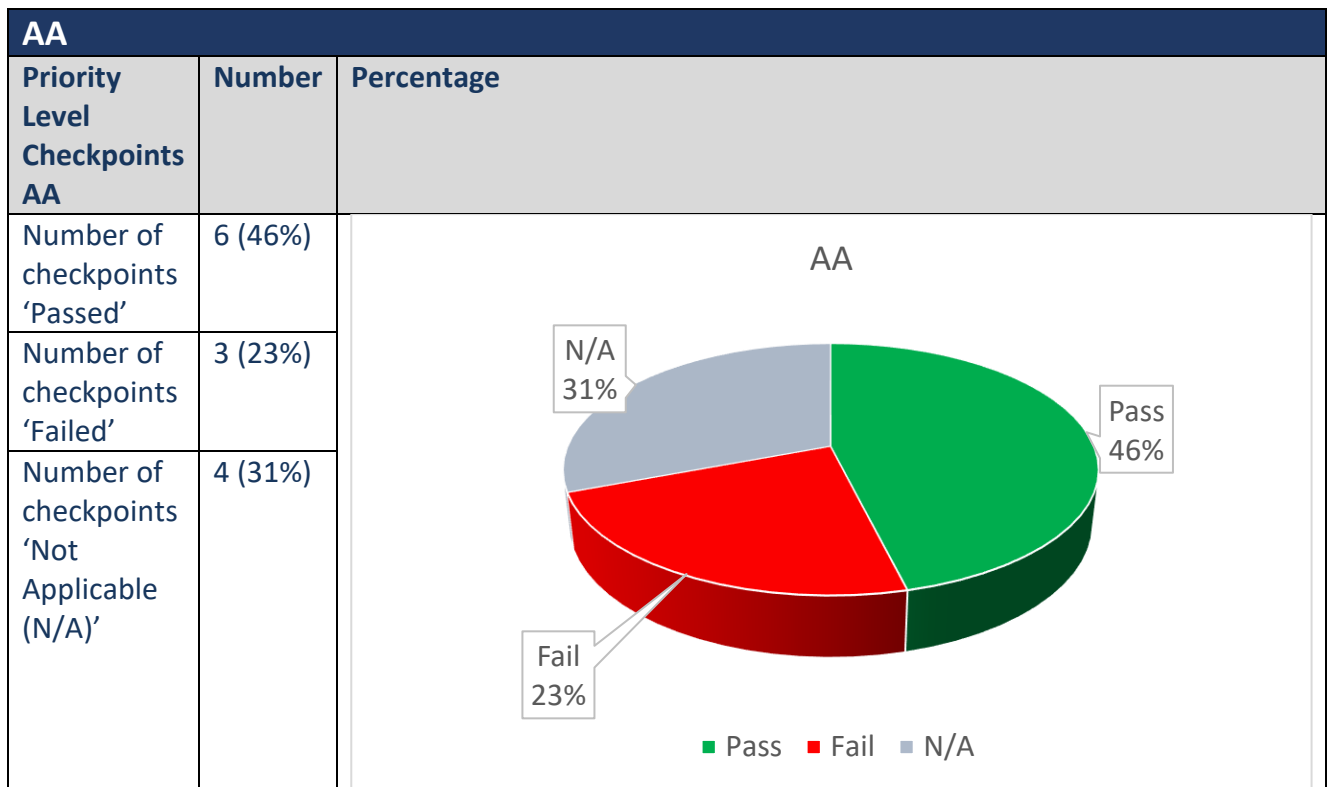
User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	iOS	Safari	VoiceOver
Mobility	KO	iOS	Safari	Bluetooth keyboard
Deaf	D	iOS	Safari	
Colour-blind/ Dyslexia	CB/DX	iOS	Safari	System inverted colours/colour-blind checks
Low Vision	LV	iOS	Safari	Screen Magnification/Resizing content

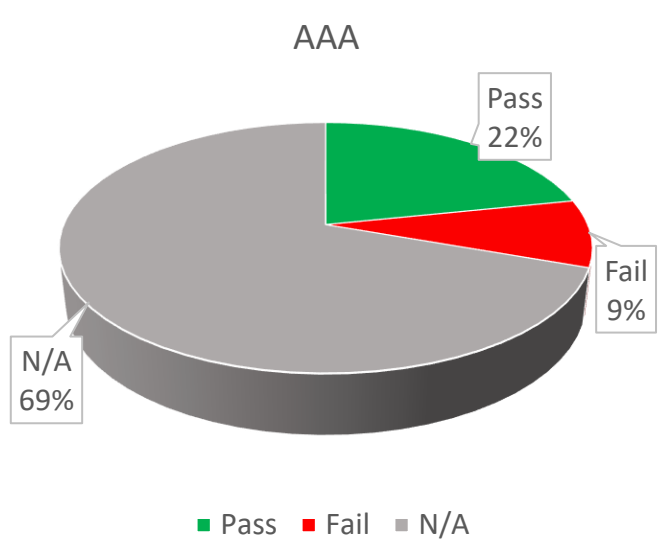
Summary Graphs

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

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





AAA		
Priority Level Checkpoints AAA	Number	Percentage
Number of checkpoints 'Passed'	5 (22%)	 <p>AAA</p> <p>Pass 22%</p> <p>Fail 9%</p> <p>N/A 69%</p> <p>■ Pass ■ Fail ■ N/A</p>
Number of checkpoints 'Failed'	2 (9%)	
Number of checkpoints 'Not Applicable (N/A)'	16 (69%)	

Audit Results

These are the results of the Digital Accessibility Centre accessibility audit by section.

Each section contains a brief overview of the accreditation requirements followed by the result, a description of issues found (if any) along with user testing commentaries and solutions.

Images

WCAG 2.0 References:

Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.

[WCAG 2.0 reference 1.1 - Text Alternative](#)

Provide appropriate text alternatives for non-text content.

Ensure that information conveyed using images is also conveyed with text.

A descriptive text alternative will allow the information to be conveyed to an assistive technology user who may not be able to see the image or non-text element.

Result = Fail

The following issues were encountered:

- The image link of the Stockport Logo in the header and footer includes alternative text but does not describe the link destination.
- Duplicated image links not encapsulated

High priority A

Technical Comment: Non-Descriptive Image Links

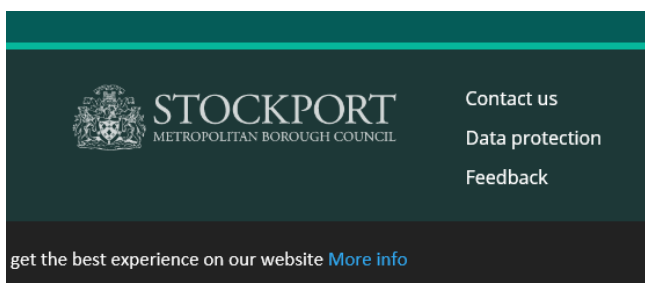
URL: <https://www.stockport.gov.uk/>

Issue ID: DAC_TECH_Images_01

Screen Shot 1:



Screen Shot 2:



The image link of the Stockport Logo in the header and footer includes alternative text but does not describe the link destination. Including descriptive alternative text on an image within a link ensures that the function and purpose of the link and the content of the image is available to screen reader users.

Code Ref(s):

Header:

```

```

Footer:

```
<a href="http://www.stockport.gov.uk"></a>
```

Solution:

Ensure that information conveyed using images is also conveyed with text. A descriptive text alternative will allow the information to be conveyed to an assistive technology user who may not be able to see the image or non-text element. For example:

```

```



Avoid flickering, blinking and moving images or text

WCAG 2.0 References:

Do not design content in a way that is known to cause seizures.

[WCAG 2.0 reference 2.3 - Seizures](#)

Images that flicker such as animated gifs can cause people with photosensitive epilepsy to have seizures. It's not common, but the results can be serious.

Animated images need to avoid flickering between frames

Blinking or moving text and images can be distracting for many users, especially those with certain cognitive disabilities. Web developers and authors are advised to keep moving content to a minimum and give control of moving content to the user via simple play and pause functions

Result = Fail

The following issues were encountered:

- Moving content is present that doesn't include a pause facility

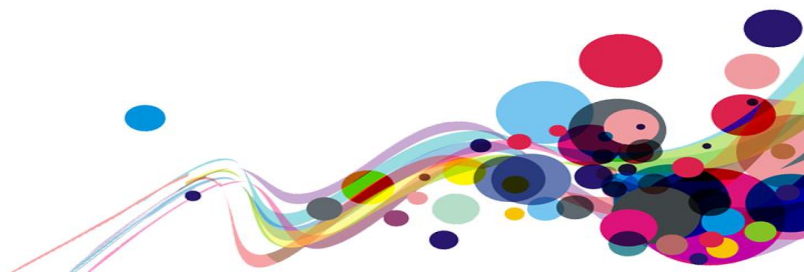
High priority A

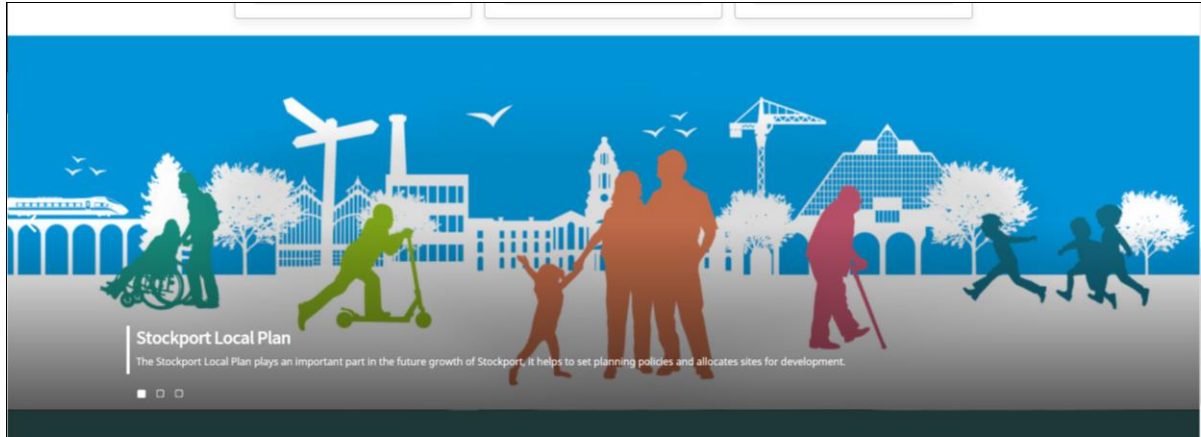
Technical Comment: **Moving Images**

URL: <https://www.stockport.gov.uk/>

Issue ID: DAC_Tech_Moving_Images_01

Screen Shot:





A revolving carousel is present that doesn't include a pause facility to stop the moving content.

Issue ID: DAC-USER-COG-T1-01

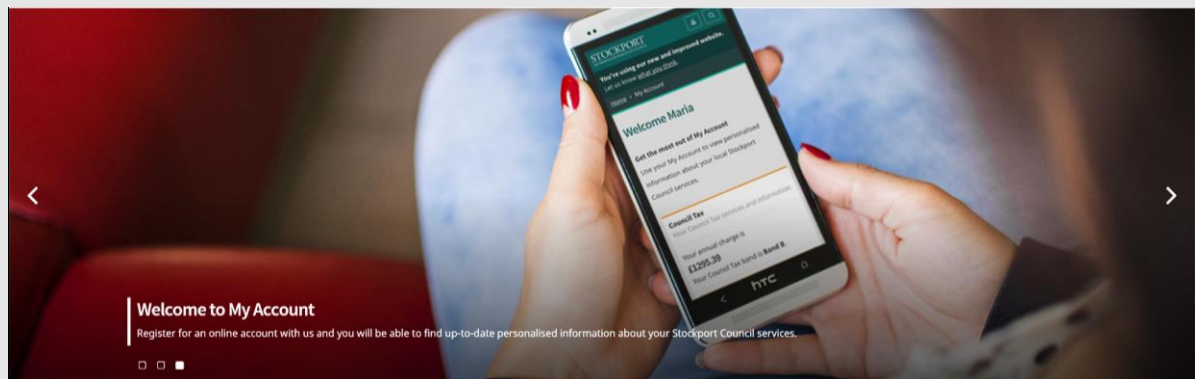
1) What type of issue did you experience?

Moving images

2) Where was the issue?

URL: <https://www.stockport.gov.uk/#>

Screen Shot:



3) Describe the issue in detail and where it occurred on the page

On this page, there is a carousel with no pause/play button, but if I mouse over the carousel it stops moving. However, there is no information telling me it can do that.

Solution:

Ensure that a pause facility is available to stop the moving carousel and that it's controls are accessible to keyboard only commands. Also make sure that the controls are clearly labelled so that screen reader users can interact with them easily.



Compatibility

WCAG 2.0 References:

Maximize compatibility with current and future user agents, including assistive technologies.

[WCAG 2.0 reference 4.1 - Maximize compatibility](#)

Validation

(X)HTML must validate to W3C requirements. Valid pages are far more likely to perform as expected when viewed in browsers or by assistive technologies.

Exceptions can be considered if performed in the best interest of accessibility or usability.

Style Sheets should not contain errors.

To ensure that assistive technologies can accurately interpret and parse content certain inaccuracies in the mark-up must be avoided. These inaccuracies include:

1. Improperly nested tags were encountered.
2. Opening and closing tags for all elements were not properly nested.
3. Duplicate IDs
4. Duplicate attributes on the same element
5. A label element with a 'for' attribute that references a non-existent ID or is not present at all.
6. An 'accesskey' attribute value that is not unique

Result = Fail

Errors found

Part of our audit process includes the use of automated testing software. The errors found during the automated code check on some of the pages tested indicates that there may be some validation issues on this and other pages that could cause poor rendering of content by some assistive technologies.

Resources:

The [Total Validator](#) was used to conduct this test.

The following issues were encountered:



- ARIA has been used incorrectly on the pagination of the carousel on the homepage.
- The 'Sign up' and 'Login' buttons share the same id attribute: submit.

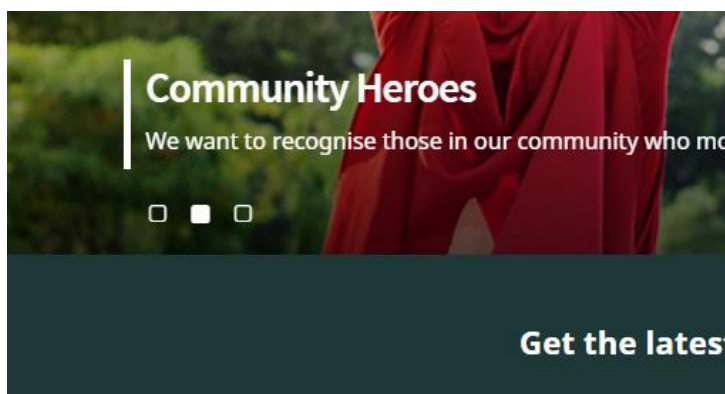
High priority A

Technical Comment: Incorrect use of ARIA

URL: <https://www.stockport.gov.uk/>

Issue ID: DAC_TECH_Compatibility_01

Screen Shot:



ARIA attribute is not allowed: aria-selected="false"

Code Ref(s):

```
<li aria-hidden="true" role="presentation" aria-selected="false" aria-controls="navigation01" id="slick-slide01" class=""><button type="button" data-role="none" role="button" tabindex="0">2</button></li>
```

Required ARIA child role not present: tab

Code Ref(s):

```
<ul class="slick-dots" style="display: block;" role="tablist">
```

Invalid ARIA attribute value: aria-controls="navigation01"

Code Ref(s):

```
<li aria-hidden="false" role="presentation" aria-selected="false" aria-controls="navigation01" id="slick-slide01" class="slick-active"><button type="button" data-role="none" role="button" tabindex="0">2</button></li>
```

Solution:

Ensure ARIA attributes are allowed for an element's role, the aria-selected attribute should only be used in roles gridcell, option, row, and tab.

Ensure elements with an ARIA role that require child roles contain them

Ensure all ARIA attributes have valid values

However, it is highly recommended that the pagination elements are not marked up as tabs but as a list of links.

The links also need to inform screen reader users of their purpose

Example:

```
<ul>
```

```
<li><a href="#" > what appears on screen <span class="visuallyhidden">image 1 of 3</span></a></li>
```

```
<li><a href="#" > what appears on screen <span class="visuallyhidden">image 2 of 3</span></a></li>
```

```
<li><a href="#" > what appears on screen <span class="visuallyhidden">image 3 of 3</span></a></li>
```

```
</ul>
```

CSS:

```
.visuallyhidden
```

```
{
```

```
position: absolute; width: 1px; height: 1px; margin: -1px; padding: 0; overflow: hidden; clip: rect(0,0,0,0); border: 0;
```

```
}
```

Technical Comment:

Duplicate ID's

URL: <https://www.stockport.gov.uk/>

Issue ID: DAC_TECH_Compatibility_02

Screen Shot:



The 'Sign up' and 'Login' buttons share the same id attribute: submit. ID attributes must be unique in order for assistive technology to differentiate each element from another.

Code Ref(s):

```
<button id="submit" type="submit" class="button-default button button-new-register">Sign up</button>
```

```
<button id="submit" type="submit" class="button-default button button-new-login">Login</button>
```

Solution:

Ensure that all ID attribute values are unique to prevent the second instance from being overlooked by assistive technology.

Technical Comment: Custom elements

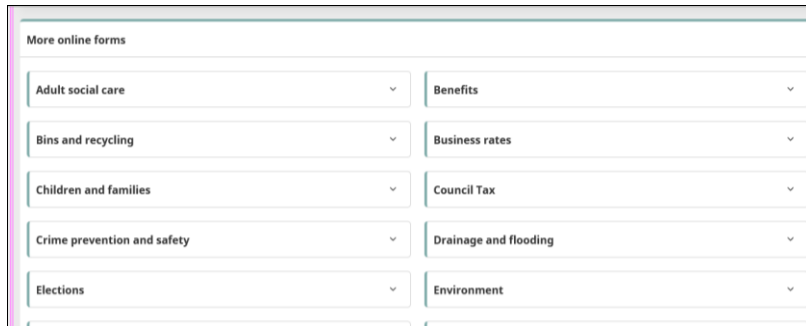
URL: <https://www.stockport.gov.uk/topic/do-it-online>

URL: <https://www.stockport.gov.uk/news>

Issue ID: DAC_Tech_Compatibility_03

Screen Shot:





The panel illustrated above was inaccessible to users of assistive technologies i.e. screen readers, voice activation and keyboard only users; it was not possible to place focus on the accordion elements.

Code Ref(s):

```
<li class="grid-50 expanding-list-item">
  <div class="expanding-Link-text-holder">
    <div class="expanding-Link-text">
      <div class="expanding-Link-title expanding-link-box-button"><b>Adult social
care</b></div>
      <div class="expanding-Link-items is-collapsed">
        <div>
          <a href="/start/apply-for-assistance-with-social-care-costs">
            Apply for assistance with social care costs
          </a>
        </div>
        <div>
          <a href="/start/apply-for-stockport-local-assistance-scheme">
            Apply for the Stockport Local Assistance Scheme
          </a>
        </div>
        <div>
          <a href="/payment/social-care-charges">
            Social Care Charges
          </a>
        </div>
      </div>
    </div>
  </div>
</li>
```



Issue ID: DAC-USER-KO-T7-01

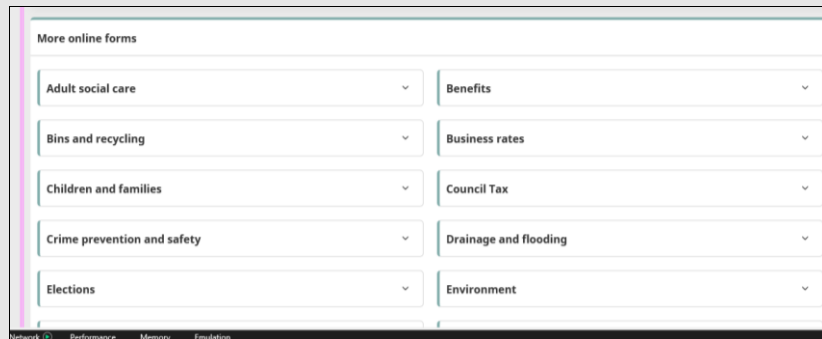
1) What type of issue did you experience?

Inaccessible to keyboard

2) Where was the issue?

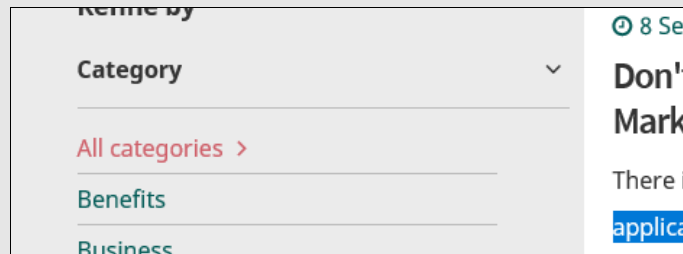
URL: <https://www.stockport.gov.uk/topic/do-it-online>

Screen shot



URL: <https://www.stockport.gov.uk/news>

Screen Shot:



3) Describe the issue in detail and where it occurred on the page

When tabbing through the content on the page I was unable to interact with any of the links in the accordion.

Solution:

We strongly recommend using standard HTML elements to ensure that roles, states and controls are exposed correctly, enabling all users regardless of assistive technology to access and interact with them. The main considerations when implementing custom elements:

1. Ensure that the element is focusable and that users are able to gain access via the keyboard and determine this clearly
2. Ensure that the element is operable via keyboard alone
3. Ensure that the element operates as expected using the standard keys
4. Ensure a clear indication of focus
5. Ensure that the element is labelled and is exposed as an accessible name in accessibility APIs
6. Ensure that the role is exposed in accessibility APIs i.e. `role="button"`
7. Ensure that all states and properties are clearly defined and exposed in accessibility APIs
8. Ensure that in high contrast mode the control is visible and usable in High Contrast Mode (colour inversion)

Note: While there is an “error-allowance” for standard accreditation, no errors can cause issues with assistive technologies. For instance, an un-closed list may not be rendered correctly by screen readers.

‘AAA certified’ sites may only contain errors if they are deliberately included for accessibility reasons and do not cause issues for assistive technology users. Currently functionality implemented using ARIA will not validate but may be allowed for accessibility reasons.



Navigation

WCAG 2.0 References:

Make all functionality available from a keyboard.

[WCAG 2.0 reference 2.1 - Keyboard Accessible](#)

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

Make Web pages appear and operate in predictable ways.

[WCAG 2.0 reference 3.2 - Predictable](#)

Navigation must be clear and consistently implemented

The main navigation of the site must be easily identifiable and provide consistent access to pages. If scripts are used they must be accessible using assistive technologies and degrade gracefully. Each site must provide two or more ways of helping users navigate, including one of the methods used below:

- Providing links to navigate to related pages
- Site Search
- Site map
- Providing a table of contents
- Linking to all pages from the homepage

Skip to content link

WCAG 2.0 Reference:

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

A “skip to content” link allows assistive technology users to skip to the main content of the website without the need to tab through long lists of navigational links. It is simple to implement and is a great enhancement for site accessibility.



Result = Fail

The following issues were encountered:

- There was no skip link present

High priority A

Issue ID: DAC-USER-SRJAWS-T1-01

1) What type of issue did you experience?

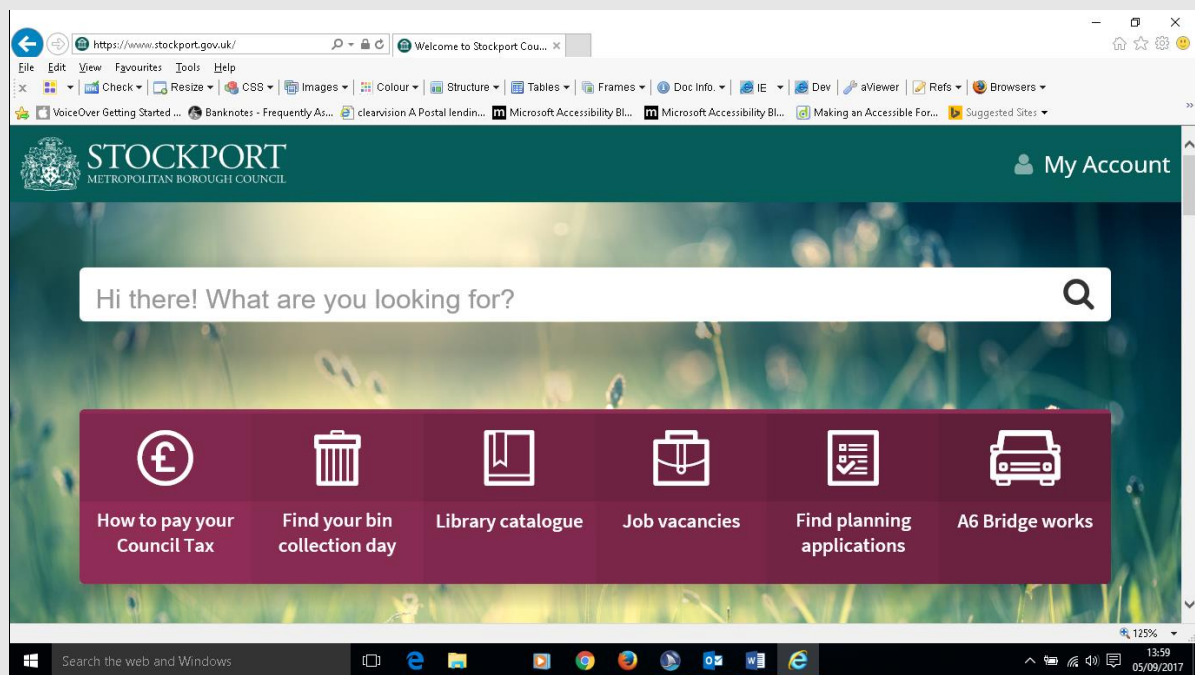
Navigation.

2) Where was the issue? Please give the URL.

Identified on the home page.

URL: <https://www.stockport.gov.uk/>

Screen Shot:



3) Describe the issue in detail and where it occurred on the page

While navigating the home page, I found that blind computer users would not be able to identify a skip link when navigating in or out of context. Including a skip link will enable

users to navigate quickly to the main content heading of the page, improving navigation and accessibility as a result.

4) How did you work around this issue?

It is possible to use alternative methods of navigation - such as the headings - as a work around for users at the time of testing. *This also applies to iOS.

*This also applies to all pages, including the following examples:

<https://www.stockport.gov.uk/how-to-pay-council-tax>

<https://www.stockport.gov.uk/bulky-items-and-waste>

<https://www.stockport.gov.uk/job-vacancies>

Solution

Ensure that a skip link is present to enable screen reader users and keyboard only users to skip to the main area of the page.

Skip links should be marked up as follows:

```
<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.



Search Facility

WCAG 2.0 References:

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

Search functions often help disabled users arrive at content much faster than having to use the main navigation links

Result = Fail

- The search facility layer is not being picked up by Voice Activation, which means the user must rely on keyboard commands to access this.

Low priority AAA

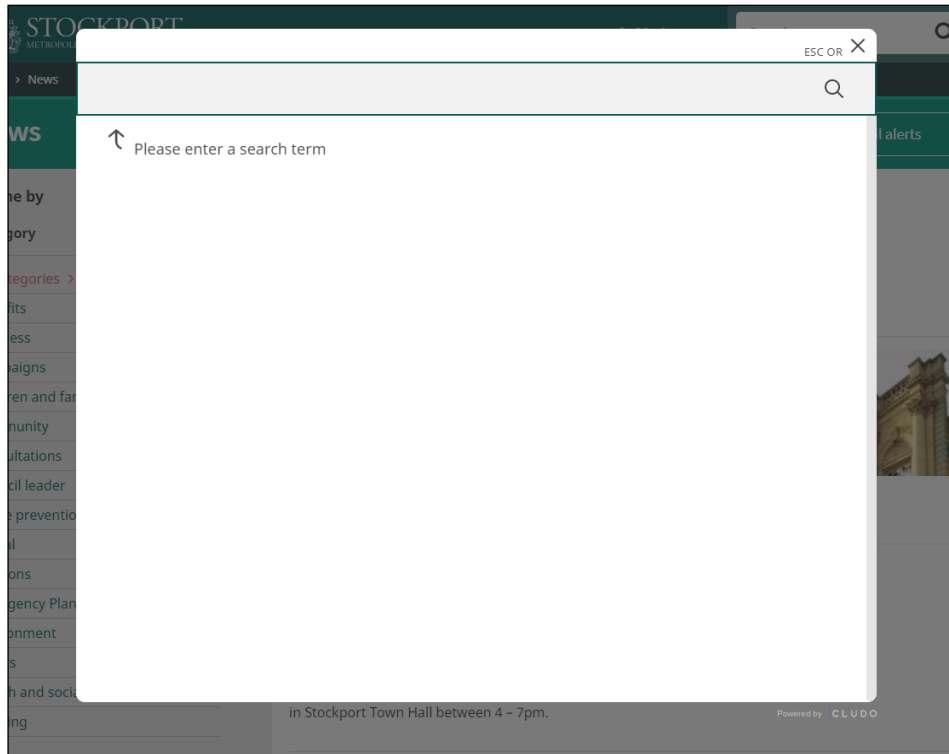
Technical Comment: Z-index too high

URL: Search modal

Issue ID: DAC_Tech_Search_Issue1

Screen Shot:





The modal layer that appeared when the search button was selected had a z-index that was too high for voice activation software to access the content. Reducing this to below 100 will resolve this.

Code Ref(s):

```
#cludo-search-results .cludo-search-modal-header {  
  position: fixed;  
  left: 50%;  
  top: 30px;  
  margin: 0 0 0 -470px;  
  width: 940px;  
  background-color: #fff;  
  z-index: 9999999;  
}
```

Issue ID: DAC-USER-VA-T3-01

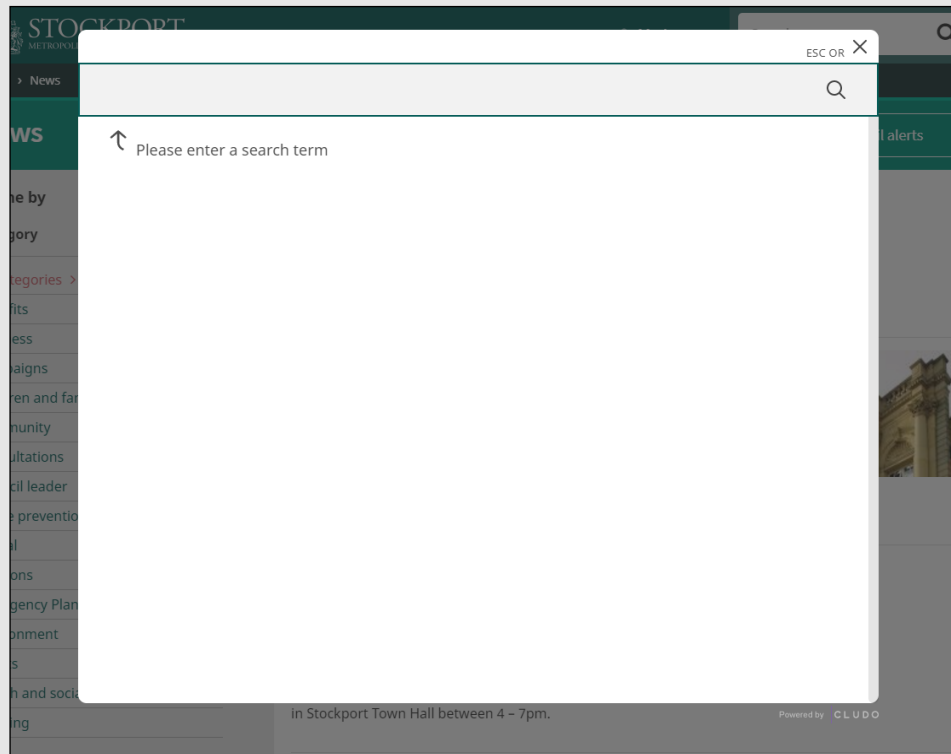
1) What type of issue did you experience?

Forms

2) Where was the issue? Please give the URL.

URL: <https://www.stockport.gov.uk/news>

Provide a screen shot



3) Describe the issue in detail and where it occurred on the page

The search facility layer is not being picked up by Dragon. This means the user must use keyboard commands to access the search facility.

Solution

Ensure that the z-index used is lower than 100 to enable voice activation users to see the numbered tags required to interact with the elements via voice commands.

Example:

```
#cludo-search-results .cludo-search-modal-header {  
  position: fixed;  
  left: 50%;  
  top: 30px;  
  margin: 0 0 0 -470px;  
  width: 940px;
```

```
background-color: #fff;  
z-index: 9;  
}
```



Keyboard Access

WCAG 2.0 References:

Make all functionality available from a keyboard.

[WCAG 2.0 reference 2.1 - Keyboard Accessible](#)

The tab order of a page (the order that page links and form controls are selected when the tab key is used) should be logical. It should represent the way that a sighted user would read the page, typically left to right, top to bottom. Each focusable element should have a visible outline.

Result = Fail

Tab Order

The tab order of a page is not logical.

Some active elements are not visible

Non-visible links are a useful accessibility addition for Screen reader users. The one drawback we commonly find is that sighted Keyboard-only users often have little idea where a non-visible link is going to take them, or what it is for.

Unlike mouse-users, keyboard-only users rely on being able to follow the sequence of links using keyboard 'tabbing'. If a user comes across a non-visible link then the focus simply disappears. Because of this the user can lose track of the current focus and become disorientated.

We therefore highly recommend that such links become visible when they receive focus when 'tabbed' to (mobility impaired keyboard users use the 'tab' key to move between active links). The technique is quickly and easily implemented using just a few lines of CSS.



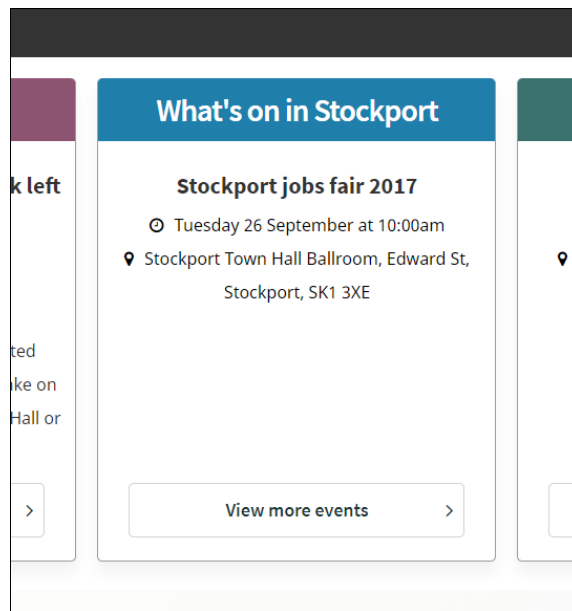
Medium priority AA

Technical Comment: No focus indication

URL: Throughout

Issue ID: DAC_TECH_Navigation_01

Screen Shot:



There were many areas of the site that did not have a focus indicator, this was overwritten in areas with a default, however this was not consistent or clear to keyboard only users.

Code Ref(s):

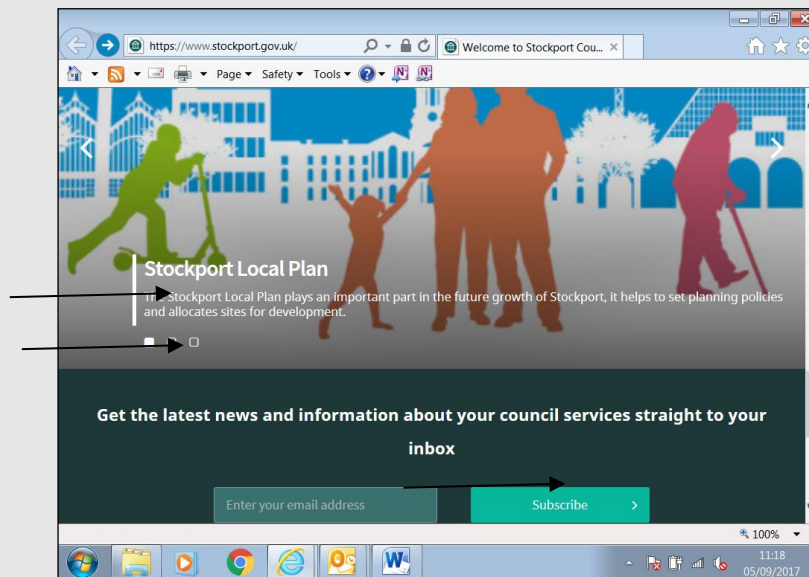
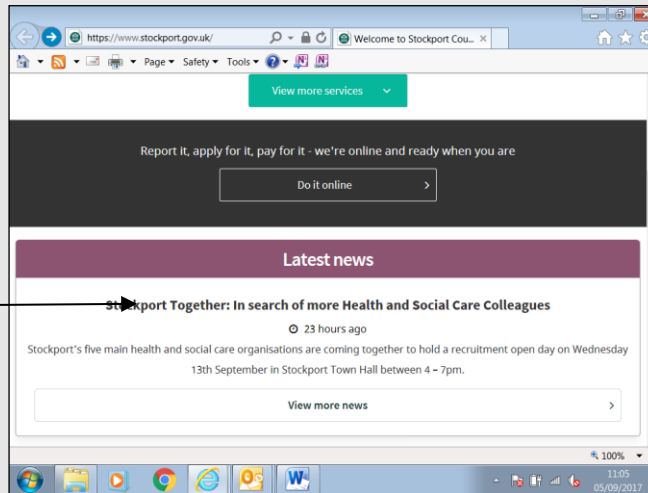
```
html:focus, body:focus, input[readonly]:focus {  
  outline: none;  
}  
user agent stylesheet  
:focus {  
  outline: -webkit-focus-ring-color auto 5px;}
```

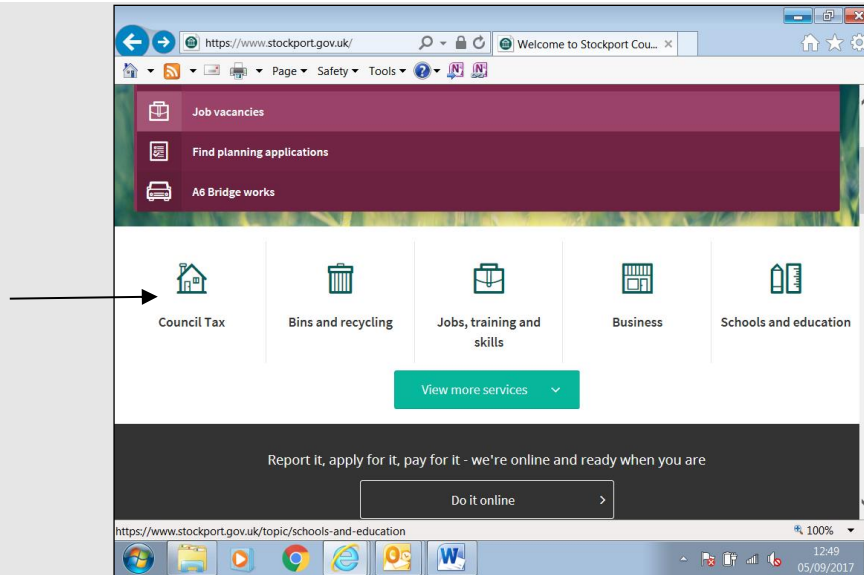
Issue ID: DAC-USER-KO-T1-01

1) What type of issue did you experience?

Link highlighting

2) Where was the issue? Give the URL and the journey followed within that URL. Throughout





3) Describe the issue

Some links do not highlight when in focus. This means that the user would not be aware of their position on the page when tabbing through the page.

Solution:

Provide a clear focus indicator that is compatible with all browsers and gives a clear indication which element has received focus.

Example:

```
:focus {  
outline: -webkit-focus-ring-color auto 5px;  
outline: 2px solid #f00;  
}
```

Links

WCAG 2.0 References:

Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

[WCAG 2.0 reference 1.3 - Adaptable](#)

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

General

Links must be concise and descriptive of their destination. They should not contain generic text such as “click here” or “more”, and lengthy URLs should be avoided.

Duplicate links generally should be avoided, especially where links with the same name lead to different destinations.

Results = Fail

The following issues were encountered:

- Multiple links do not contain text that is visible to screen readers.

High priority A

Technical Comment:	Link Text
--------------------	-----------

URL: https://www.stockport.gov.uk/	
--	--

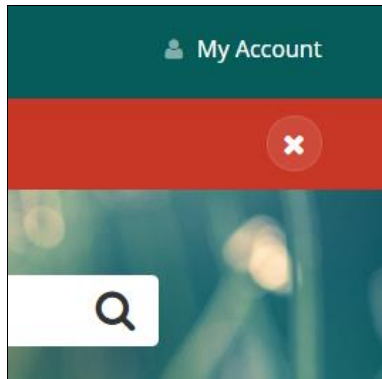
URL: https://www.stockport.gov.uk/topic/council-tax	
--	--

URL: https://www.stockport.gov.uk/find-your-collection-day	
--	--

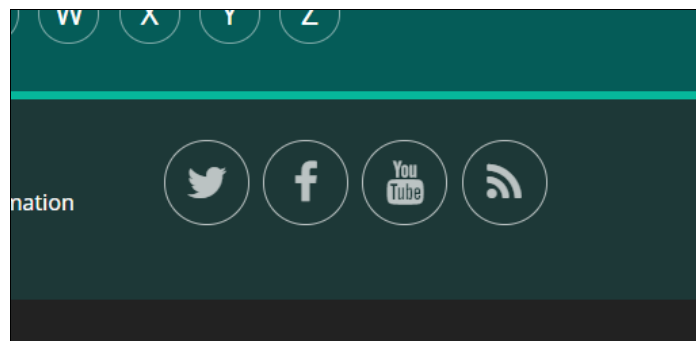
Issue ID: DAC_TECH_Links_01

Screen Shot 1:





Screen Shot 2:



The close link under 'My Account' (Screen Shot 1) and the social media icons near the bottom of the page (Screen Shot 2) do not contain text that is visible to screen readers. This means that the functionality or destination of these links will not be presented to the user. This issue is consistent with the close link related to the 'alert content' on some pages such as 'Council Tax' and 'Find your bin collection day'.

Code Ref(s):

Close Link:

```
<a href="#">
<div class="global-alert-close-error">
<i></i>
</div>
</a>
```

Twitter Icon:

```
<a href="https://twitter.com/StockportMBC">
<div class="icon-bordered icon-bordered-fixed icon-container icon-twitter icon-twitter">
<i class="fa fa-2x fa-twitter">
```

```
</i>  
</div>  
</a>
```

Facebook Icon:

```
<a href="https://www.facebook.com/StockportMBC">  
<div class="icon-bordered icon-bordered-fixed icon-container icon-twitter icon-facebook">  
<i class="fa fa-2x fa-facebook"></i>  
</div>  
</a>
```

YouTube Icon:

```
<a href="https://www.youtube.com/user/StockportCouncil">  
<div class="icon-bordered icon-bordered-fixed icon-container icon-twitter icon-youtube">  
<i class="fa fa-2x fa-youtube"></i>  
</div>  
</a>
```

RRS Feed:

```
<a href="https://www.stockport.gov.uk/subscription-services/really-simple-syndication">  
<div class="icon-bordered icon-bordered-fixed icon-container icon-twitter icon-rss">  
<i class="fa fa-2x fa-rss"></i>  
</div>  
</a>
```

Issue ID: DAC-USER-SRVO-T1-01

1) What type of issue did you experience?

Unclear link text.

2) Where was the issue? Please give the URL.

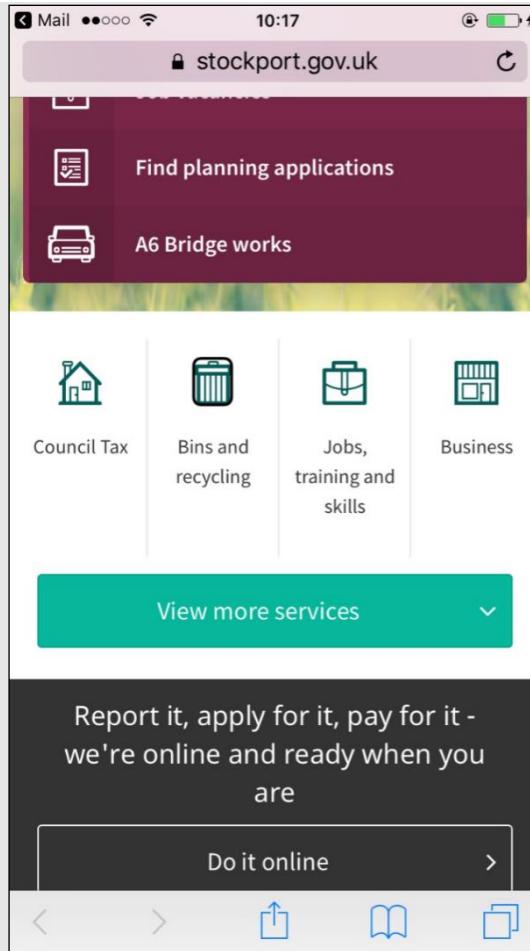
Identified on the home page.

URL: <https://www.stockport.gov.uk/>

Screen Shot:

Screen shot 1 showing links in context:



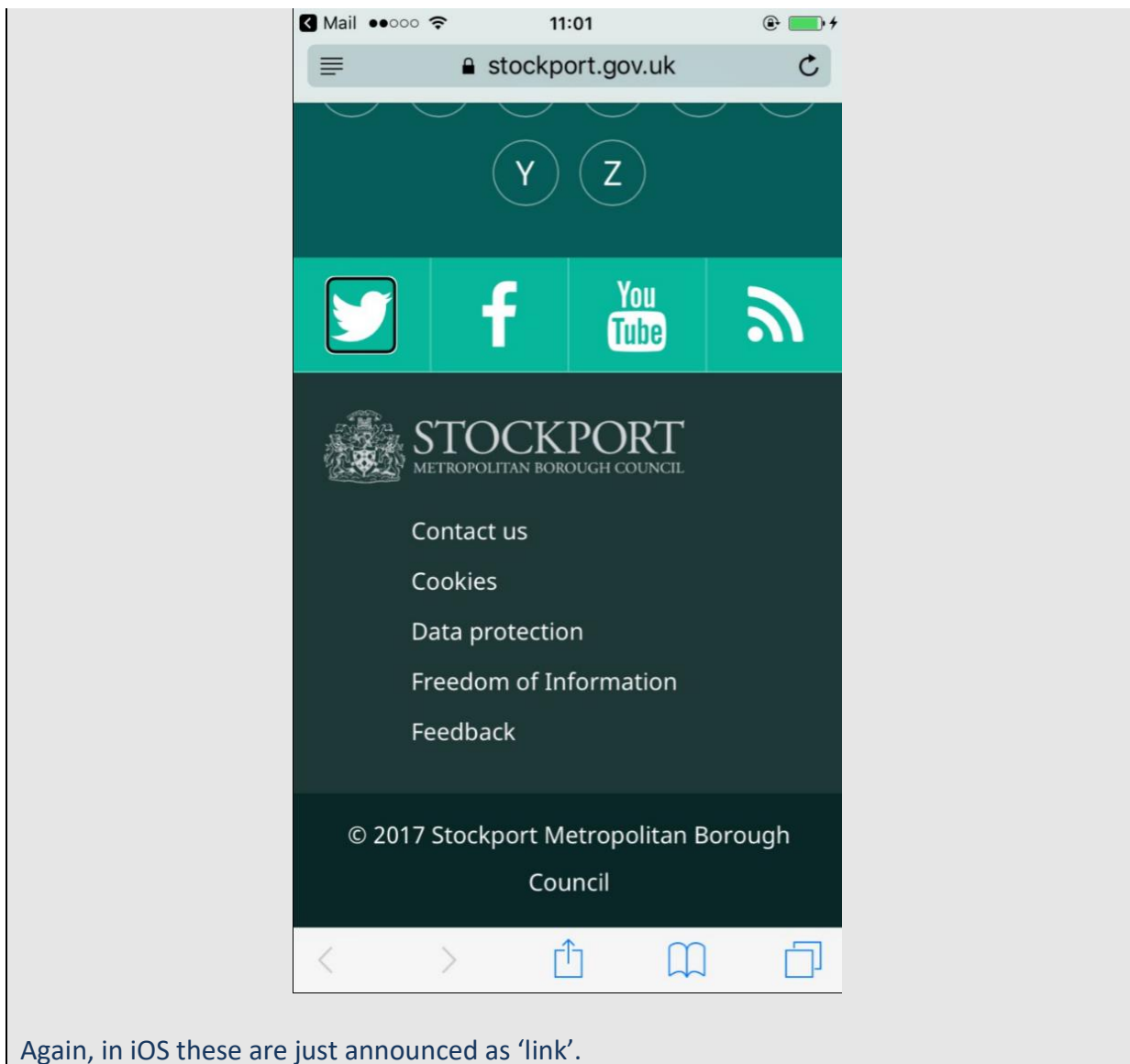


3) Describe the issue in detail and where it occurred on the page

Whilst navigating the home page with iOS Voiceover, I found that various links were announced as expected however; items were also found which Voiceover only announced as 'link'. I did find that if users remain on one of the links that described as 'link', Voiceover will announce one of the council services such as 'council tax' for example, or one of the news articles. Including a clear link text for all such items will cause less confusion moving forward.

4) How did you work around this issue?

There is no work around for this issue at the time of testing. *This also applies to several links that appear after the site map on all pages that appear to be sending mail links when comparing to the desktop version.



Again, in iOS these are just announced as 'link'.

Solution:

Provide text within the links that describes the functionality and/or destination of the links that can be hidden off screen. For example:

```
<a href="..."><span class="visuallyhidden">Link text </span>
<div class="global-alert-close-error">
<i></i>
</div>
</a>
```

CSS:

```
.visuallyhidden
```

```
{  
position: absolute; width: 1px; height: 1px; margin: -1px; padding: 0; overflow: hidden;  
clip: rect(0,0,0,0); border: 0;  
}
```

In addition to this, where the `<i>` icons are used `aria-hidden` can be added to prevent any confusion for mobile screen reader users.

```
<i class="si-house si-default" aria-hidden="true"></i>
```

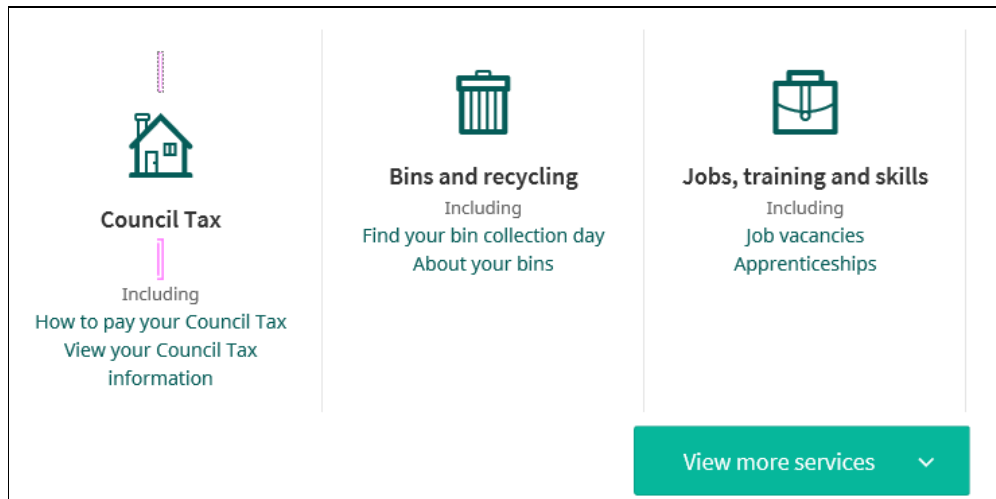


Technical Comment: Links not encapsulated

URL: <https://www.stockport.gov.uk/>

Issue ID: DAC_TECH_Links_Issue2

Screen Shot:



There were related links and images present that were not encapsulated within the same link element. This results in duplications for screen reader users and extra tabs for keyboard only users.

Code Ref(s):

```
<div class="featured-topic-content">
  <a class="featured-topic-link" href="/topic/council-tax">
    <div class="featured-topic-icon">
      <i class="si-house si-default"></i>
    </div>
    <div class="featured-topic-name">Council Tax</div>
  </a>
  <p class="hide-on-mobile hide-on-tablet featured-topic-description">
    Including
    <br>
    <a href="/how-to-pay-council-tax">How to pay your Council Tax</a>
    <br>
    <a href="/view-your-council-tax-information">View your Council Tax
information</a>
```

</p>
</div>

Issue ID: DAC-USER-KO-T1-02

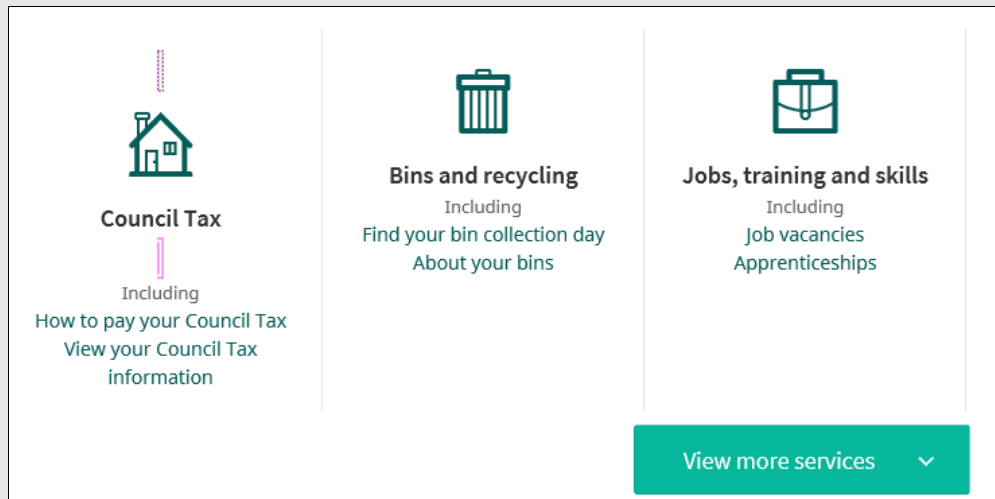
1) What type of issue did you experience?

Image Links

2) Where was the issue?

URL: <https://www.stockport.gov.uk/>

Screen Shot:



3) Describe the issue in detail and where it occurred on the page

I found the images that were links and the links below them received focus and both took me to the same destination. It would be a lot less time consuming to navigate through the page if these were all one link.

Solution:

Encapsulate images and links within the same link element when they take the user to the same destination.

Note: Do not use the title attribute to convey important information as screen readers generally ignore this attribute. Always make sure that the link itself is properly descriptive.



Forms

WCAG 2.0 References:

Help users avoid and correct mistakes.

[WCAG 2.0 reference 3.3 - Input assistance](#)

Maximize compatibility with current and future user agents, including assistive technologies.

[WCAG 2.0 reference 4.1 - Maximize compatibility](#)

Writing accessible forms is critical for disabled users for many reasons. In order to provide examples of good practice, more information on form access and assist the developer in creating accessible form controls, we have provided a link to this article at accessify.com:

[Building accessible forms](#)

Result = Fail

The following issues were encountered:

- Unlabelled form fields are present which means their function or purpose may not be presented to screen reader users.
- The search facility submit button has no value text.
- Related form fields had not been grouped together using a fieldset and legend
- Error messages were difficult to locate for screen reader users

High priority A

Technical Comment: Unlabelled Form Fields

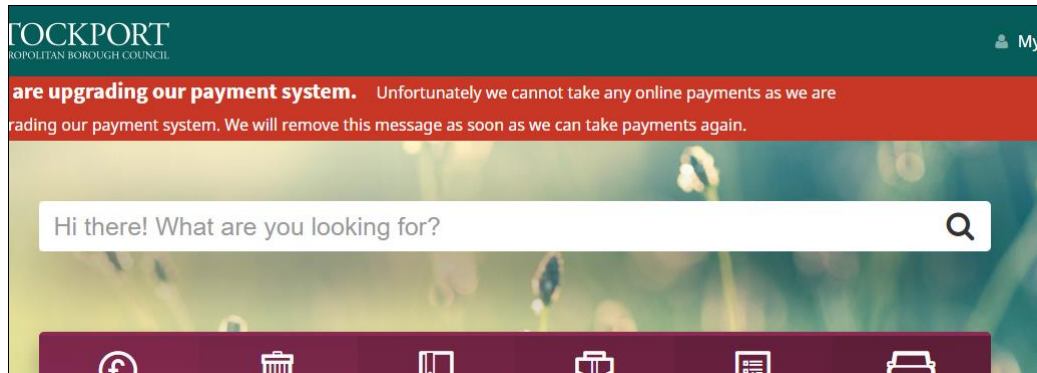
URL: <https://www.stockport.gov.uk/>

URL: <https://www.stockport.gov.uk/groups>

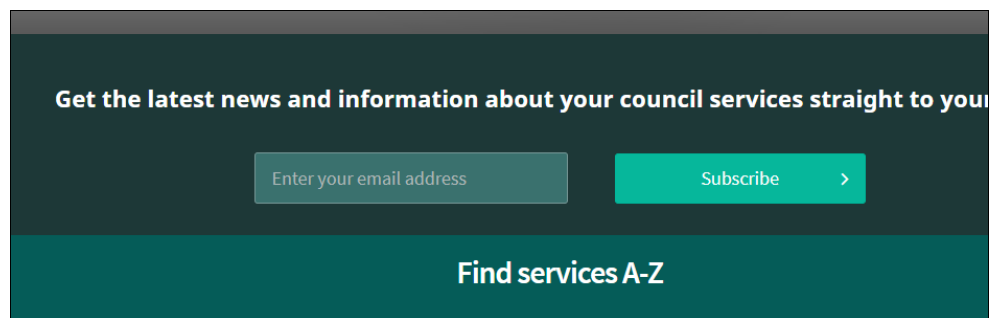
Issue ID: DAC_Tech_Forms_01

Screen Shot 1:





Screen Shot 2:



The search facility (Screen Shot 1) and the email text field above 'Find services A-Z' (Screen Shot 2) are not labelled which means their function or purpose may not be presented to screen reader users. This appears to be consistent of the search facility throughout the website. This issue is consistent of the combination boxes on the 'Groups' page.

Code Ref(s):

Search Facility:

```
<div class="search-bar">
<form action="" method="get" role="form" id="cludo-search-hero-form" class="cludo-
search_autocomplete">
<input class="grid-100 tablet-grid-100 mobile-grid-100 search-input" type="text"
name="query" placeholder="Hi there! What are you looking for?" autocomplete="off">
<button class="search-button" type="submit"><i class="fa fa-search" aria-
hidden="true"></i></button>
</form>
</div>
```

Email Text Field:

```
<form method="get" role="form" action="/subscribe">
```



```
<input class="light-on-dark-field" type="text" name="emailAddress" placeholder="Enter your email address">  
<button type="submit" id="test-subscribe" class="button-default">Subscribe</button>  
</form>
```

Issue ID: DAC-USER-SRJAWS-T2-01

1) What type of issue did you experience?

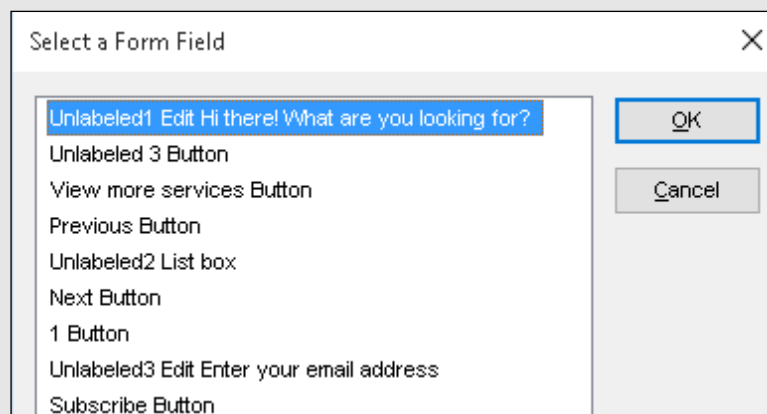
Unclear Forms.

2) Where was the issue? Please give the URL.

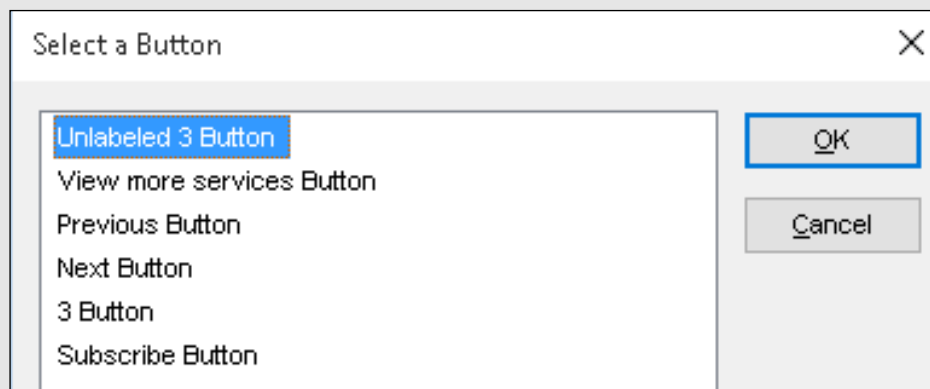
Identified on the home page.

URL: <https://www.stockport.gov.uk/>

Screen shot showing form items out of context:



Second screen shot focusing on buttons:



3) Describe the issue in detail and where it occurred on the page

While navigating the home page and viewing the header information, I found that many form items contain unclear labelling. Including a clear form label will cause less confusion on the part of the user.

4) How did you work around this issue?

It is possible to navigate in context, rather than out of context at the time of testing moving forward. *This also applies to multiple pages, including the following examples:

<https://www.stockport.gov.uk/how-to-pay-council-tax>

<https://www.stockport.gov.uk/bulky-items-and-waste>

<https://www.stockport.gov.uk/job-vacancies>

Solution:

Ensure that form fields are labelled and that they do not rely on placeholder text to convey their function or purpose to the user. For example:

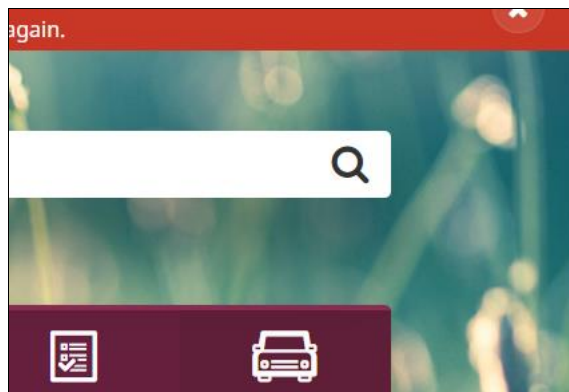
```
<label for="formfield">Label text seen on screen  
<input type="text" id="formfield"/>  
</label>
```

Technical Comment: **Unlabelled Button**

URL: <https://www.stockport.gov.uk/>

Issue ID: DAC_TECH_Forms_02

Screen Shot:



The search facility submit button has no value text. Descriptive text must be presented to screen reader users to indicate the function of the button. This appears to be consistent of the search facility submit button throughout the website.

Code Ref(s):

```
<button class="search-button" type="submit"><i class="fa fa-search" aria-hidden="true"></i></button>
```

Issue ID: DAC-USER-SRVO-T1-02

1) What type of issue did you experience?

Forms.

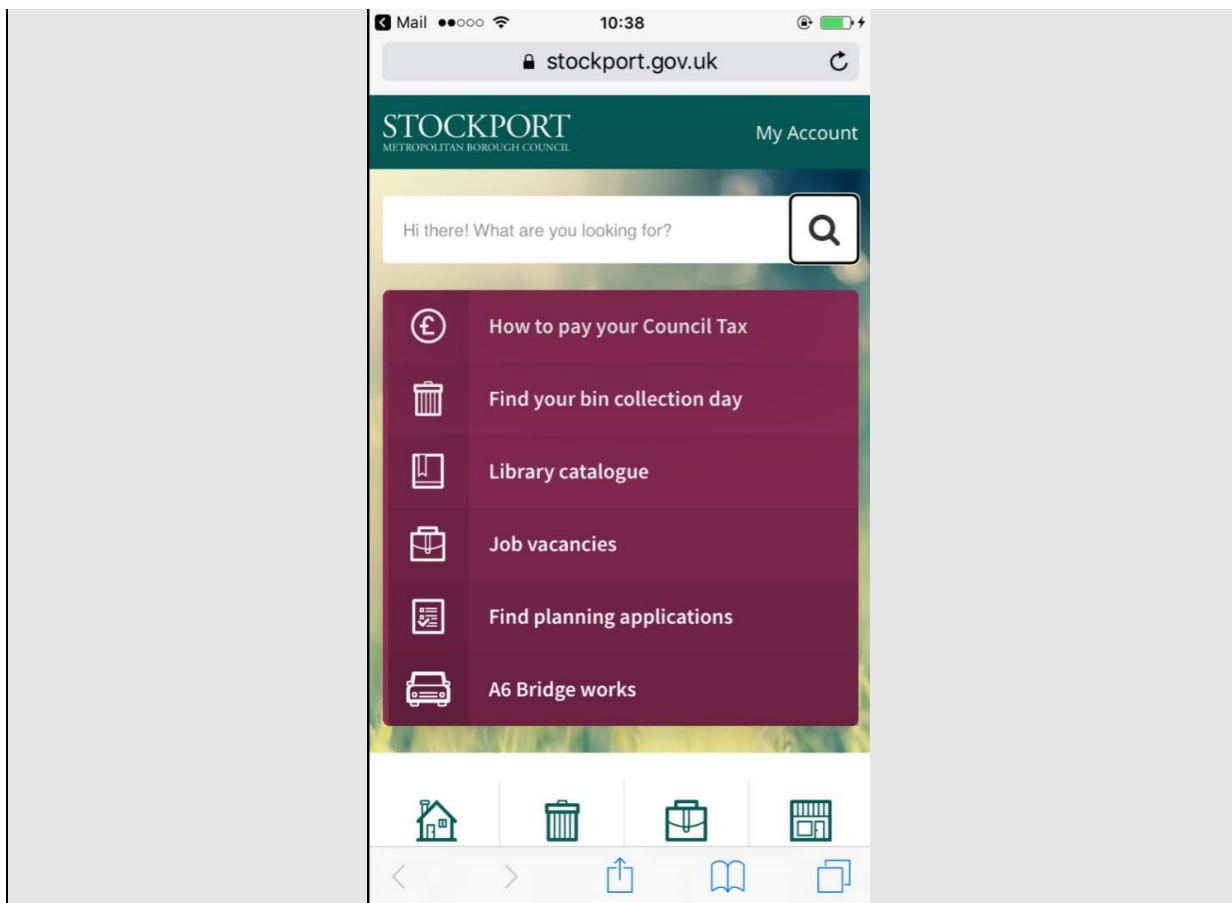
2) Where was the issue? Please give the URL.

Identified on the home page.

URL: <https://www.stockport.gov.uk/>

Screen Shot:





3) Describe the issue in detail and where it occurred on the page

While navigating the buttons list in the home page, I found that a button that appears to be the 'search' item is only announced as 'button' by Voiceover, whilst the others are announced as '1' and '3' respectively. Including a description for all buttons will cause less confusion on the part of the user moving forward.

4) How did you work around this issue?

While it is possible to navigate in context rather than out of context, there is no significant work around for this at the time of testing.

Solution:

Ensure that buttons have discernible text that indicate their function or purpose to screen reader users. For example:

```
<button class="search-button" type="submit" value="Submit Search Button"></button>
```

Issue ID: DAC-USER-SRJAWS-

What type of issue did you experience?

Error handling.

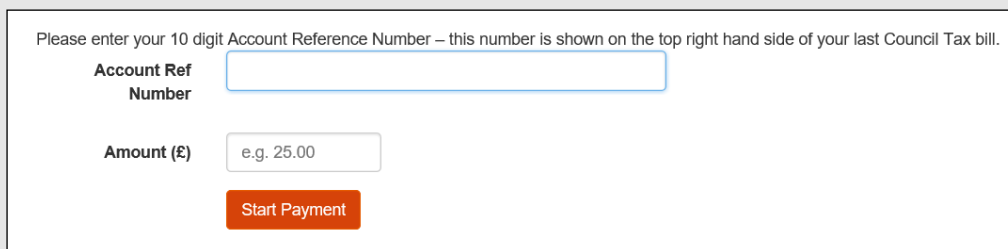
2) Where was the issue? Please give the URL.

Identified on the council tax payment form.

URL: <http://old.stockport.gov.uk/payit/counciltax>

URL: <https://www.stockport.gov.uk/events/add-your-event>

Screen shot showing forms when tabbing through the page:



Please enter your 10 digit Account Reference Number – this number is shown on the top right hand side of your last Council Tax bill.

Account Ref Number

Amount (£)

[Start Payment](#)

3) Describe the issue in detail and where it occurred on the page

When navigating the council tax payment form, I found no indication of compulsory form items when navigating in or out of context.

Including a (*) for all items which are compulsory via the form label, will resolve this problem moving forward.

Solution:

Ensure that a clear indication is given to all users of which fields are mandatory and/or which are optional. This should be contained within the <label>.

Low priority AAA

Issue ID: DAC-USER-SRJAWS-T5-02

1) What type of issue did you experience?

Forms.

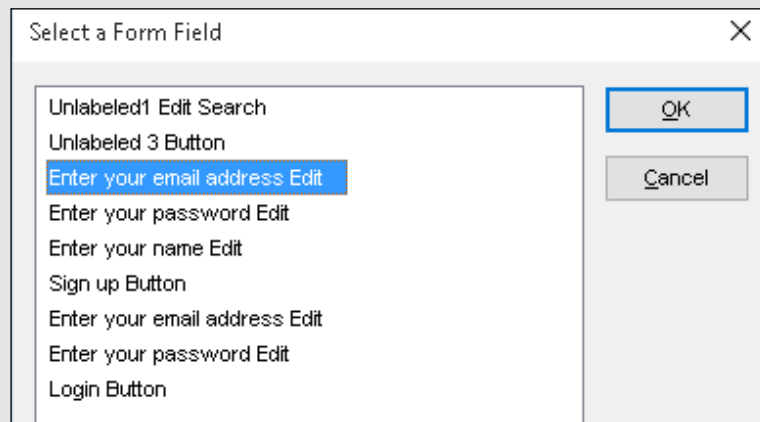


2) Where was the issue? Please give the URL.

Identified on the 'my account' page.

URL: <https://myaccount.stockport.gov.uk/>

Provide a screen shot



3) Describe the issue in detail and where it occurred on the page

Whilst navigating the account page, I found that blind computer users would identify duplicated form items when navigating out of context. Both the register and login fields contain similar items for username and password, which would be confusing in the current state as there is no method of identifying a difference between the forms. Including a separate page for the user login, and user registration would resolve this problem.

4) How did you work around this issue?

It is possible to use alternative methods of navigation to navigate in context, as a work around at the time of testing. *This also applies to iOS.

Issue ID: DAC-USER-SRJAWS-T7-02

1) What type of issue did you experience?

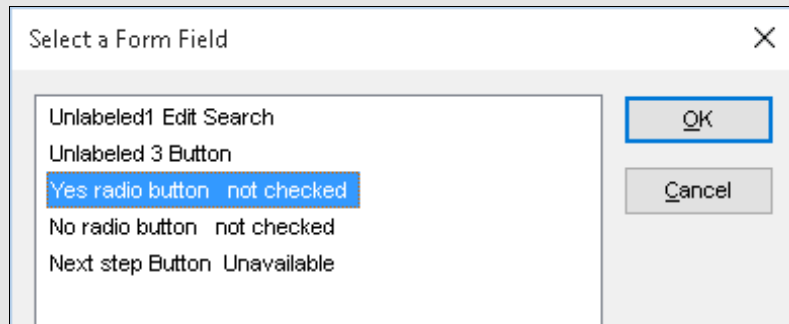
Forms.

2) Where was the issue? Please give the URL.

Identified when reporting a death via the 'register a death' form.

<https://myaccount.stockport.gov.uk/register-a-death>

Provide a screen shot



3) Describe the issue in detail and where it occurred on the page

When navigating the 'register a death' screen, I found that the radio buttons to answer the questions are just labelled as 'yes', or 'no'.

Including a clear indication of the associating question will make it easier to answer the questions when filling out this form.

Solution:

Consider using a <fieldset> element to group the related form fields together and use the <legend> element to describe the group. This will help screen reader users that navigate out of context to understand the difference between the duplicated form fields.

```
<fieldset>
```

```
<legend> Sign up for My Account </legend>
```

```
<label for="SignUpModel_EmailAddress">Enter your email address</label>
```

```
<input name="SignUpModel.EmailAddress" class="form-control input-lg text-box single-line" id="SignUpModel_EmailAddress" type="email" value="" data-val-required="Your email address is required." data-val="true">
```

```
....
```

```
</fieldset>
```

Issue ID: DAC-USER-SRJAWS-T5-03

1) What type of issue did you experience?

Error handling.

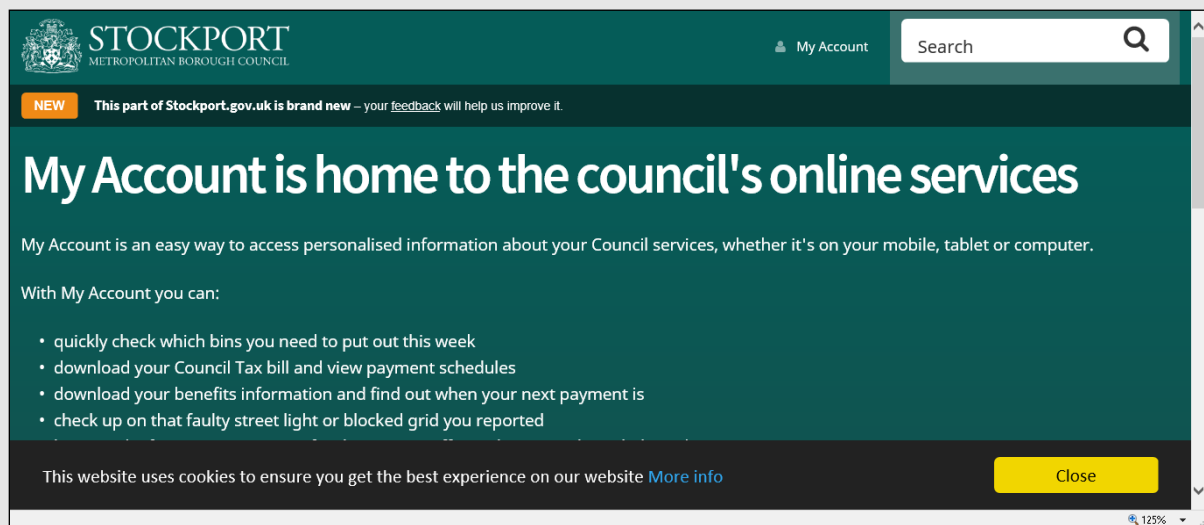
2) Where was the issue? Please give the URL.

Identified on the 'my account' page.

URL: <https://myaccount.stockport.gov.uk/>

Provide a screen shot

Screen shot showing the page loaded after submitting the register form with errors:



Second screen shot showing the error message when tabbing through the page:

Enter your email address

mike.taylor@digitalaccessibilitycentre.org

Enter your password

Your password is required.

Enter your name

Your name is required.

Sign up >

Enter your email address

Enter your password

Login >

Forgotten your password?

3) Describe the issue in detail and where it occurred on the page

While navigating the account screen, and submitting the form with errors, I found that it was difficult to find the error message.

Issue ID: DAC-USER-SRJAWS-T6-04

1) What type of issue did you experience?

Error handling.

2) Where was the issue? Please give the URL.

Identified on the council tax form when submitting the form with errors:

URL:

<http://old.stockport.gov.uk/payit/counciltax?&serviceprocessed=false&error=The+reference+number+is+not+valid+for+Council+Tax.&data=CouncilTax>

Screen shot showing the council tax payment screen when submitting the form with errors:

Council Tax

 **Remember** - It costs less if you contact us online

There was a problem with your payment.

The reference number is not valid for Council Tax.

You can pay your Council Tax each month by Direct Debit and let your bank do the work for you.

We can offer you a choice of three payment dates: 1st, 15th and 25th. It's really simple to set up, just fill in the **Direct Debit Mandate form**.

If you would like to pay online then you can use our online payments service to pay your council bills with any of the following types of credit/debit cards

- Visa, Mastercard, Maestro, Solo, Visa Delta.

Please tell us immediately if you think that you are going to find it difficult to pay your bills to the Council.

We will give you help and advice on instalment arrangements and other payment options.

125%

3) Describe the issue in detail and where it occurred on the page

When submitting the council tax payment form with errors by selecting 'start payment' after entering a payment reference, I found it difficult to locate the error information when the page loaded. Focus was not given to the error message, so including a clear error process via a list of links to describe the error, and a clear error message to indicate the problem will resolve this issue.

Solution:

Consider placing user focus into the field containing the error, as this would be beneficial to screen reader and keyboard only users.

Colour contrast

WCAG 2.0 References:

Make it easier for users to see and hear content including separating foreground from background.

[WCAG 2.0 reference 1.4 - Distinguishable content](#)

If colour is used to convey information e.g. to identify if items are out of stock, then another way of conveying that information that is accessible to people who cannot perceive colour must be presented.

Contrast between text and background should be in accordance with WCAG 2.0 recommendations.

Result = Fail

Colour contrast does not meet the minimum requirements

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.

Because people perceive colour and contrast to different degrees we use the W3C recommendations as a benchmark. The Colour Contrast Analyser tool is a useful benchmark for colour contrast and we find that compliance with this tool is acceptable.

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.

Medium priority AA

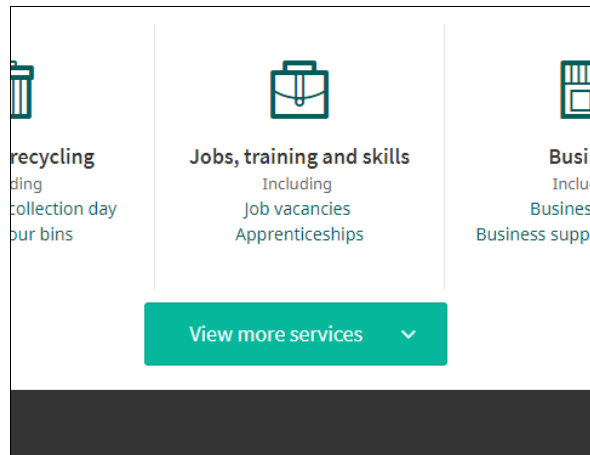
Technical Comment: Colour Contrast

URL: <https://www.stockport.gov.uk/>

Issue ID: DAC_Tech_Colour_Contrast_01

Screen Shot:





The 'View more services' button has insufficient colour contrast of 2.54 (foreground colour: #ffffff, background colour: #06b79b, font size: 13.5pt, font weight: normal). 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. This applies to every occurrence of this colour combination throughout the website.

Code Ref(s):

`<button id="see-more-services" class="button-default green generic-list-see-more button-up-down is-visible">View more services</button>`

Issue ID: DAC-USER-CBDX-T1-01

1) What type of issue did you experience?

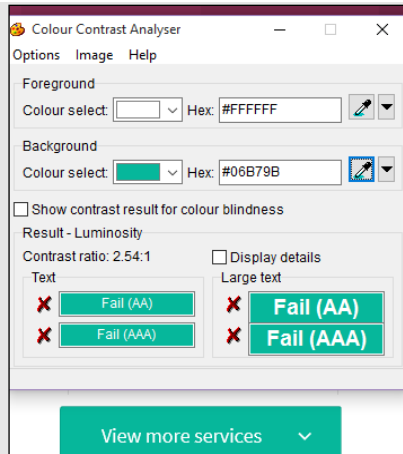
Colour contrast issue.

2) Where was the issue? Please give the URL.

Below top header bar.

URL: <https://www.stockport.gov.uk/>

Screen Shot:



3) Describe the issue in detail and where it occurred on the page

The luminosity between the text and background has failed to meet the minimum colour contrast ratio of (4.5:1), I would like to suggest making the text black in colour this would help to give it more clarity to the user and the ratio would become (6.84:1).

URL: <https://myaccount.stockport.gov.uk/>

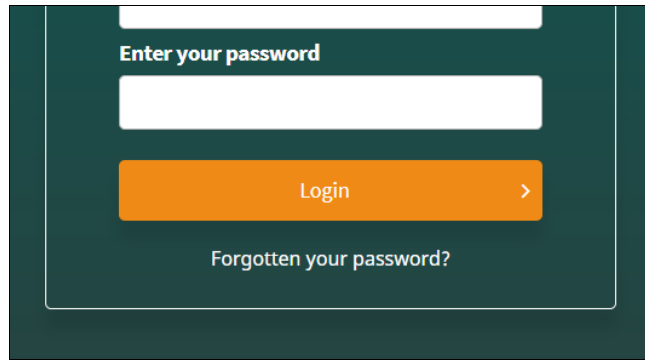
Issue ID: DAC_TECH_Colour_Contrast_02

Screen Shot 1:



Screen Shot 2:





The 'New' banner under the Stockport Logo and 'Login' button have insufficient colour contrast of 2.52 (foreground colour: #ffffff, background colour: #ef8a16, font size: 9.0pt, font weight: bold). 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. This applies to every occurrence of this colour combination throughout the website.

Code Ref(s):

`NEW`

Issue ID: DAC-USER-CBDX-T5-01

1) What type of issue did you experience?

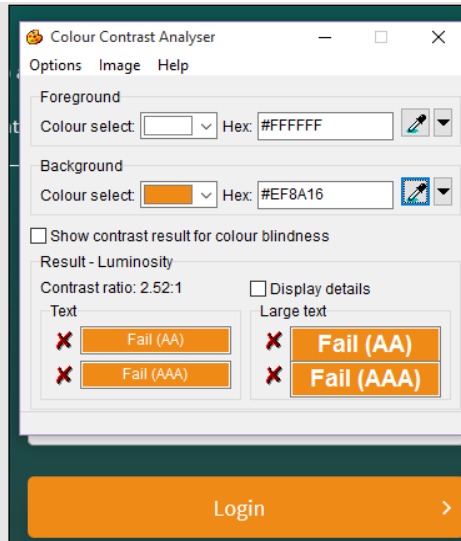
Colour contrast issue.

2) Where was the issue? Please give the URL.

My Account Sign in page.

URL: <https://myaccount.stockport.gov.uk/>

Screen Shot:



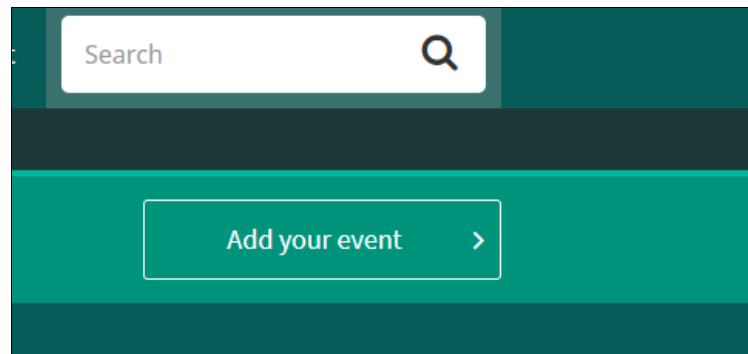
3) Describe the issue in detail and where it occurred on the page

The Luminosity between the text and background has failed to meet the minimum colour contrast ratio of (4.5:1) for WCAG 2.0 Recommendation.

URL: <https://myaccount.stockport.gov.uk/>

Issue ID: DAC_Tech_Colour_Contrast_03

Screen Shot:

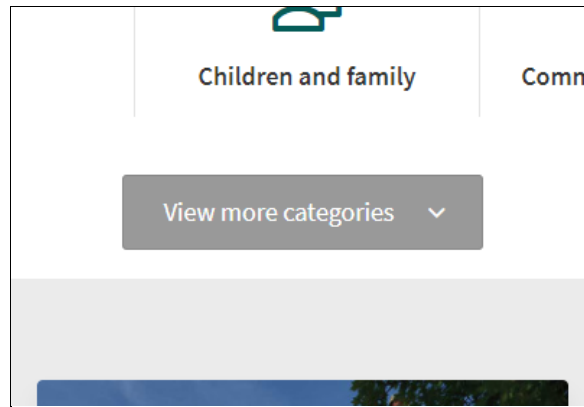


The 'Add your event' button has insufficient colour contrast of 3.84 (foreground colour: #ffffff, background colour: #00937c, font size: 13.5pt, font weight: normal).

Code Ref(s):

```
<button id="submit" type="submit" class="button-default button button-new-register">Sign up</button>
```

Screen Shot:



The 'View more categories' button has insufficient colour contrast of 2.84 (foreground colour: #ffffff, background colour: #999999, font size: 13.5pt, font weight: normal).

Code Ref(s):

```
<button id="see-more-services" class="button-default generic-list-see-more button-up-down is-visible">View more categories</button>
```

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. This applies to every occurrence of these colour combinations throughout the website.

Issue ID: DAC-USER-CBDX-T9-01

1) What type of issue did you experience?

Colour contrast issues

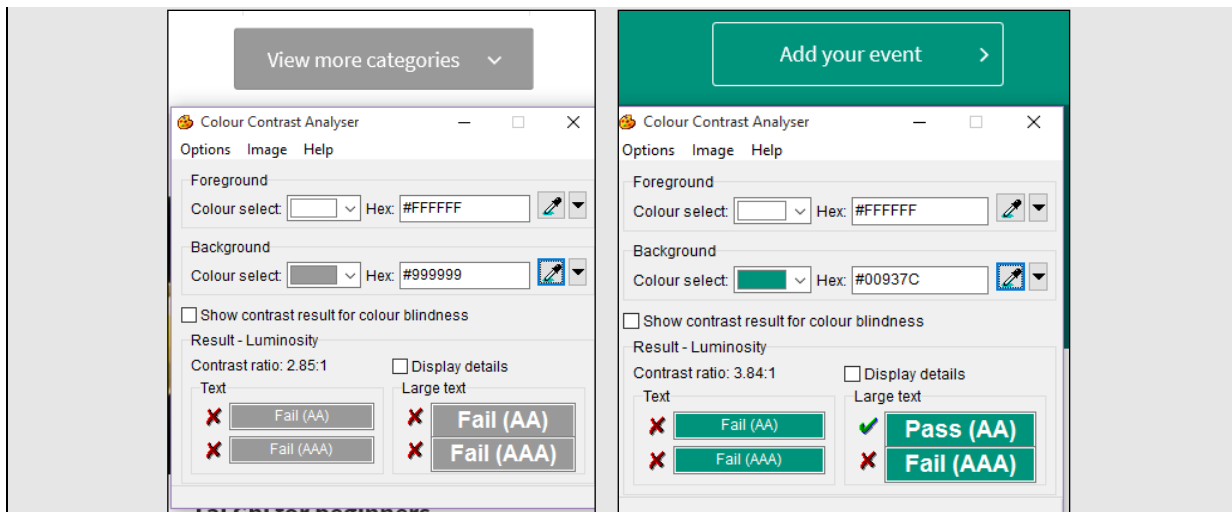
2) Where was the issue? Please give the URL.

On Events page below discover something new.

URL: <https://www.stockport.gov.uk/events>

Screen Shot:





3) Describe the issue in detail and where it occurred on the page

The luminosity between the text and background in both the 'View more categories' and 'Add your event' buttons fails to meet the minimum (4.5:1) colour contrast ratio.

Solutions:

1. For sites to achieve 'Standard' accreditation, they must comply with WCAG 2.0 checkpoint 1.4.3 for colour contrast, which is 4.5:1.
2. As far as contrast ratio is concerned, it must at least be:

if text is not bold and its size is less than 18pt: 4.5:1 for AA level, 7:1 for AAA level;
 if text is not bold and its size is at least 18pt: 3:1 for AA level, 4.5:1 for AAA level;
 if text is bold and its size is less than 14pt: 4.5:1 for AA level, 7:1 for AAA level;
 if text is bold and its size is at least 14pt: 3:1 for AA level, 4.5:1 for AAA level;

3. Alternatively, provide style sheets that will meet this criterion.

Reference tools:

[Colour Contrast Analyser](#)

Structure

Headings

WCAG 2.0 References:

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

Headers should be logical and consistent across a site, reflect the structure of information on the page and should be used to briefly introduce the topic(s) that follow them. Headers should not be used where they do not precede a specific topic or where headers of the same level would immediately follow them.

Headings must be presented in a logical and hierarchical order, primarily to make it easy for screen readers to navigate the page. Screen reader users can make use of headings to jump to relevant content within the document and greatly reduce the time that they spend looking for content on a page.

Result = Fail

The following issues were encountered:

- Illogical heading structure
- Missing h1

Medium priority AA

Issue ID: DAC-USER-SRJAWS-T4-01

1) What type of issue did you experience?

Illogical headings.

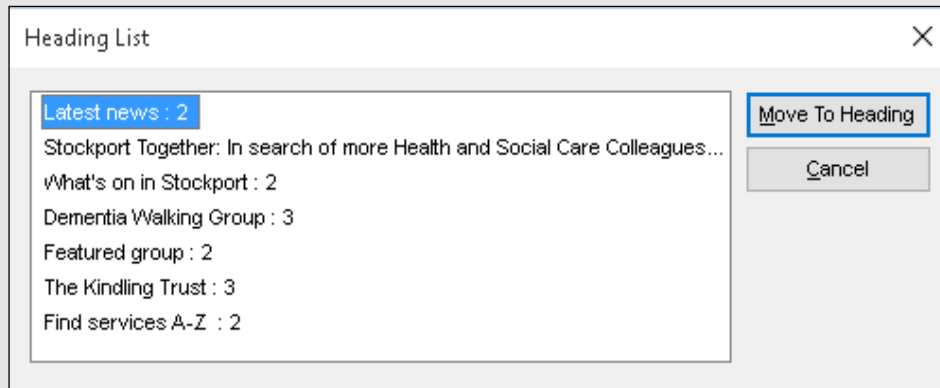
2) Where was the issue? Please give the URL.

Identified on the home page.

URL: <https://www.stockport.gov.uk/>



Screen shot showing headings list out of context:



3) Describe the issue in detail and where it occurred on the page

While navigating the home page, I found that blind computer users are not able to identify a main content heading at level 1.

Including a clear and logical headings structure that contains a logical headings structure that starts at a level 1, and moves to a level 2 as required will resolve this problem.

*This also applies to the following examples:

<https://www.stockport.gov.uk/how-to-pay-council-tax>

<https://www.stockport.gov.uk/job-vacancies>

Issue ID: DAC-USER-SRJAWS-T5-01

1) What type of issue did you experience?

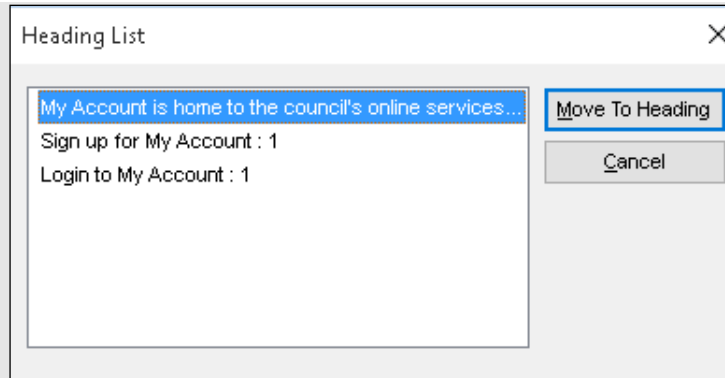
Duplicated headings at level 1.

2) Where was the issue? Please give the URL.

Identified on the 'my account' page.

URL: <https://myaccount.stockport.gov.uk/>

Provide a screen shot



3) Describe the issue in detail and where it occurred on the page

Whilst navigating the account page, I found that blind computer users would identify multiple headings at level 1. Avoiding duplication of level 1 mark-up items will resolve this problem, improving overall navigation.

4) How did you work around this issue?

While it is possible to navigate using other methods of navigation, there is no work around at the time of testing for an illogical headings structure on the part of the user. *This also applies to iOS.

Issue ID: DAC-USER-SRJAWS-T6-01

1) What type of issue did you experience.

Illogical headings.

2) Where was the issue? Please give the URL.

Identified on the 'report a missed bin collection' page.

URL: <https://www.stockport.gov.uk/start/report-a-missed-bin-collection>

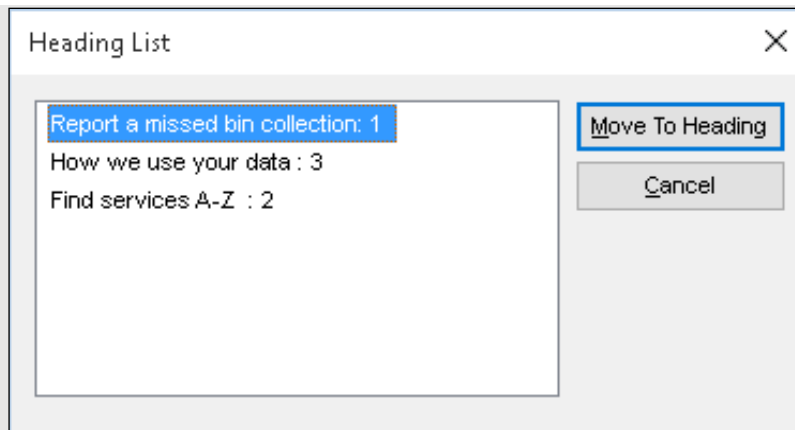
URL: <https://www.stockport.gov.uk/start/book-an-appointment-to-register-a-death>

URL: <https://www.stockport.gov.uk/news/plan-your-back-to-school-journey>

URL: <https://www.stockport.gov.uk/events/reddish-library-coffee-morning?date=2017-10-06>

URL: <https://www.stockport.gov.uk/groups/results?category=music-and-theatre&order=Name+A-Z>

Screen shot showing headings out of context:



3) Describe the issue in detail and where it occurred on the page

Whilst navigating the 'report a missed bin collection' page, I found that while the headings structure contains a level 1 mark-up, the structure then follows an illogical order, by changing from a level 1 to a level 3, and moving back to a level 2 respectively. Including a clear and logical headings structure will make it easier for blind users to identify the main content heading, and how each section relates to each other while navigating.

4) How did you work around this issue?

There is no work around for an illogical headings structure at the time of testing, however it is possible to use existing methods of navigation to review the content at the time of testing. *This also applies to iOS.

Solution:

Ensure that the page presents a main heading (h1) and place it within an <h1> element. All subsequent subheadings must follow in a logical hierarchical order through <h2> to <h6>.

Layout

WCAG 2.0 References:

Make text content readable and understandable.

[WCAG 2.0 reference 3.1 - Text content](#)

Make Web pages appear and operate in predictable ways.

[WCAG 2.0 reference 3.2 - Predictable](#)

The layout of the page needs to be uncluttered and consistent across all pages.

Result = Pass (with usability feedback)

The following issue was encountered:

- Navigation buttons were difficult to locate for low vision users

Usability Feedback

Issue ID: DAC-USER-LV-ZK-T1-01

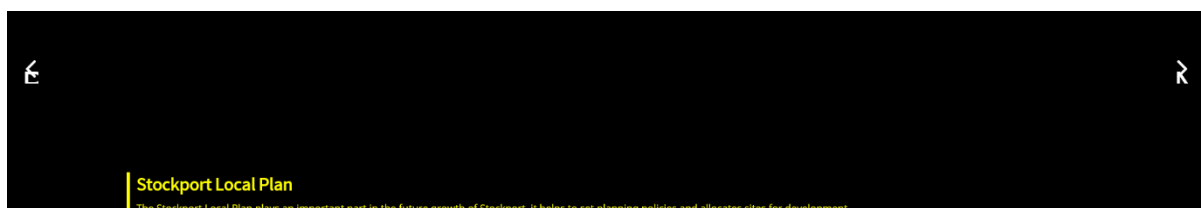
1) What type of issue did you experience?

General navigation

2) Where was the issue? Please give the

URL: <https://www.stockport.gov.uk/>

Provide a screen shot



3) Describe the issue in detail and where it occurred on the page

When scanning around the page I encountered a moving carousel. Whilst the page navigation was easy to locate and access, I did however find that the navigation buttons for Previous and Next were visually un-identifiable. The only reason I was able to understand this navigation was due to the audible label feeding back to me.

Visually, the buttons need to be more obviously designed. A simple arrow or chevron would be more obvious to me as buttons to move forwards or backwards.

Solution:

Consider making the buttons to navigate through the carousel more prominent to aid low vision users.



End of Report



Appendix I

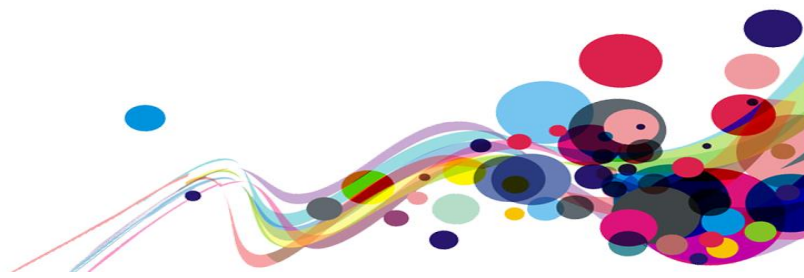
Classification of Accessibility Issues

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 2.0
Fail (M) Medium Priority	The site fails to meet the requirements against AA criteria measured against WCAG 2.0
Fail (H) High Priority	The site fails to meet the requirements against A criteria measured against WCAG 2.0 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, except for the situations listed below. (Level A)	Fail (H)
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 its meaning, a correct reading sequence can be programmatically determined . (Level A)	Fail (H)



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)
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)	Pass (P)
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)
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)



<p>Images of Text:</p> <p>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:</p> <p>Understanding Success Criterion 1.4.5</p> <ul style="list-style-type: none"> • 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. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AA)</p>	<p>Not Applicable (N/A)</p>
<p>Contrast (Enhanced):</p> <p>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:</p> <p>Large Text: Large-scale 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 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.</p> <p>Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.</p> <p>(Level AAA)</p>	<p>Fail (L)</p>
<p>Low or No Background Audio:</p> <p>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:</p> <p>Understanding Success Criterion 1.4.7</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 	<p>Not Applicable (N/A)</p>



<p>sounds that last for only one or two seconds.</p> <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>Visual Presentation:</p> <p>1.4.8 For the visual presentation of blocks of text, a mechanism is available to achieve the following:</p> <p>Understanding Success Criterion 1.4.8</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 on a full-screen window. <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Images of Text (No Exception):</p> <p>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.</p> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>



Principle 2: Operable – User interface components and navigation must be operable.

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



<p>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</p> <p>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</p> <p>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</p> <p>Essential Exception: The time limit is essential and extending it would invalidate the activity; or</p> <p>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>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</p> <p>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</p> <p>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.</p> <p>Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p>	<p>Fail (H)</p>



<p>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.</p> <p>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.</p> <p>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.</p> <p>(Level A)</p>	
<p>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)</p>	<p>Not Applicable (N/A)</p>
<p>Interruptions: 2.2.4 Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>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)</p>	<p>Not Applicable (N/A)</p>
<p>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.</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>Not Applicable (N/A)</p>



(Level A)	
Three Flashes: 2.3.2 Web pages do not contain anything that flashes more than three times in any one second period. (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)	Pass (P)
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)	Pass (P)
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)	Pass (P)
Focus Visible: 2.4.7 Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)	Fail (M)
Location: 2.4.8 Information about the user's location within a set of Web pages is available. (Level AAA)	Pass (P)
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)	Pass (P)
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)	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)	Not Applicable (N/A)
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)	Pass (P)
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)	Pass (P)
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)	Not Applicable (N/A)
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)	Pass (P)
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)	Pass (P)



<p>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:</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>Not Applicable (N/A)</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>Not Applicable (N/A)</p>
<p>Error Prevention (All): 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. 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.</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.

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)

Fail (H)

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)



Appendix II

The Process

The web product is measured against the Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines 2.0 (WCAG 2.0) 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 web site 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 web site

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 site 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

Sites 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 site meets the expectations of the DAC testing team

Not Applicable

The technology or criteria measured against is not present on the site

DAC Testing Procedure

The Web site is tested by a team of experienced Web auditors, many of whom 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 Web 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 Web page for those with colour blindness and dyslexia

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

Learning difficulties: Manual checks were made to assess the suitability of a web 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 service with further credibility and quality.

