



Digital Accessibility Centre

Accessibility Audit Report for Department for Education - Get into Teaching Service

Company	Department for Education
Date	3 rd August 2020
DAC Ref.	000598
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Standard	WCAG 2.1

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Executive Summary

An accessibility audit for **Get into Teaching** service was carried out by the Digital Accessibility Centre (DAC) user/technical team on 3rd of August 2020.

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

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

A high number of accessibility issues were reported by both our automated testing tools and manual user testing team. The access issues reported impact multiple user groups but particularly impacted vision and mobility impaired user groups.

There were numerous access issues affecting users who require audio feedback to navigate and interact with page content. The use of custom elements, which had not been coded in a way that incorporates the use of assistive technology, prevented screen reader users from accessing some parts of the service. Multiple instances of incorrectly marked up elements also made it difficult for users to determine their function or purpose. Screen reader users found additional confusion with the general navigation of pages due to illogical heading structures.

Mobility impaired users encountered elements that were not accessible to standard keyboard commands or voice activation software. Keyboard only users found it difficult to navigate some content due to an illogical focus order, with some elements being unable to receive focus entirely. As a result of this, users were unable to complete some tasks independently.

Content became truncated as well as obstructed when reflow was enabled on the page; this can hinder low vision users that need to view the page in a one column format and zoomed in to 400%.

Additional comments have been added to the Usability section of this report, which highlights issues that, although do not fail to meet WCAG 2.1 criteria, may still affect users. This section also includes feedback on areas that do not meet requirements set out by the GOV.UK design system.



Audit Summary

In order for the service 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

- [Layer not modal - A](#)
- [Incorrect html mark-up - A](#)
- [Skip link – A](#)
- [Link text - A](#)
- [Duplicate ID's - A](#)
- [Block level link - A](#)
- [Duplicated Landmark - A](#)
- [Expanded content – A](#)
- [Custom content - A](#)
- [Non descriptive links – A](#)
- [Landmark – A](#)
- [Duplicated page title - A](#)



AA

- [Reflow - AA](#)



AAA

- [Links new window - AAA](#)
- [Multiple heading level 1 - AAA](#)
- [Links \(out of context\) - AAA](#)

Scope

Tasks

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

URL: <https://beta-getintoteaching.education.gov.uk>

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

Browser matrix and Assistive Technology (AT) combinations

Desktop

User type	Operating System (OS)	Browser	Assistive Technology
Blind	Windows	IE11	JAWS 18 and 2019
		Firefox	NVDA
	-	Safari	VoiceOver
Mobility	Windows	IE11	Dragon Voice Activation v15
Mobility	Windows	Chrome	Keyboard
		IE11	Keyboard
Deaf	Windows	Chrome	-
Colour blind/ Dyslexia	Windows	Chrome	-
Low Vision	Windows	Chrome	Screen Magnification, Reflow *, Text Spacing †
		IE11	System inverted colours
Cognitive Impaired/ Asperger's/ Anxiety	Windows	Chrome	-

* **Reflow** tests with screen size of 1280 x 1024px, at 400% browser magnification

† **Text Spacing** tests with larger Line height, and larger Paragraph, Word and Letter spacing.

Mobile/Tablet

User type	Operating System (OS)	Browser	Assistive Technology
Blind	iOS	Safari	VoiceOver
	Android	Android browser	TalkBack/ Voice Assistant
Mobility	iOS	Safari	-
	Android	Android Browser	-
Deaf	iOS	Safari	-
Colour blind/ Dyslexia	Android/iOS	Android browser/ Safari	-
Low Vision	Android	Android browser	Magnification
	iOS	Safari	System inverted colours

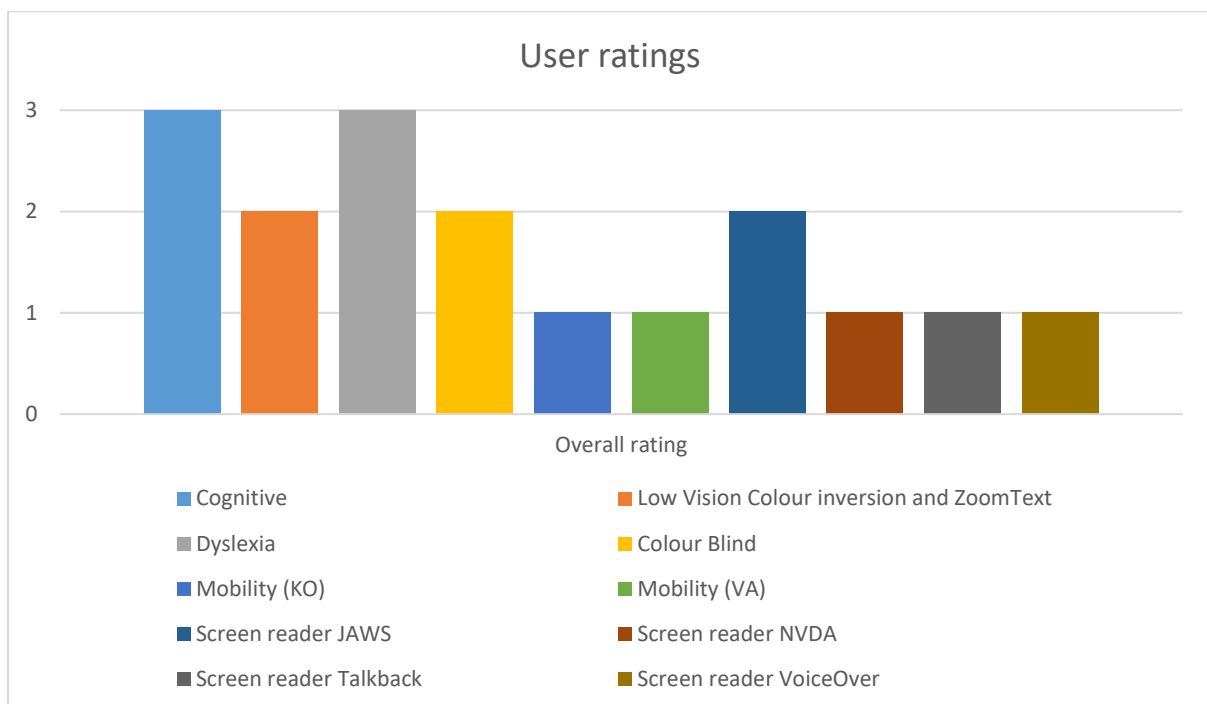
Summary Graphs

Analyst Feedback

Our analysts provided their overall feedback on the service.

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

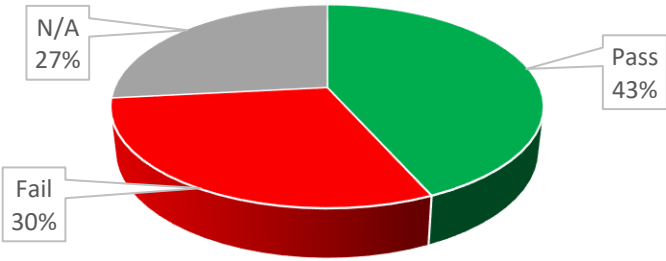
Key:	
0	Could not complete on my own
1	Completed independently but with major issues
2	Completed independently but with minor issues
3	Completed independently, no issues

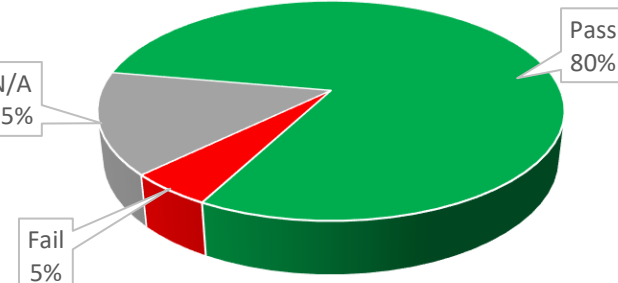


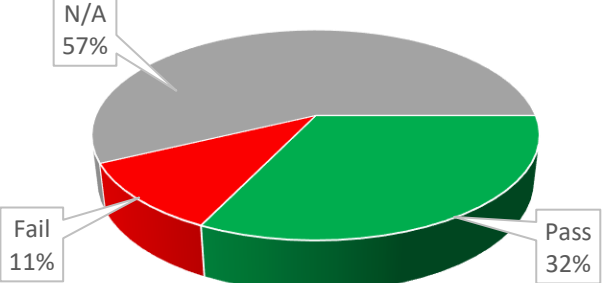
WCAG 2.1 Breakdown

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.

A		
Priority Level	Number	Percentage: High Priority Results
Number of checkpoints 'Passed'	13 (43%)	
Number of checkpoints 'Failed'	9 (30%)	
Number of checkpoints 'Not Applicable (N/A)'	8 (27%)	

AA		
Priority Level	Number	Percentage: Medium Priority Results
Number of checkpoints 'Passed'	16 (80%)	
Number of checkpoints 'Failed'	1 (5%)	
Number of checkpoints 'Not Applicable (N/A)'	3 (15%)	

AAA		
Priority Level	Number	Percentage: Low Priority Results
Number of checkpoints 'Passed'	9 (32%)	
Number of checkpoints 'Failed'	3 (11%)	
Number of checkpoints 'Not Applicable (N/A)'	16 (57%)	



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.



Layer not modal - A

Users focus is not taken to the layer nor is focus trapped within the layer.

WCAG Reference:

Success Criterion 2.4.3 Focus Order

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

(Level A)

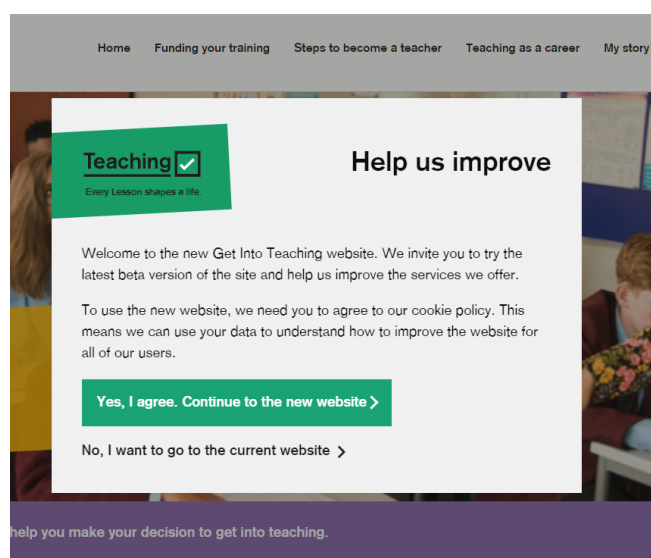
Issue ID: DAC_Layer_not_modal_issue1

Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/>

Journey: task 1, step 1

Screenshot:



Upon landing on the home page, a layer appears stating 'Help us improve'. This layer does not receive focus until after a keyboard only user has navigated through the entire page behind the layer using the tab key. Once focus enters the layer, it does not trap users focus within the layer until the user chooses to close it.

This impacted keyboard only users as it was difficult to see where focus was placed behind the layer and user was required to dismiss the layer before accessing the content on the page.

Screen reader comments:

"The pop up appeared at the base of the page; however, my focus was not taken to this content when I entered the page. I was not aware of this content and would only have reached it after navigating through the whole page. Ensuring that focus moves to the content will avoid confusion and allow a selection to be made."

Keyboard only comments:

"The layer presented on the page did not receive focus until I had travelled all the way to the bottom of the page; this made it difficult for me to see the content on the page until the layer had been dismissed."

Current Code Ref(s):

```
<div class="cookie-acceptance__dialog">
  <div class="cookie-acceptance__dialog__header">
    <div class="logo__image">
      <a href="/">
        
        <div class="logo__image__tagline">Every Lesson shapes a
life.</div>
      </a>
    </div>
    <h1 data-element-id="headingsMap-5">Help us improve</h1>
  </div>
  <p>
    Welcome to the new Get Into Teaching website. We invite you to try
the latest beta version of the site and
    help us improve the services we offer.
  </p>
  <p>
    To use the new website, we need you to agree to our cookie policy.
This means we can use your data to understand how to improve the
    website for all of our users.
  </p>
  <a href="#" class="call-to-action-button" data-action="click->cookie-
acceptance#accept">
    Yes, I agree. Continue to the new <span>website</span>
  </a>
  <a class="git-link" href="https://getintoteaching.education.gov.uk/">
    No, I want to go to the current website <i class="fas fa-chevron-
right"></i>
  </a>
</div>
```

Solution:

Ensure users focus is placed onto the layer on page load and that the users focus is trapped within the layer until they make a selection.

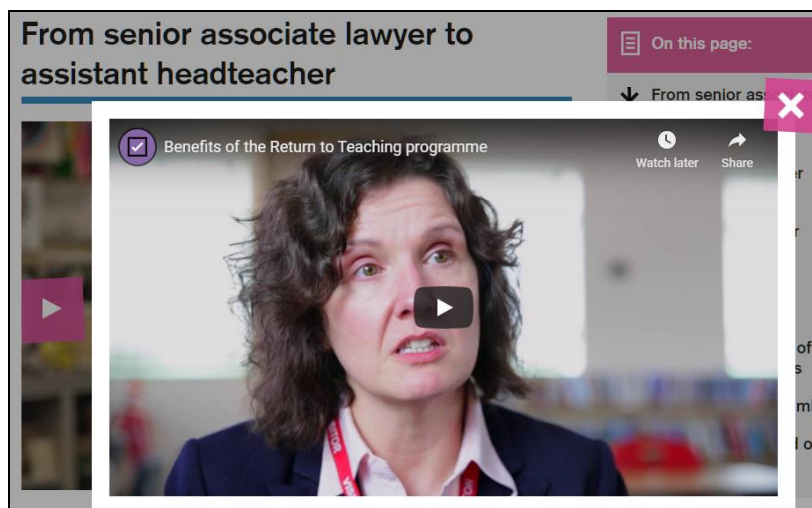


Page title: Get into teaching: My story into teaching

URL: <https://beta-getintoteaching.education.gov.uk/life-as-a-teacher/real-stories>

Journey: Task 1, step 18

Screenshot:



When activating the video play button a layer appeared containing the YouTube player, focus was not moved to the newly presented layer. This meant that screen reader users and keyboard only users were required to navigate through the content on the page, past the footer before being able to access the video content.

Current Code Ref(s):

```
<div class="video-overlay__video-container">
  <div class="video-overlay__video-container_wrapper">
    <iframe data-target="video.iframe" width="800" height="450"
src="https://www.youtube.com/embed/MLdrZJpK5rU" frameborder="0"
allow="accelerometer; autoplay; encrypted-media; gyroscope; picture-in-picture"
allowfullscreen="">
    </iframe>
  </div>
  <div class="video-overlay__video-container_dismiss">
    <div class="icon-video-close" data-action="click-
>video#close"></div>
  </div>
</div>
```



Solution:

Ensure users focus is placed within the video player and that focus does not move outside of the layer until the user chooses to dismiss the video using the close button.

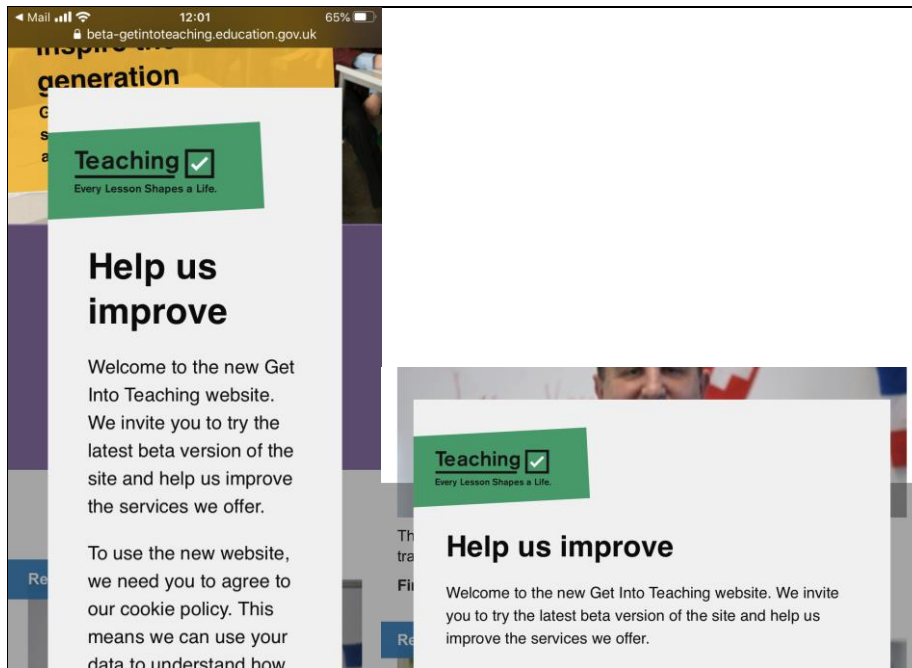


Page title: Get into teaching: Inspire the next generation

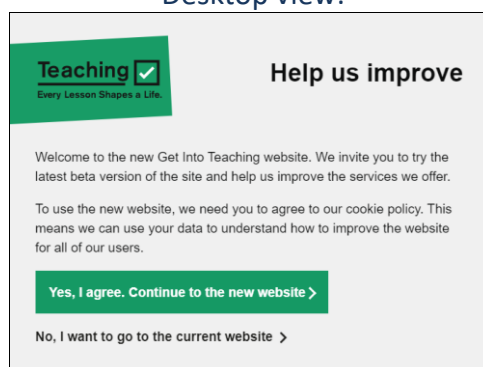
URL: <https://beta-getintoteaching.education.gov.uk/>

Journey: Task 1, step 1

Screenshot:



Desktop view:



The layer presented on mobile is inaccessible to users and the user is unable to scroll to the content that is not visible on screen. This means that mobile users would be unable to opt to agree and continue to the new website or go to the current website.

Low vision comments:

"I was unable to scroll through the cookies pop-up to select the 'I agree' button. The button is partially obscured by the bottom of the page in portrait view and completely obscured in landscape view. The Homepage scrolls while attempting to scroll through this pop-up."

Current Code Ref(s):

```
<div class="cookie-acceptance__dialog">
  <div class="cookie-acceptance__dialog_header">
    <div class="logo__image">
      <a href="/">
        
      </a>
    </div>
    <h1>Help us improve</h1>
  </div>
  <p>
    Welcome to the new Get Into Teaching website. We invite you to try
the latest beta version of the site and
    help us improve the services we offer.
  </p>
  <p>
    To use the new website, we need you to agree to our cookie policy.
This means we can use your data to understand how to improve the
    website for all of our users.
  </p>
  <a href="#" class="call-to-action-button" data-action="click->cookie-acceptance#accept">
    Yes, I agree. Continue to the new <span>website</span>
  </a>
  <a class="git-link" href="https://getintoteaching.education.gov.uk/">
    No, I want to go to the current website <i class="fas fa-chevron-
right"></i>
  </a>
</div>
```

Solution:

Ensure that all of the information within the layer is visible to users. Alternatively, provide a scrollbar to allow users to scroll and read all of the relevant information.



Incorrect html mark-up - A

Landmark content had not been marked up correctly within the html.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships

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

(Level A)

Success Criterion 4.1.2 Name, Role, Value

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

(Level A)

Issue ID: DAC_incorrect_html_mark-up_issue1

Page title: Get into teaching: Steps to become a teacher

URL: <https://beta-getintoteaching.education.gov.uk/steps-to-become-a-teacher>

Journey: Task 1, step 4

Screenshot:



The 'Main' landmark had been positioned incorrectly on the page; the heading level 1 had been positioned outside of the 'Main' landmark making it confusing for screen reader users as they would expect all main content including the H1 to be placed into the 'Main' Landmark.

Additionally, the main landmark had not been coded in the correct way and may cause issues for screen reader users.



Screen reader comments:

“When I selected the ‘Skip to main content’ link using JAWS my focus was taken to the h2. This was confusing as it was unclear where I had landed. After investigation in a testing environment I discovered that the main content landmark was situated above the h2 and not the h1 as I would expect. This was confusing as I would expect the h1 to introduce the main content section of the page.”

Current Code Ref(s):

```
<div class="hero__banner">
  <div class="hero__banner__text">
    <h1>Steps to become a teacher</h1>
  </div>
</div>

<section class="content content-- container-1000 role=" main="" id="main-
content">
```

Solution:

Ensure that all main content is placed under the main landmark to ensure screen reader users interpret content correctly on the page.

Examples can be found on the [W3C Aria Landmarks page](#)



Skip link – A

The skip link provided did not move users focus.

WCAG Reference:

Success Criterion 2.4.1 Bypass Blocks

[Understanding Bypass Blocks](#) | [How to Meet Bypass Blocks](#)

(Level A)

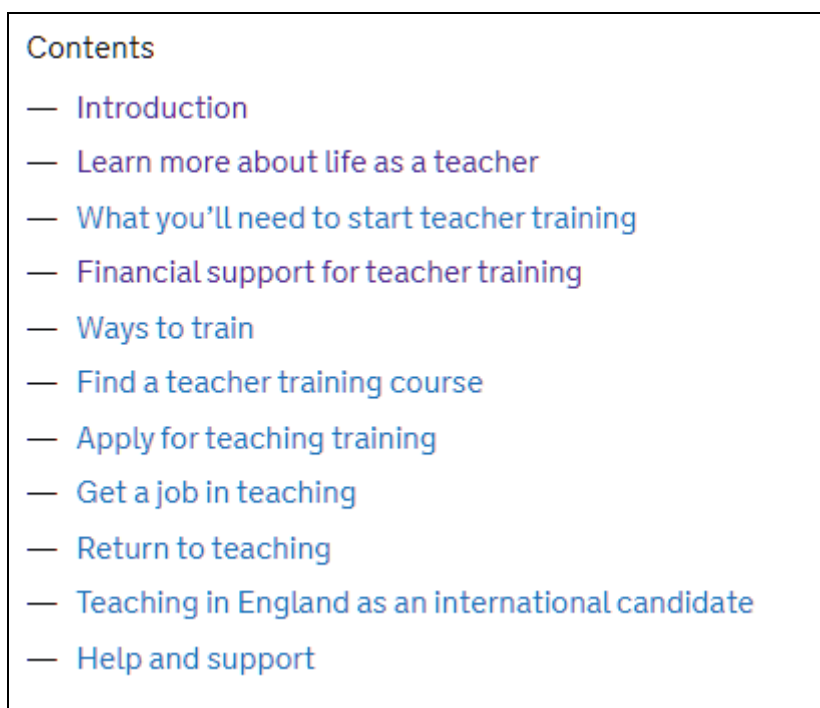
Issue ID: DAC_Skip_link_issue1

Page title: Become a teacher in England

URL: <https://beta-getintoteaching.education.gov.uk/guidance#1>

Journey: task 1, step 4

Screenshot:



The skip link has not been provided an appropriate href to move users focus to the heading of 'introduction'.



Screen reader comments:

“The ‘Same page link within the ‘Contents section ‘Introduction’ did not move my focus to the required section but instead remained on the skip link. This was problematic as I needed to manually navigate to the required section. The other same page links within the category moved focus as expected. Ensuring that all skip links take users to the required destination will allow users to locate content efficiently.”

Current Code Ref(s):

```
<a class="gem-c-contents-list__link govuk-link" href="#1">Introduction</a>  
  
<h2 id="introduction">Introduction</h2>
```

Solution:

Ensure that the href value matches the ID found on the associated heading. This will ensure that users focus moves to the appropriate content.

Example:

```
<a class="gem-c-contents-list__link govuk-link"  
href="introduction">Introduction</a>  
  
<h2 id="introduction">Introduction</h2>
```



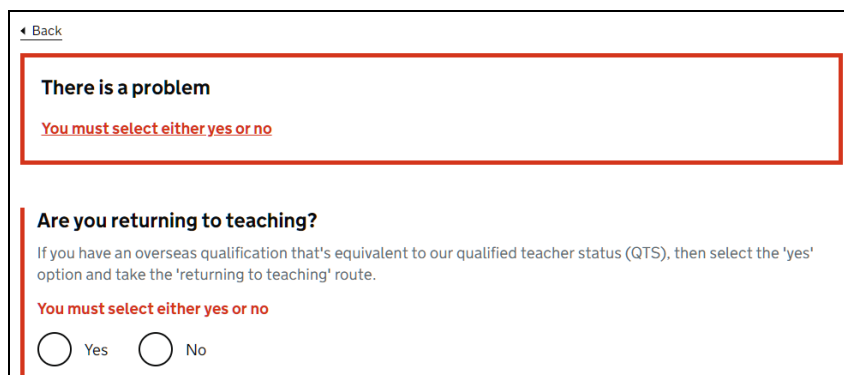
Issue ID: DAC_Skip_link_issue2

Page title: Sign up to talk to a teacher training adviser

URL: https://beta-adviser-getintoteaching.education.gov.uk/registrations/returning_teacher

Journey: Task 2, step 3

Screenshot:

A screenshot of a web form. At the top left, there is a 'Back' link. Below it, a red-bordered box contains the text 'There is a problem' followed by 'You must select either yes or no' in red. Below this box, the question 'Are you returning to teaching?' is displayed. A subtext explains that if the user has an overseas qualification equivalent to QTS, they should select 'yes'. Below the question, another red-bordered box contains the text 'You must select either yes or no'. At the bottom, there are two radio buttons: 'Yes' and 'No', both of which are currently unselected.

The skip link provided to move users focus straight to the error on the page did not move users focus upon activation of the link. This was caused by the error ID not matching the href.

Screen reader comments:

“Once I selected the error skip link my focus did not move and remained on the error skip link. I needed to manually navigate to the error which could be more time consuming for some users. Ensuring that focus moves to the error as expected will provide an efficient experience for screen reader users.”

Current Code Ref(s):

```
<a data-turbolinks="false" href="#returning-teacher-returning-to-teaching-field-error">You must select either yes or no</a>
```

```
<span class="govuk-error-message" id="returning-teacher-returning-to-teaching-error"><span class="govuk-visually-hidden">Error: </span>You must select either yes or no</span>
```



Solution:

Ensure that the 'href' refers to the id of the input field, in this case the first radio button.

Additional, information can be found under [Error summary example](#) on the GOV.UK design system website.

Example:

```
<a data-turbolinks="false" href="#returning-teacher-returning-to-teaching-true-field">You must select either yes or no</a>
```

```
<input id="returning-teacher-returning-to-teaching-true-field" class="govuk-radios__input" type="radio" value="true" name="returning_teacher[returning_to_teaching]">
```



Link text - A

Link text was not provided to focusable links causing confusion for screen reader users as well as keyboard only users.

WCAG Reference:

Success Criterion 4.1.1 Parsing

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

(Level A)

Issue ID: DAC_Link_text_issue1

Page title: Become a teacher in England

URL: <https://beta-getintoteaching.education.gov.uk/guidance#4>

Journey: task 1, step 3

Screenshot:

You can search for jobs with flexible working patterns by using Teaching Vacancies.

A link had been provided without encapsulating the text it is related to. This is extremely confusing for screen reader users as they will be presented with the full URL when navigating the page.

Keyboard only users would also have difficulty navigating the page as the focus highlighting would randomly disappear.

Current Code Ref(s):

```
<p>
```

```
    You can search for jobs with flexible working patterns by using <a
```

```
href="https://teaching-vacancies.service.gov.uk/"></a>Teaching Vacancies.
```

```
</p>
```

```
<p>
```

```
    If you are a qualified teacher from the EU, Iceland, Lichtenstein, Norway
```

```
or Switzerland, or you have a teaching qualification from the USA, Canada,
```

```
Australia or New Zealand you can <a href="https://www.gov.uk/guidance/qualified-
```

```
teacher-status-qts#teachers-qualified-in-australia-canada-new-zealand-and-the-
```

```
usa"></a>apply for QTS without further training.
```

```
</p>
```



Solution:

Ensure that the 'a' tag encapsulates the teaching vacancies as this is what the link is in reference to.

Example:

```
<p>
  You can <a href="https://teaching-vacancies.service.gov.uk/"> search
Teaching Vacancies</a> for jobs with flexible working patterns
</p>
```



Duplicate ID's - A

Elements are present that contain duplicate ID attribute values.

WCAG Reference:

4.1.1 Parsing (Level A)

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

Issue ID: DAC_Duplicate_ID_Issue1

Page: Sign up to talk to a teacher training advisor

URL: <https://beta-adviser-getintoteaching.education.gov.uk/#main-content>

Journey: task 2 step 1

Screen Shot:

Sign up to talk to a teacher training adviser

This service is for those who want to train to be a teacher in England.

All our teacher training advisers are experienced teachers who will provide you with additional support when preparing and applying for teacher training.

They will help you with the following:

- finding school experience
- advice about teaching that is tailored to your needs
- your application
- finding national teaching events

If you're returning to teaching and are qualified to teach maths, physics or languages or you have an overseas qualification, you should use this service to speak to a teacher training adviser.

There are teacher training options if you live in:

- [Scotland](#)
- [Wales](#)
- [Northern Ireland](#)

[Start now >](#)

Duplicated IDs were identified when navigating the page, this can cause issues for screen reader users as content may not be read out correctly.



Code Ref Example:

```
<main class="govuk-main-wrapper " id="main-content" role="main">
  <div class="govuk-width-container">
    <main class="govuk-main-wrapper " id="main-content" role="main">
      <div class="govuk-grid-row">
        <div class="govuk-grid-column-two-thirds">
          <h1 class="govuk-heading-1">Sign up to talk to a teacher training
adviser</h1>
```

Solution:

Ensure that all ID attribute values are unique to prevent page elements from being overlooked by assistive technology. As mentioned in [DAC Landmark issue3](#), there must only be one 'main' region.



Block level link - A

A block level link had not been marked up appropriately which prevented users from being able to easily understand the content.

WCAG Reference:

Success Criterion 4.1.2 Name, Role, Value

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

(Level A)

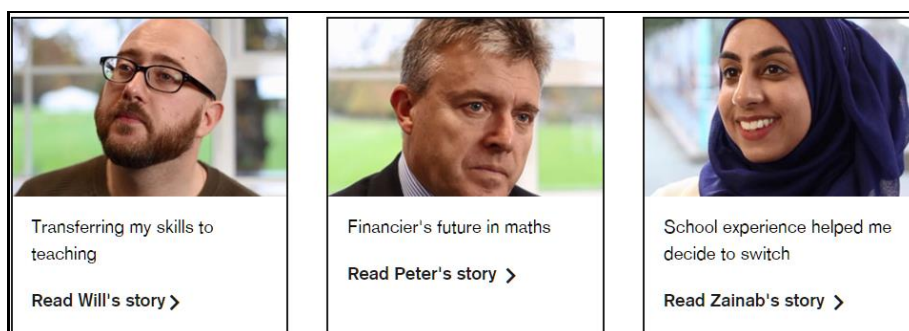
Issue ID: DAC_Black_level_link_issue1

Page title: Get into teaching: My story into teaching

URL: <https://beta-getintoteaching.education.gov.uk/life-as-a-teacher/my-story-into-teaching>

Journey: Task 1, step 12

Screenshot:



There is an empty link present in relation to the background image.
This was read out as a URL and was not descriptive to screen reader users.

Screen reader comments:

"I located multiple links both in and out of context that possessed multiple hyphens and did not indicate the destination of the link. These were problematic and created additional navigation for me. I would find it helpful if either the link could be provided with a clear and efficient link text, or alternatively could be hidden from screen reader users if not required."

Current Code Ref(s):

```
<div class="more-stories__thumbs__thumb">  
  <a href="/life-as-a-teacher/my-story-into-teaching/career-  
  changers/transferring-my-skills-to-teaching">
```



```

        <div class="more-stories__thumbs__thumb__img" style="background-
image:url('/assets/images/stories/stories-will.jpg')"></div>
    </a>
    <div class="more-stories__thumbs__thumb__content">
        <p>Transferring my skills to teaching</p>
        <a class="git-link" href="/life-as-a-teacher/my-story-into-
teaching/career-changers/transferring-my-skills-to-teaching">Read Will's story<i
class="fas fa-chevron-right"></i></a>
    </div>
</div>

```

Solution:

Ensure that the area is marked up as one link.

Example:

```

<div class="more-stories__thumbs__thumb">
    <a href="/life-as-a-teacher/my-story-into-teaching/career-
changers/transferring-my-skills-to-teaching">
        <div aria-hidden="true" class="more-
stories__thumbs__thumb__img" style="background-
image:url('/assets/images/stories/stories-will.jpg')"></div>

        <p>Transferring my skills to teaching</p>
        Read Will's story <i aria-hidden="true" class="fas fa-chevron-
right"></i></a>
    </div>

```



Duplicated Landmark - A

Multiple NAV landmarks were present which are not uniquely identified.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships

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

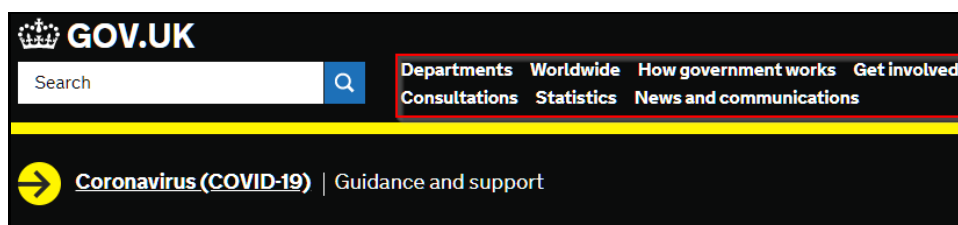
(Level A)

Issue ID: DAC_duplicated_landmark_issue1

Page title: Apply to resolve a European Works Councils dispute - GOV.UK

URL: <https://www.gov.uk/guidance/apply-to-resolve-a-european-works-councils-dispute#content>

Screenshot:



Contents

- [Types of application and complaint](#)
- [Make an application or complaint](#)
- [What happens next](#)

Multiple NAV landmarks were found throughout the page. This can cause confusion for screen reader users as the purpose or context of each 'NAV' is not clear. Screen reader users would expect each duplicated landmark to be provided with a label to enable users to distinguish each one.



Current Code Ref(s):

```
<nav id="proposition-menu" class="no-proposition-name gem-c-government-
navigation">
  <ul id="proposition-links">
    <li>
      <a class="" href="https://www.gov.uk/government/organisations">
        Departments
      </a>
    </li>
  </ul>
</nav>

<nav class="gem-c-contents-list gem-c-contents-list--no-underline "
role="navigation" data-module="track-click">
  <h2 class="gem-c-contents-list__title">Contents</h2>

  <ol class="gem-c-contents-list__list">
    <li class="gem-c-contents-list__list-item gem-c-contents-list__list-item--
dashed">

    </li>
  </ol>
</nav>
```

Solution:

Ensure that an aria-label is provided to both NAVs that describe each of them clearly.

Example:

```
<nav aria-label="Main" id="proposition-menu" class="no-proposition-name gem-c-
government-navigation">
  <ul id="proposition-links">
    <li>
      <a class="" href="https://www.gov.uk/government/organisations">
        Departments
      </a>
    </li>
    [...]
  </ul>
</nav>

<nav aria-label="[description of nav here]" class="gem-c-contents-list gem-c-
contents-list--no-underline " role="navigation" data-module="track-click">
  <h2 class="gem-c-contents-list__title">Contents</h2>

  <ol class="gem-c-contents-list__list">
    <li class="gem-c-contents-list__list-item gem-c-contents-list__list-item--
dashed">

    [...]
  </li>
  </ol>
</nav>
```

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Expanded content – A

Expanding content was not announced to screen reader users, nor could it receive focus via Keyboard tab.

WCAG Reference:

Success Criterion 2.1.1 Keyboard

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

(Level A)

Success Criterion 4.1.2 Name, Role, Value

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

(Level A)

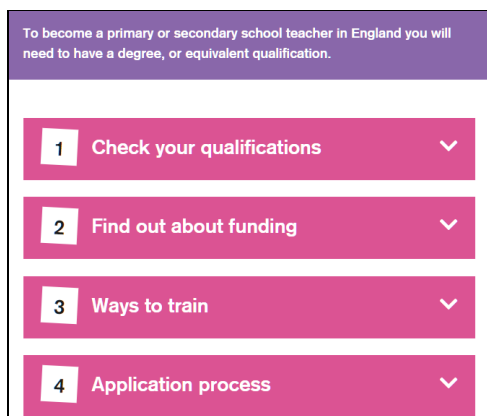
Issue ID: DAC_Expanding_content_issue1

Page title: Get into teaching: Steps to become a teacher

URL: <https://beta-getintoteaching.education.gov.uk/steps-to-become-a-teacher>

Journey: Task 1, step 10

Screenshot:



The expanding content was not marked up in a way that informed screen reader users that more content could be revealed. The expanded and collapsed states were not relayed to this user group.

Keyboard only users were unable to access the content due to them not being appropriately marked up as an actionable element.



Keyboard only user comment:

“While on the ‘Steps to becoming a teacher’ page, I was unable to access the drop-down links provided, ‘Find out about funding’, ‘Ways to train’ and ‘Application process’. The only way these were accessible was via the mouse.”

Current Code Ref(s):

```
<div class="steps-header" id="step-1" data-action="click->accordion#toggle" data-target="accordion.header">
  <h1>
    <div class="steps-header__number"><span>1</span></div>
    Check your qualifications
    <i id="collapsible-icon-1" class="fas fa-chevron-down"></i>
  </h1>
</div>
```

Solution:

All elements must be marked up as standard HTML elements i.e. links or buttons to ensure that the roles, state and behaviours are relayed to users of assistive technologies.

Additional information can be found on the [GOV.UK designs system website under accordion](#).



Custom content - A

Custom content had not been marked up to allow users of assistive technology and keyboard only users to access the content.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships

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

(Level A)

Success Criterion 2.1.1 Keyboard

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

(Level A)

Success Criterion 4.1.2 Name, Role, Value

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

(Level A)

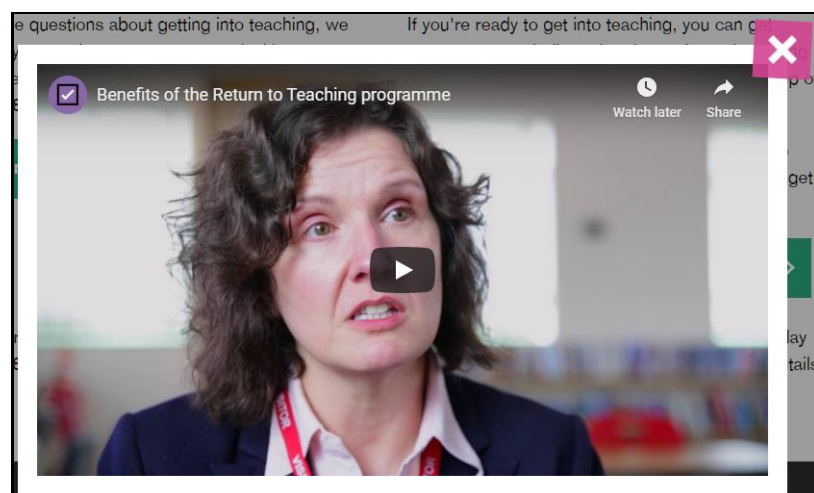
Issue ID: DAC_Custom_content_issue1

Page title: Get into teaching: My story into teaching

URL: <https://beta-getintoteaching.education.gov.uk/life-as-a-teacher/real-stories>

Journey: Task 1, step 18

Screenshot:



The 'Close' element provided on the layer has not be marked up appropriately to allow keyboard only users to access the close feature. This means that keyboard only users are forced to reload the page if they want to dismiss the video content. Screen reader users are also not provided with the information that the element is interactive or with a label to understand what the element will do upon activation.

Keyboard only users' comment:

While on the 'My story into teaching' page, I accessed the video of 'Helen Winter' but as the video was playing, I was unable to close the video down using keyboard commands. The only way I could close the video was by using the mouse."

Current Code Ref(s):

```
<div class="video-overlay__video-container">
  <div class="video-overlay__video-container__wrapper">
    <iframe data-target="video.iframe" width="800" height="450"
src="https://www.youtube.com/embed/MLdrZJpK5rU" frameborder="0"
allow="accelerometer; autoplay; encrypted-media; gyroscope; picture-in-picture"
allowfullscreen="">
    </iframe>
  </div>
  <div class="video-overlay__video-container__dismiss">
    <div class="icon-video-close" data-action="click-
>video#close"></div>
  </div>
</div>
```

Solution:

We would strongly recommend using standard HTML mark-up such as a 'button' as this will ensure that the elements' roles, states and behaviours are exposed to assistive technologies, and that keyboard only users have a focusable element to activate.



Non descriptive links – A

Link description was not clear in its purpose to screen reader users.

WCAG Reference:

Success Criterion 2.4.4 Link Purpose (In Context)

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

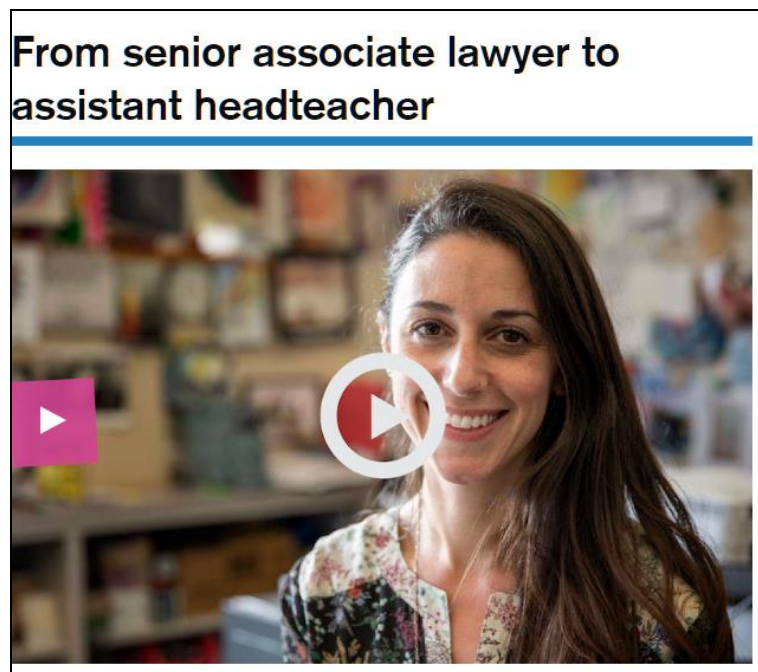
Issue ID: DAC_Non_descriptive_link_issue1

Page title: Get into teaching: My story into teaching

URL: <https://beta-getintoteaching.education.gov.uk/life-as-a-teacher/real-stories>

Journey: Task 1, step 18

Screenshot:



The alt text provided for the image link to play the video was ambiguous and does not convey to screen reader users that a video will play upon activation of the link. Screen reader users would expect that the link text to state what will happen upon activation.



Screen reader comments:

"Many of the links when using JAWS, for example 'Helen's story', opened a new tab and played a video automatically within the new page. This was problematic as I was not made aware that a video would play and found it very difficult to locate the controls while the video was playing."

Current Code Ref(s):

```
<a href="https://www.youtube.com/watch?v=MLdrZJpK5rU" data-action="click-
>video#play" data-target="video.link">
  <div class="content-video">
    
    <div class="content-video__play">
      <div class="icon-play"></div>
    </div>
  </div>
</a>
```

Solution:

Ensure each video link provides a clear indication of its purpose. Where link text is not present, the alt can be used to achieve this

Example:

```
<a href="https://www.youtube.com/watch?v=MLdrZJpK5rU" data-action="click-
>video#play" data-target="video.link">
  <div class="content-video">
    
    <div class="content-video__play">
      <div class="icon-play"></div>
    </div>
  </div>
</a>
```



Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/>

Journey: task 1, step 1

Screenshot:



The logo link text provided was ambiguous in relation to what it would do upon activation of the image link.

Screen reader users would expect the alt text to reflect the purpose of the image link and describe what it will do upon activation.

Screen reader comments:

"I located an image link in the header of the page that announced as 'Get into teaching every lesson shapes a life'. This link appeared over two lines when browsing in context, however announced as a single item when browsing out of context. It was not clear to me where I would be taken when the image link was selected. I was taken to the home page but this was not clear from either the link text or the image description. As there are already multiple 'Home' links on the page I would find it helpful if the item could be marked-up as a logo image only to avoid any potential confusion for users."

Current Code Ref(s):

```
<div class="logo__image">
  <a href="/">
    
    <div class="logo__image__tagline">Every Lesson shapes a life.</div>
  </a>
</div>
```



Solution:

Ensure that the image link is provided a clear text that describes its purpose to screen reader users.

Additionally, we would recommend aria hidden the DIV containing text and place the text as part of the alt.

Example:

```
<div class="logo__image">
  <a href="/">
    
    <div class="logo__image__tagline" aria-hidden="true" >Every Lesson shapes
a life.</div>
  </a>
</div>
```



Landmark – A

Landmarks had been implemented incorrectly

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships

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

(Level A)

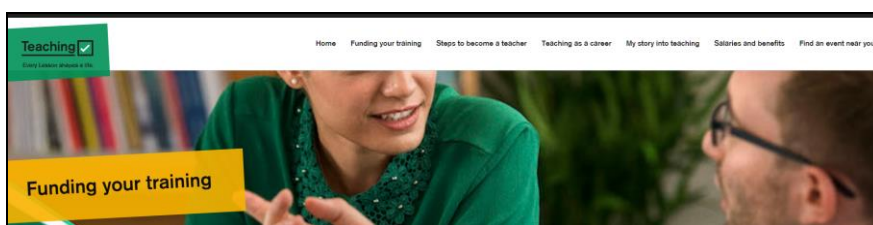
Issue ID: DAC_Landmark_issue1

Page title: Get into teaching: Funding your training

URL: <https://beta-getintoteaching.education.gov.uk/funding-your-training#main-content>

Journey: Task 1, step 3

Screenshot:



A landmark was identified above the main heading stating complimentary, this is confusing for screen reader users as the heading level 1 would not typically be associated as complimentary to the content identified on the page.

Screen reader comments:

"I found that a 'Complimentary' landmark was present on the page situated above the h1. This made it difficult to understand the structure of the landmarks as the main content landmark appeared after this landmark in the structure. I would not expect a 'Complimentary' landmark to introduce an h1. I would find it helpful if this Landmark could be removed as it would not add any useful structure to the page."



Current Code Ref(s):

```
<div class="hero" style="background-image: url('/assets/images/funding-  
header.jpg')" role="complementary">  
  <div class="hero__banner">  
    <div class="hero__banner__text">  
      <h1>Funding your training</h1>  
    </div>  
  </div>  
</div>
```

Solution:

We would recommend removing the 'Complementary' landmark as it would confuse screen reader users of its purpose.

The 'main' must contain the main heading that introduces the main content.

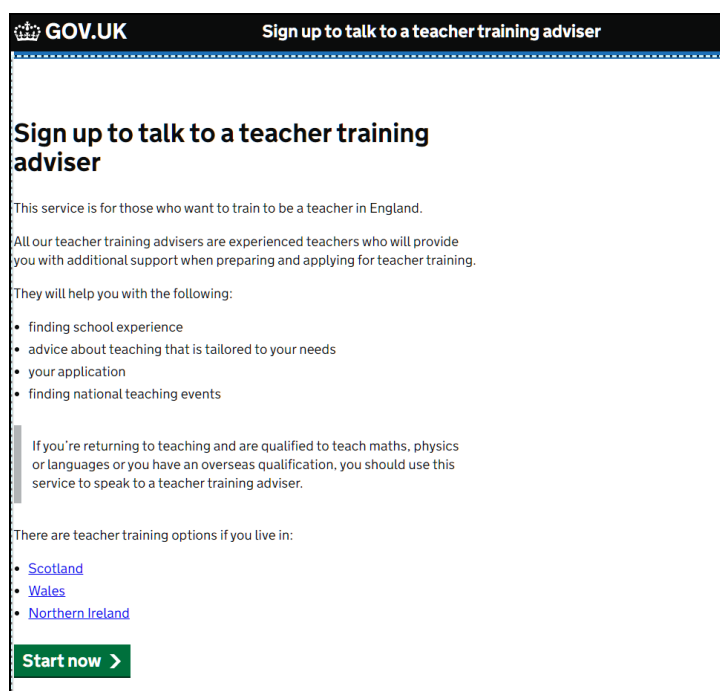


Page title: Sign up to talk to a teacher training adviser

URL: <https://beta-adviser-getintoteaching.education.gov.uk/>

Journey: Task 2, step 1

Screenshot:



Two main landmarks had been placed on the page introducing the same content; this is confusing for screen reader users as they would expect only one main landmark to introduce the main content on the page.

Screen reader comments:

"When viewing the landmarks, I discovered that the landmarks structure was not logical as two landmarks relating to the main content were present on the page. This was unnecessary and may cause users some confusion. Placing only one main content landmark on the page will avoid potential confusion."

Current Code Ref(s):

```
<main class="govuk-main-wrapper" id="main-content" role="main">  
  <div class="govuk-width-container">
```



```
<main class="govuk-main-wrapper " id="main-content" role="main">
  <div class="govuk-grid-row">
    <div class="govuk-grid-column-two-thirds">
      <h1 class="govuk-heading-1">Sign up to talk to a teacher training
adviser</h1>
```

Solution:

Ensure that the 'main' landmark place inside the top main landmark is removed as it serves no purpose and will confuse screen reader users.

Example:

```
<main class="govuk-main-wrapper " id="main-content" role="main">
  <div class="govuk-width-container">
<main class="govuk-main-wrapper " id="main-content" role="main">
    <div class="govuk-grid-row">
      <div class="govuk-grid-column-two-thirds">
        <h1 class="govuk-heading-1">Sign up to talk to a teacher training
adviser</h1>
```



Duplicated page title - A

Page titles were duplicated throughout the website.

WCAG Reference:

Success Criterion 2.4.2 Page Titled

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

(Level A)

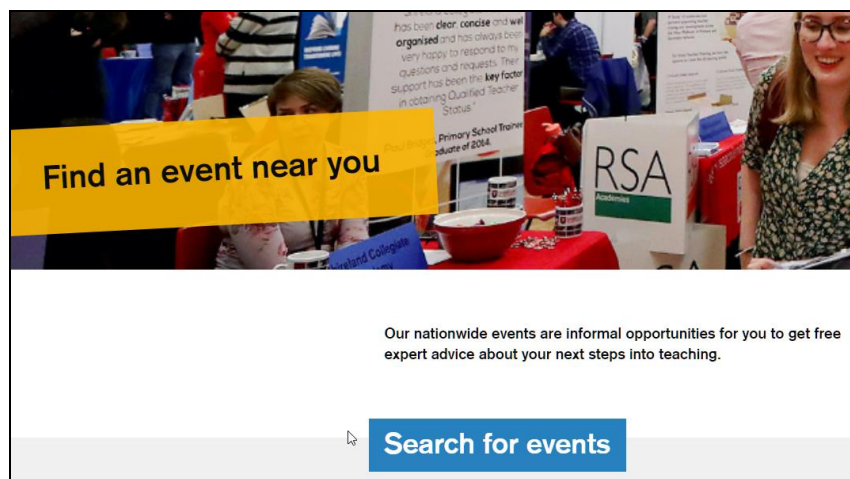
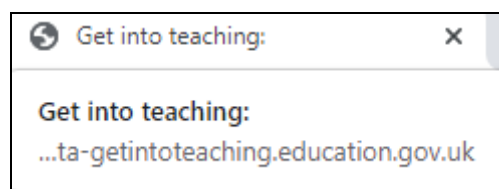
Issue ID: DAC_Duplciated_page_title_issue1

Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/events>

Journey: Task 1, step 15

Screenshot:



Duplicated page titles were found throughout the website, this was confusing for screen reader users as it was not immediately clear that a new page had loaded or what the context of the page content was.

Screen reader comments:

“The page titles were duplicated. This made it challenging for me to identify the purpose of the page and may cause some users disorientation. Ensuring that each page possesses a unique title that is specific to the purpose of the page will avoid any potential confusion. The issue is present with JAWS and NVDA.”

Current Code Ref(s):

```
<title>Get into teaching: </title>
```

Solution:

Ensure that every page contains the unique page information (usually matching the h1), the service name followed by GOV.UK.

Example:

```
<title> Page information (matching the h1) – Service name – GOV.UK</title>
```



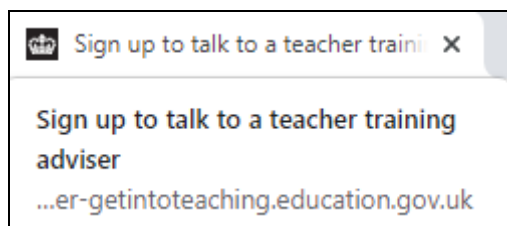
Issue ID: DAC_Dupliated_page_title_issue2

Page: Sign up to talk to a teacher training advisor

URL: <https://beta-adviser-getintoteaching.education.gov.uk/#main-content>

Journey: task 2 step 1

Screenshot:



Duplicated page titles were encountered throughout all of the 'Sign up to talk to a teacher training adviser' process.

Each page title should include the unique page information (usually matching the h1), the service name followed by GOV.UK.

Screen reader comments:

"The page titles throughout the application service were duplicated. This was disorientating as it was unclear what the page contained and made it time consuming to identify what should be entered onto each page. The GOV.UK Design System further suggests that the page title should possess the same content as the h1 on the page"

Current Code Ref(s):

```
<title>Sign up to talk to a teacher training adviser</title>
```

Solution:

Ensure that every page contains the unique page information (usually matching the h1), the service name followed by GOV.UK.



Reflow - AA

Content cannot be presented without requiring scrolling in two dimensions.

WCAG Reference:

1.4.10 Reflow (Level AA)

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

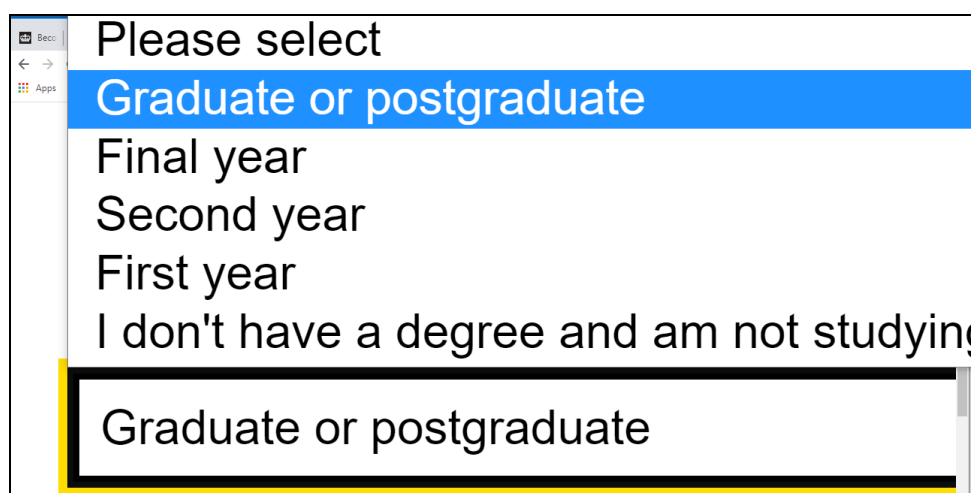
Issue ID: DAC_Reflow_Issue1

Page title: Sign up to talk to a teacher training adviser

URL: <https://beta-adviser-getintoteaching.education.gov.uk/registrations/identity>

Journey: Task2, step 2

Screen Shot:



The content within the time line is truncated when the page is magnified to 400% and the width is set to 1280px. The select field flows of screen preventing users from reading the content on screen.

Current Code Ref(s):

```
<select id="mailing-list-steps-name-degree-status-id-field" class="govuk-select"
name="mailing_list_steps_name[degree_status_id]"><option value="">Please
select</option>
<option selected="selected" value="222750000">Graduate or postgraduate</option>
<option value="222750001">Final year</option>
<option value="222750002">Second year</option>
```

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```
<option value="222750003">First year</option>  
<option value="222750004">I don't have a degree and am not studying for  
one</option>  
<option value="222750005">Other</option></select>
```

Low vision user comments:

“When magnified up to 400% viewing in resolution 1280 x 1024, the degree type dropdown features not fully displayed resulting in horizontal scrolling being forced failing to meet AA reflow guidelines.”

Solution:

Ensure that content can be presented in a single column without a loss of information and without requiring horizontal scrolling.



Links new window - AAA

Links opened in a new window without informing users.

WCAG Reference:

Success Criterion 3.2.5 Change on Request

[Understanding Change on Request](#) | [How to Meet Change on Request](#)
(Level AAA)

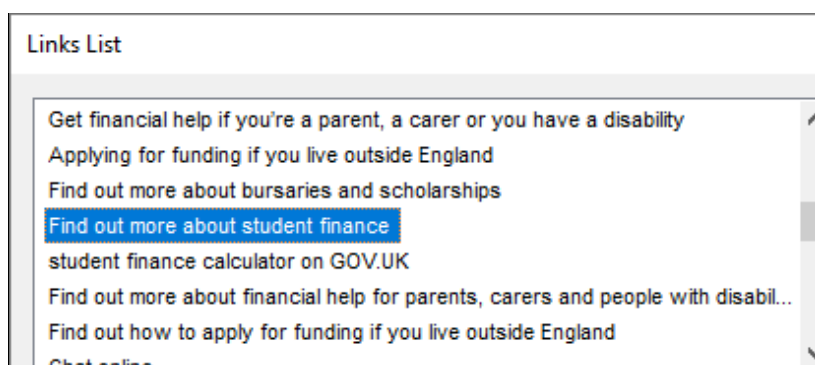
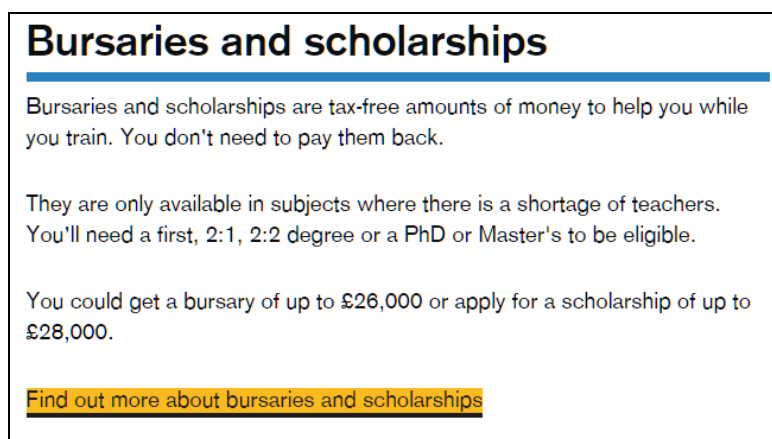
Issue ID: DAC_Links_new_window_issue1

Page title: Get into teaching: Funding your training

URL: <https://beta-getintoteaching.education.gov.uk/funding-your-training#main-content>

Journey: Task 1, step 4

Screenshot:



Links opened in new windows without informing users, screen reader users will especially become disorientated as they would not understand what has happened on screen.



The GOV.UK Design System also suggests that links that open in new windows should provide that information as part of the link text.

Screen reader comments:

“Many of the links within the main content for example ‘Find out more about student finance’ opened in a new tab. I was not informed either within the link text or surrounding content that a new tab would open. This was problematic as the ‘Back’ button was disabled requiring specific shortcut keys to return. Some users may therefore be trapped within the new content. Advising users within the link text that a new tab will open will allow screen reader users both in and out of context to make an informed selection.”

Current Code Ref(s):

```
<a href="https://beta-getintoteaching.education.gov.uk/guidance#4"
target="_blank">Find out more about bursaries and scholarships</a>
```

Solution:

Ensure that the link text is provide the additional context that the link will open in a new window.

Example:

```
<a href="https://beta-getintoteaching.education.gov.uk/guidance#4"
target="_blank">Find out more about bursaries and scholarships (link opens in new
window)</a>
```



Multiple heading level 1 - AAA

There were multiple heading level 1 identified throughout the website.

WCAG Reference:

Success Criterion 2.4.10 Section Headings

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

(Level AAA)

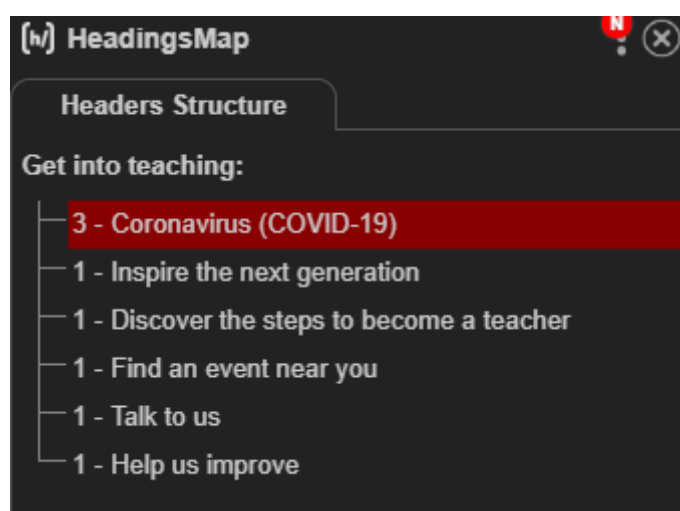
Issue ID: DAC_Multiple_heading_level1_issue1

Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/>

Journey: task 1, step 1

Screenshot:



Multiple heading level 1's were identified on the home page; screen reader users use the heading level 1 as a method of understanding the context of the main content of the page and to determine the layout of the page, relationships between sections of content and skip to different areas of the page quickly.

Screen reader comments:

"I found that the headings did not follow a logical hierarchical structure as multiple h1 headings were present on the page. This made it difficult for me to easily understand where



the main content of the page was situated. I would find it helpful if only one h1 relating to the main content of the page could be situated on the page.”

Current Code Ref(s):

```
<div class="home-hero__banner">
    <h1 data-element-id="headingsMap-1" data-headingsmap-
highlight="true">Inspire the next generation</h1>
    <p>Get information and support to help you become a teacher</p>
</div>

<h1 class="strapline" data-element-id="headingsMap-2" data-headingsmap-
highlight="true">Discover the steps to become a teacher</h1>
```

Solution:

Ensure that headings are used to layout the page content in a logical and hierarchical order, this enables screen reader users to determine the layout of the page, relationships between content and skip to different sections of the page.

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>
  <h2>Sub-heading of h1</h2>
```



Links (out of context) - AAA

When navigating out of context via screen reading software, link text was ambiguous.

WCAG Reference:

Success Criterion 2.4.9 Link Purpose (Link Only)

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

Issue ID: DAC_Links_(out_of_context)_issue1

Page title: Get into teaching:

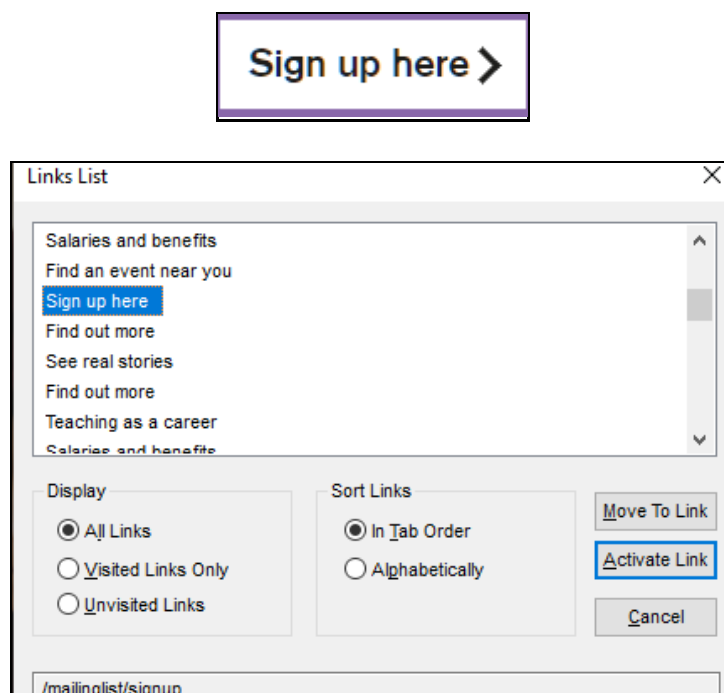
URL: <https://beta-getintoteaching.education.gov.uk/>

This also happened on the following pages:

<https://beta-adviser-getintoteaching.education.gov.uk/#main-content>

Journey: task 1, step 1

Screenshot:



When navigating out of context a 'sign up here' link could be identified, this link alone without any additional descriptive information means that it is unclear what the user would be signing up for.

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Screen reader comments:

“While browsing out of context I located a link which read to me as ‘Sign up here’. I was unable to establish while browsing out of context what the link related to as the description did not make the link purpose clear. The link related to the e-mail sign up however screen reader users would need to select the link when situated out of context to understand this.”

Current Code Ref(s):

```
<a class="hero__mailing-strip__button" href="/mailinglist/signup">  
    <span>Sign up here</span>  
</a>
```

Solution:

We would recommend providing clear context to what the users is signing up for this can be done via implementing a span with a class of SR-only as this will alter the text without visually changing the link.

Example:

```
<a class="hero__mailing-strip__button" href="/mailinglist/signup">  
    <span>Sign up <span class="sr-only">to our newsletter</span>  
here</span>  
</a>
```

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

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

```
.sr-only {  
border: 0;  
clip: rect(0 0 0 0);  
height: 1px;  
margin: -1px;  
overflow: hidden;  
padding: 0;  
position: absolute;  
white-space: nowrap;  
width: 1px;  
}
```

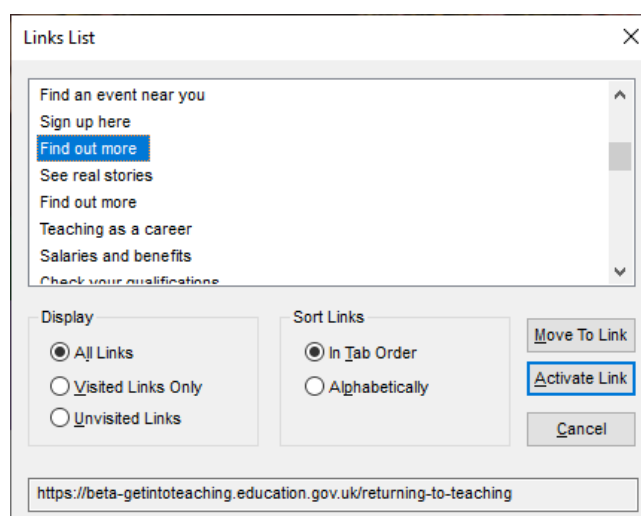
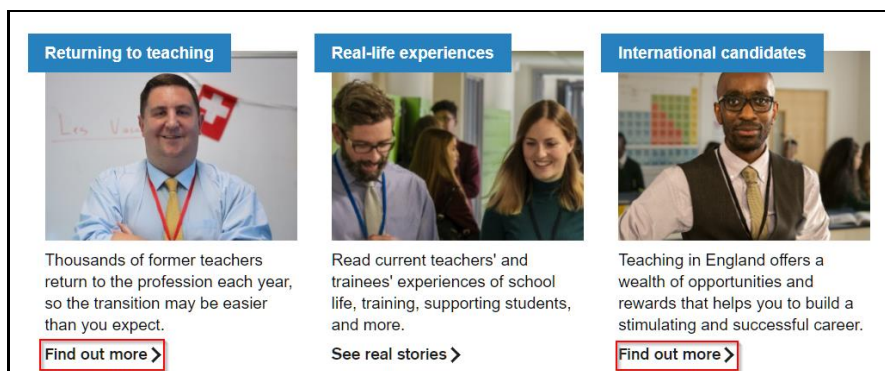


Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/>

Journey: task 1, step 1

Screenshot:



Multiple 'find out more' links were identified when navigating out of context; screen reader users may become confused by this as each link takes them to a different destination.

Screen reader comments:

"I located multiple links that read to me as 'Find out more'. It was not obvious from the description provided what I would be selecting as not enough details were provided within the link text."

Current Code Ref(s):

```
<a class="featured-content__link" href="/returning-to-teaching">Find out more</a>
```

Solution:

We would recommend providing a class of SR-only to provide better context to screen reader users that navigate the page out of context.

Example:

```
<a class="featured-content__link" href="/returning-to-teaching">Find out more  
<span class="sr-only"> about returning to teaching</span></a>
```

CSS:

```
.sr-only  
{  
  border: 0;  
  clip: rect(0 0 0 0);  
  height: 1px;  
  margin: -1px;  
  overflow: hidden;  
  padding: 0;  
  position: absolute;  
  white-space: nowrap;  
  width: 1px;  
}
```

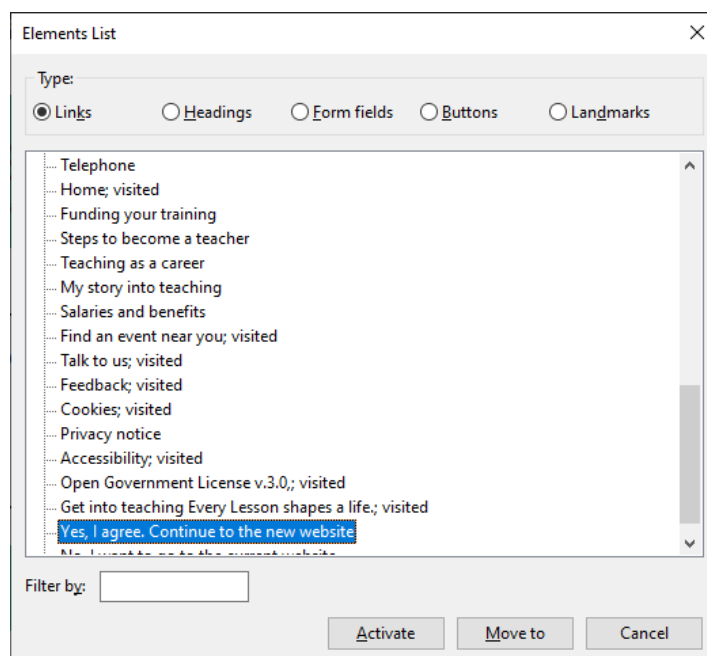
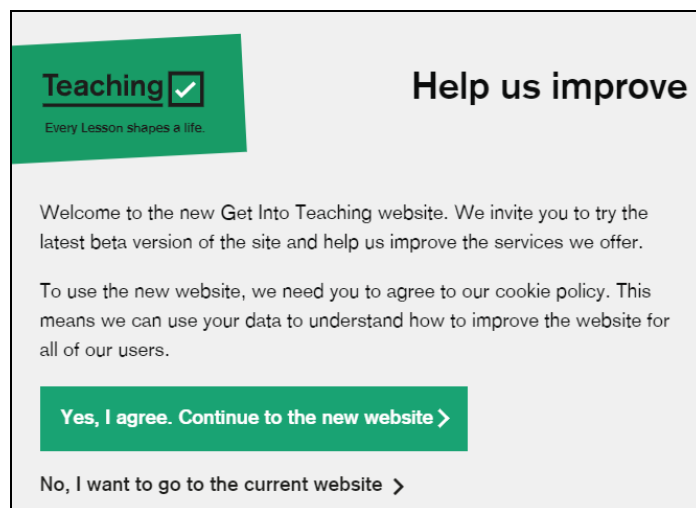


Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/>

Journey: task 1, step 1

Screenshot:



When navigating out of context the 'agree to cookie ...' link is not clear in what the user is agreeing to.

Screen reader users would expect the cookie message to state within the link text they are agreeing to the cookie policies of the website.

Current Code Ref(s):

```
<a href="#" class="call-to-action-button" data-action="click->cookie-acceptance#accept">  
    Yes, I agree. Continue to the new <span>website</span>  
</a>
```

Solution:

We would recommend providing clear link text that describes what the users is agreeing to.

Example:

```
<a href="#" class="call-to-action-button" data-action="click->cookie-acceptance#accept">  
    Yes, I agree to the cookie policy. Continue to the new  
<span>website</span>  
</a>
```



Issue ID: Links_(out_of_context)_issue4

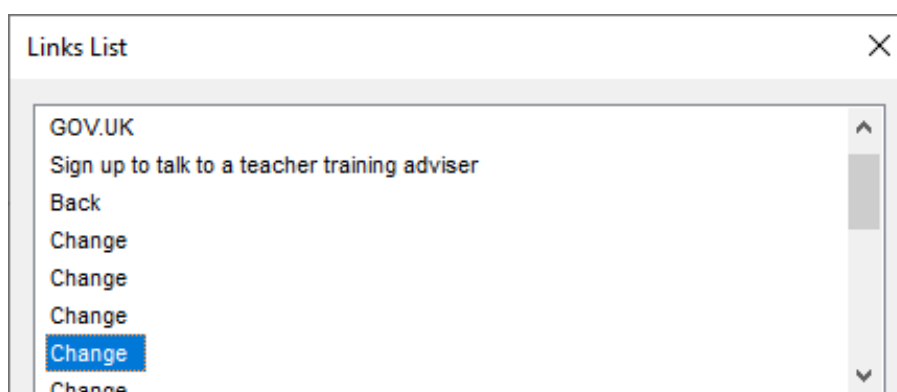
Page title: Sign up to talk to a teacher training adviser

URL: https://beta-adviser-getintoteaching.education.gov.uk/registrations/degree/uk_completion

Journey: Task 2, step 15

Screenshot:

Name	Test Test	Change
Date of birth	11 05 1984	Change
Address	test test test SA10 6FG	Change
Email	test@test.com	Change
Telephone		Change



The change link presented on the check your answers page is not clear and descriptive to screen reader users that navigate out of the context of the page.

Screen reader comments:

"I located the links to change my answers however all announced to me as 'Change' when browsing both in and out of context. I was unable to understand what would be changed while situated out of context and found it challenging to identify when in context which link related to which answer."



Current Code Ref(s):

```
<dd class="govuk-summary-list__actions">  
  <a href="/registrations/identity">Change</a>  
</dd>
```

Solution:

Ensure visibly hidden text is provided alongside each 'change' link that describes the purpose of the link for users that navigate out of the context of the page.

Additional information can be found under the [GOV.UK design system check answers](#).



Usability/GOV.UK

This section contains issues although do not fail to meet WCAG 2.1 criteria, do not conform to the GOV.UK design system and may affect users experience as a result.

Issue ID: DAC_Usability_issue1

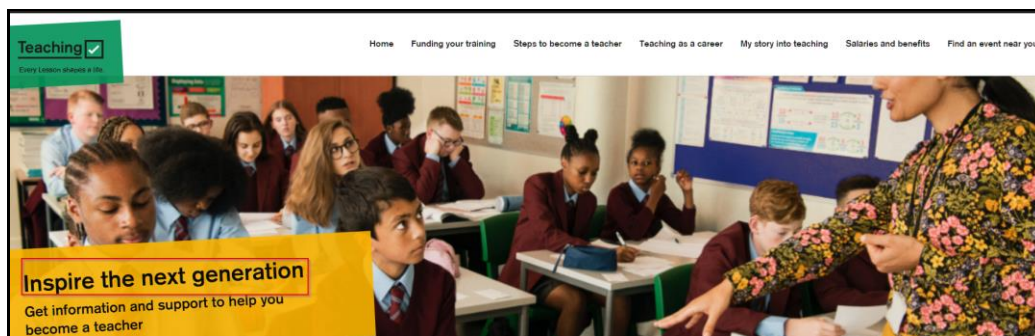
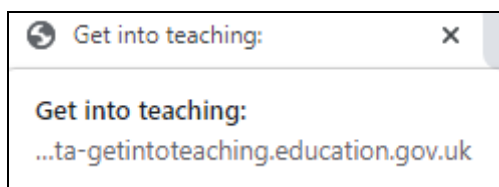
Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/>

This accrues thorough out all journeys.

Journey: task 1, step 1

Screenshot:



The service did not follow the standards set by the GOV.UK Design System, which indicates that each page title should include the unique page information (usually matching the h1), and the service name followed by GOV.UK.

Current Code Ref(s):

```
<title>Get into teaching: </title>
```

```
<h1>Inspire the next generation</h1>
```



Screen reader comments:

“The page title did not follow the suggested format of the GOV.UK Design System as the page title announced to me as ‘Get into teaching’. The purpose of the page, the service name and suffix of GOV.UK were not all included to make it obvious what was being viewed. Including this information will ensure that I am easily able to understand all content being viewed.”

Solution:

Ensure that every page contains the unique page information (usually matching the h1), the service name followed by GOV.UK.

Example:

```
<title> Page information (matching the h1) – Service name – GOV.UK</title>
```

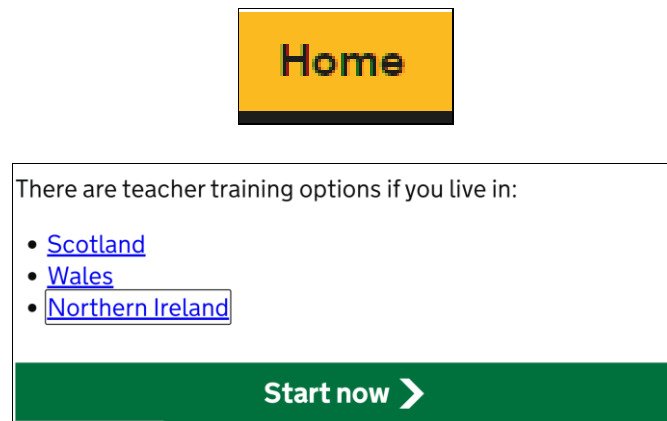


Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/>

Journey: task 1, step 1

Screenshot:



It was identified that the focus highlighting colours used were not the colours recommended by the GOV.UK design system guidelines.

Current Code Ref(s):

```
a:focus {  
  outline: 3px solid transparent;  
  background-color: #fba200;  
  box-shadow: 0 -2px #fba200, 0 4px #1d1d1b;  
  text-decoration: none;  
}
```

Solution:

Ensure that correct colour is used to comply with GOV.UK design system guidelines, this information can be found under [colour on the GOV.UK design system website](#).

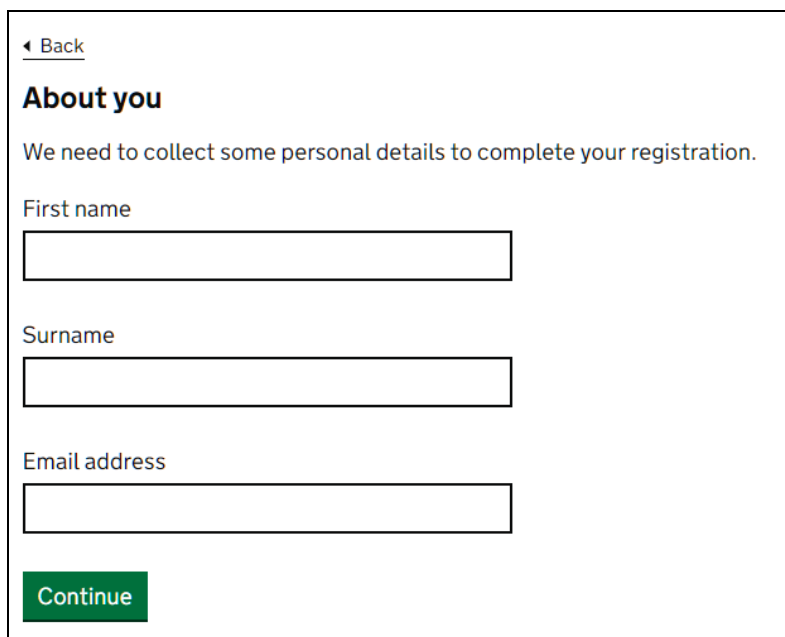


Page title: Sign up to talk to a teacher training adviser

URL: <https://beta-adviser-getintoteaching.education.gov.uk/registrations/identity>

Journey: Task 2, step 2

Screenshot:

A screenshot of a web form titled 'About you'. At the top left is a 'Back' link with a left-pointing arrow. Below the title is a message: 'We need to collect some personal details to complete your registration.' There are three input fields: 'First name', 'Surname', and 'Email address'. At the bottom is a green 'Continue' button.

The 'back' link had been placed inside the 'main' landmark, this goes against GOV.UK design system that indicates that the back link is placed outside of the 'Main' landmark.

Screen reader comments:

"When moving through the page in context I found that the 'Main content' landmark was situated above the 'Back' link and was discovered first. This does not follow the GOV.UK Design System as it is indicated within the question page template that the 'Back' link should be positioned above the 'Main content' landmark. Changing the positioning of these items will ensure the Design System is followed."



Current Code Ref(s):

```
<main class="govuk-main-wrapper " id="main-content" role="main">  
  <a class="govuk-back-link hidden" id="backlink"  
href="javascript:history.go(-1);" style="display: inline-block;">Back</a>  
<form class="new_identity" id="new_identity" action="/registrations/identity"  
accept-charset="UTF-8" method="post">
```

Solution:

Ensure that the 'Back' link is placed outside of the 'Main' Landmark to ensure that the GOV.UK Design System guidelines are followed.

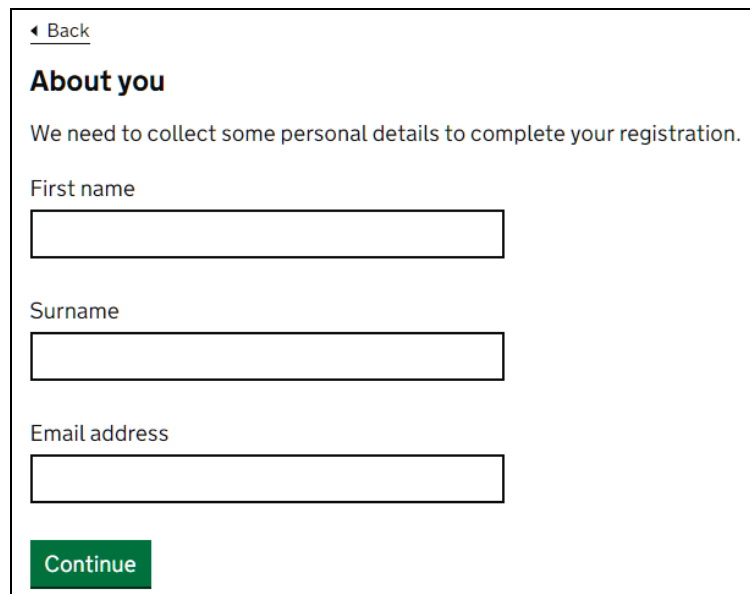


Page title: Sign up to talk to a teacher training adviser

URL: <https://beta-adviser-getintoteaching.education.gov.uk/registrations/identity>

Journey: Task2, step 2

Screenshot:



◀ Back

About you

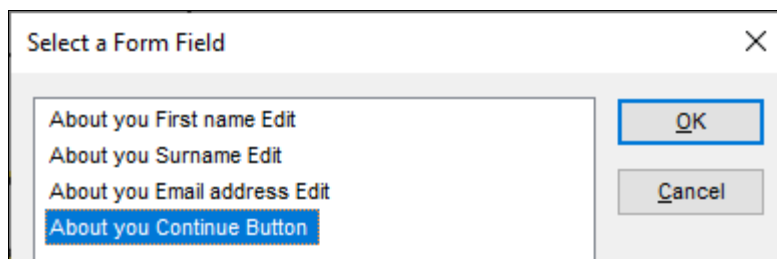
We need to collect some personal details to complete your registration.

First name

Surname

Email address

Continue



Select a Form Field

- About you First name Edit
- About you Surname Edit
- About you Email address Edit
- About you Continue Button

OK

Cancel

The fieldset had encapsulated the continue button making it confusing for screen reader users as they are announced 'about you continue'.

Screen reader users would expect only the forms input fields to be contained within a fieldset.

Screen reader comments:

"The fieldset grouping also included the 'Continue' button and the privacy information. This could make it challenging for some users to indicate which content is related. I found it more time consuming to locate the 'Continue' button when browsing out of context as the legend announced first. I would find it helpful if the fieldset and legend could only include the input fields to avoid confusion."

Current Code Ref(s):

```
<fieldset class="govuk-fieldset"><legend class="govuk-fieldset__legend govuk-fieldset__legend--m"><h1 class="govuk-fieldset__heading">About you</h1></legend><p class="govuk-body">We need to collect some personal details to complete your registration.</p>[...]<div class="govuk-form-group"><label for="identity-email-field" class="govuk-label">Email address</label><input id="identity-email-field" class="govuk-input govuk-input--width-20" type="email" name="identity[email]"></div><input type="submit" name="commit" value="Continue" class="govuk-button" formnovalidate="formnovalidate" data-module="govuk-button" data-prevent-double-click="true" data-disable-with="Continue"><p class="govuk-body">Your details are protected under the terms of our <a href="www.gov.uk/help/privacy-notice">privacy notice</a>.</p><p class="govuk-body">Our privacy notice explains how we use your personal data. It is important you have read this notice before signing up to get help from a teacher training advisor.</p></fieldset>
```

Solution:

Ensure that the fieldset and legend only encapsulates the input form fields found on each page.



Page title: Sign up to talk to a teacher training adviser

URL: <https://beta-adviser-getintoteaching.education.gov.uk/registrations/identity>

Journey: Task 2, step 2

Screenshot:

The screenshot shows a registration form with three input fields: 'First name', 'Surname', and 'Email address'. Each field has a red border and a red error message. Above the fields, there is a summary box with the title 'There is a problem' and three links: 'You need to enter you email address', 'You need to enter your first name', and 'You need to enter your last name'. The links are underlined and red. The form fields are also underlined and red.

There is a problem

[You need to enter you email address](#)

[You need to enter your first name](#)

[You need to enter your last name](#)

First name
You need to enter your first name

Surname
You need to enter your last name

Email address
You need to enter you email address

When committing an error on the page, the error summary links provided are in a different order to the form fields on the page, which may confuse some users.



Screen reader comments:

“Once an error was committed, I discovered that the error skip links were not presented in the same order as the edit fields. This was problematic as if I selected the first link relating to the e-mail address my focus was taken below other fields where errors had occurred which some users may not be aware of.”

Current Code Ref(s):

```
<ul class="govuk-list govuk-error-summary__list">
<li><a data-turbolinks="false" href="#identity-email-field-error">You need to
enter you email address</a></li>
<li><a data-turbolinks="false" href="#identity-first-name-field-error">You need to
enter your first name</a></li>
<li><a data-turbolinks="false" href="#identity-last-name-field-error">You need to
enter your last name</a></li></ul>
```

Solution:

Ensure that the error summary links are presented in the same order as the form fields on the page.

Example:

```
<ul class="govuk-list govuk-error-summary__list">
<li><a data-turbolinks="false" href="#identity-first-name-field-error">You need to
enter your first name</a></li>
<li><a data-turbolinks="false" href="#identity-last-name-field-error">You need to
enter your last name</a></li></ul>
<li><a data-turbolinks="false" href="#identity-email-field-error">You need to
enter you email address</a></li>
```



Page title: Sign up to talk to a teacher training adviser

URL: <https://beta-adviser-getintoteaching.education.gov.uk/registrations/identity>

Journey: Task 2, step 2

Screenshot:

There is a problem

You need to enter you email address

You need to enter your first name

You need to enter your last name

Surname

You need to enter your last name

The surname field did not match the error handling message presented to users, by including 'last name' within the error message and not 'Surname' as the label suggests.

Screen reader comments:

"The phrase 'Surname' was used to identify the second name of the user. This does not follow the GOV.UK Design System. It is suggested that where multiple fields are used that the term 'Last name' is used however it is recommended that best practice is to have a single edit field with the label of 'Full name' to ensure that most users can enter their name easily."

Current Code Ref(s):

```
<div class="govuk-form-group"><label for="identity-last-name-field" class="govuk-label">Surname</label><input id="identity-last-name-field" class="govuk-input govuk-input--width-20" type="text" name="identity[last_name]"></div>
```



Solution:

Ensure that the label and the error message are the same. The GOV.UK Design System suggests that 'last name' is used in place of surname; [GOV.UK design system guidelines Names](#).

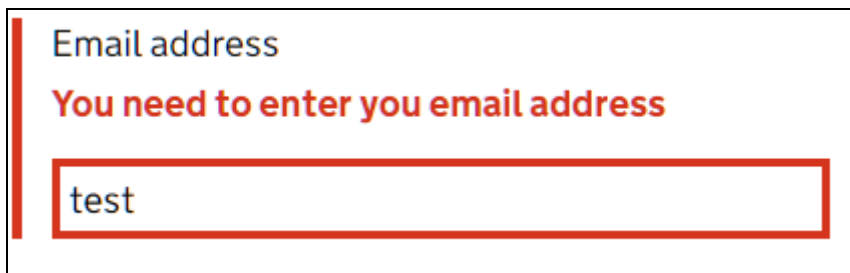


Page title: Sign up to talk to a teacher training adviser

URL: <https://beta-adviser-getintoteaching.education.gov.uk/registrations/identity>

Journey: Task 2, step 2

Screenshot:

A screenshot of a web form. It features a label 'Email address' in a dark grey font. Below the label is a red error message: 'You need to enter you email address'. Underneath the error message is a text input field with a red border, containing the text 'test'. The entire form is enclosed in a thin black rectangular border.

When entering an invalid email address, the error message presented does not meet the guidelines set on the GOV.UK design system website.

Users would expect to be informed of what that they have done wrong to generate the error on the page.

Screen reader comments:

"I entered an invalid e-mail address into the relevant field in an incorrect format. Although an error skip link and matching inline error validation message were present, they did not advise me that I had entered the incorrect format. This may mean that users are unaware of how to correct the error to proceed through the service."

Current Code Ref(s):

```
<div class="govuk-form-group govuk-form-group--error">
<label for="identity-email-field-error" class="govuk-label">Email address</label>
<span class="govuk-error-message" id="identity-email-error">
<span class="govuk-visually-hidden">Error: </span>You need to enter you email
address</span>
<input id="identity-email-field-error" class="govuk-input govuk-input--width-20
govuk-input--error" aria-describedby="identity-email-error" type="email"
value="test" name="identity[email]">
</div>
```

Solution:

Ensure that the Gov.UK design system guidelines is followed by including an example in the error message, this can be found on the [GOV.UK design system website email address](#).

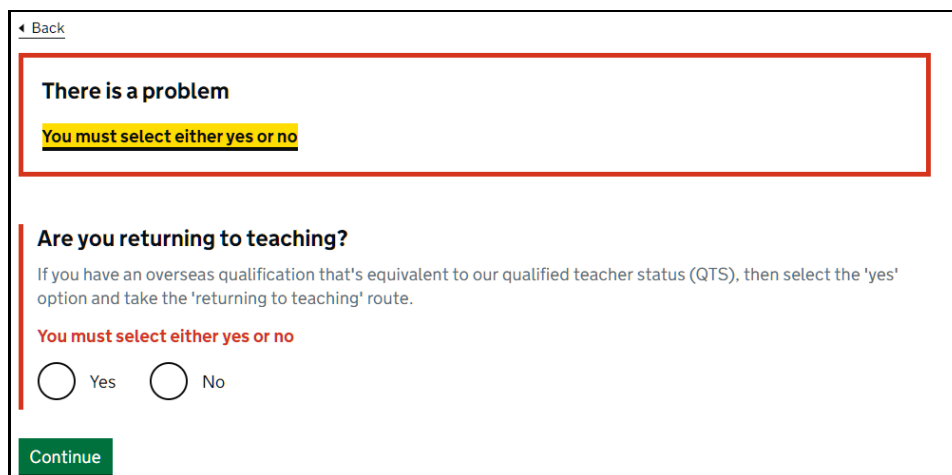


Page title: Sign up to talk to a teacher training adviser

URL: https://beta-adviser-getintoteaching.education.gov.uk/registrations/returning_teacher

Journey: Task 2, step 3

Screenshot:

A screenshot of a web form titled "Are you returning to teaching?". The form has a red border around the top section. At the top left, there is a "Back" link. Below it, a red-bordered box contains the text "There is a problem" and "You must select either yes or no". The main heading is "Are you returning to teaching?". Below this, there is a paragraph of text: "If you have an overseas qualification that's equivalent to our qualified teacher status (QTS), then select the 'yes' option and take the 'returning to teaching' route." Below this, there is a red line of text: "You must select either yes or no". At the bottom, there are two radio buttons labeled "Yes" and "No". At the very bottom, there is a green "Continue" button.

The error message is not as descriptive as it should be.

Screen reader comments:

"The error skip link and matching inline error validation message announced to me as 'You must select either yes or no'. It was not clear to me especially when browsing out of context what the options related to. I would find it helpful if the items could be changed to clearly indicate what question the user has not answered, for example 'You must select whether you are returning to teaching'."

Current Code Ref(s):

```
<span class="govuk-error-message" id="returning-teacher-returning-to-teaching-error"><span class="govuk-visually-hidden">Error: </span>You must select either yes or no</span>
```

Solution:

Ensure that the GOV.UK Design System guidelines are followed by including the question as part of the error message.

Example:

Select yes if you are returning to teaching.

Additional information can be found on the [Radios components page](#).



Page title: Sign up to talk to a teacher training adviser

URL: https://beta-adviser-getintoteaching.education.gov.uk/registrations/degree/uk_candidate

Journey: Task 2, step 13

Screenshot:

The screenshot shows a form titled "What is your address?". It contains four input fields, each with a label above it. The labels are "Address line 1 *", "Address line 2", "Town or City *", and "Postcode *". The asterisks indicate that these fields are mandatory. The form is enclosed in a black border.

An asterisk (*) had been included as part of the label, this goes against GOV.UK Design System as all fields are mandatory unless stated otherwise.

Screen reader comments:

"When I moved through the page both in and out of context, I found that mandatory fields were indicated by an asterisk within the field label. This does not follow the GOV.UK Design System as it is indicated that all fields should be assumed as mandatory unless indicated as optional within the field label. Removing the asterisks from the mandatory field label and using the phrase 'Optional' within non-mandatory fields will ensure that the Design System has been followed."

Current Code Ref(s):

```
<label for="degree-uk-candidate-address-line-1-field" class="govuk-label">Address line 1 *</label>
```

Solution:

Ensure that the asterisk (*) is removed from all form labels and only optional fields are highlighted by providing the word (optional) as part of the forms label.

DAC | Accessibility Report



Page title: Get into teaching:

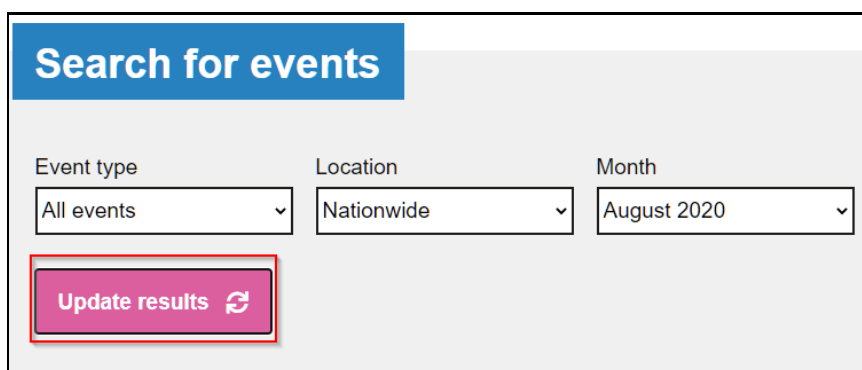
URL: <https://beta-getintoteaching.education.gov.uk/events>

This also appeared on the following pages:

<https://beta-adviser-getintoteaching.education.gov.uk/#main-content>

Journey: Task 1, step 15

Screenshot:



When navigating the 'search for event' page the 'update results' button did not use the standard GOV.UK design system Focus highlighting but instead used the default focus highlighting.

Keyboard only user comments:

"While on the 'Find an Events' page there is link highlighting present around the 'Update Results' button, however it doesn't have the same GDS highlighting as all the other links and buttons present."

Current Code Ref(s):

```
<button class="request-button">Update results <i class="fas fa-sync"></i></button>
```

Solution:

Ensure that GOV.UK design system guidelines are followed by including the standard focus highlighting that should surround all focusable element.

Additional information can be found under the [GOV.UK design system Colour](#).



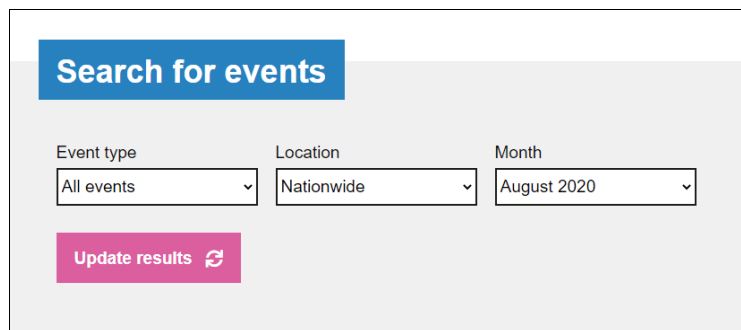
Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/events>

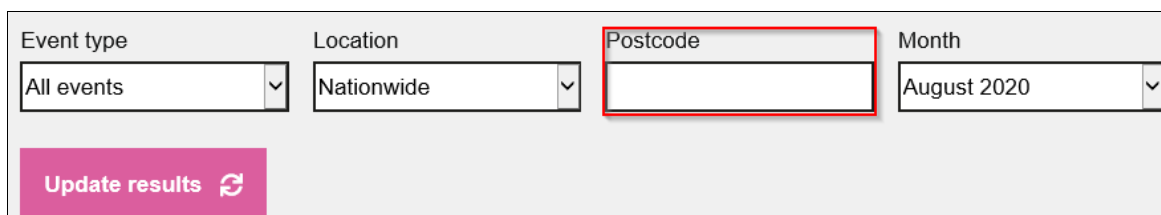
Journey: Task 1, step 15

Screenshot:

Chrome:



Internet Explorer:



The 'search for events' page displayed differently in Internet Explorer to all other browsers as a postcode field was visible.

Current Code Ref(s):

```
<div class="search-for-events__content__input" data-target="conditional-  
field.showhide">  
  
    <label class="search-for-events__content__input__label"  
for="events_search_postcode">Postcode</label>  
    <input name="events_search[postcode]" id="events_search_postcode"  
type="text">  
</div>
```



CSS:

```
form div.hidden {  
  display: none;
```

Solution:

Ensure that form fields display the same in all browsers. If the postcode field is not required, it can be removed.

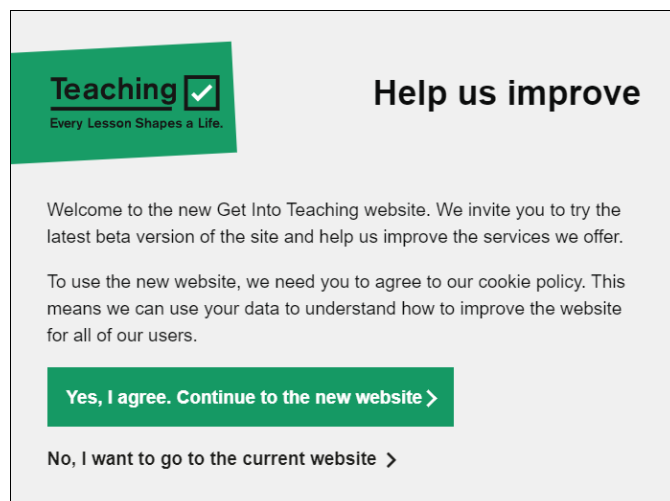


Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/>

Journey: task 1, step 1

Screenshot:



When navigating on internet explorer the cookie message did not display to users meaning that they are not informed of the cookie message.

Current Code Ref(s):

```
<div class="cookie-acceptance_dialog">
  <div class="cookie-acceptance_dialog_header">
    <div class="logo_image">
      <a href="/">
        
      </a>
    </div>
    <h1>Help us improve</h1>
  </div>
  <p>
    Welcome to the new Get Into Teaching website. We invite you to try
    the latest beta version of the site and
    help us improve the services we offer.
  </p>
  <p>
```

```

        To use the new website, we need you to agree to our cookie policy.
This means we can use your data to understand how to improve the
        website for all of our users.
    </p>
    <a href="#" class="call-to-action-button" data-action="click->cookie-
acceptance#accept">
        Yes, I agree. Continue to the new <span>website</span>
    </a>
    <a class="git-link" href="https://getintoteaching.education.gov.uk/">
        No, I want to go to the current website <i class="fas fa-chevron-
right"></i>
    </a>
</div>

```

Solution:

Ensure the cookie message is displayed across all web browsers.

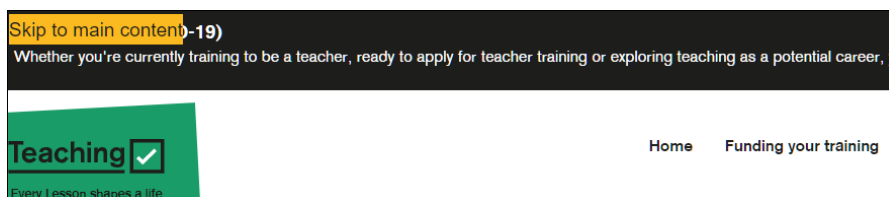


Page title: Get into teaching:

URL: <https://beta-getintoteaching.education.gov.uk/>

Journey: task 1, step 1

Screenshot:



When activating the skip to main content link, users focus is not moved to the intended area in Internet Explorer.

Screen reader comments:

“The skip links including the ‘Skip to main content’ link and the skip links relating to the contents did not move focus for pages throughout the service. This made it time consuming to move manually to the required area. Ensuring focus moves as expected will allow screen reader users to move to the area efficiently.”

Keyboard only user comment:

While on the ‘Homepage’ there is a skip to main content link present, however when I tried to access it nothing worked, I still had to tab through the ‘Navigation links’ on the header of the page.

Current Code Ref(s):

```
<a href="#main-content" class="skiplink govuk-link">Skip to main content</a>

    <div role="main" id="main-content">
        </div>
    [...]
</div>
```



Solution:

Ensure that a tabindex of -1 is included within the destination <div> to ensure focus lands on and remains on the main content. This will prevent keyboard only users from having to tab through the repetitive content when navigating in Internet Explorer.

Example:

```
<a href="#main-content" class="skiplink govuk-link">Skip to main content</a>

    <div role="main" id="main-content" tabindex="-1">
      </div>
  [...]
</div>
```

End of Report



Journeys

Task 1 - Home

URL to copy and paste

<https://beta-getintoteaching.education.gov.uk>

Username:

getintoteaching

Password:

userneeds

1. Landing page – There will be a ‘help us improve’ pop up, click ‘Yes, I agree...’
2. Once the page has been tested, click the ‘Funding your training’ link from navigation.
3. Funding your training – Once the page has been tested, click the ‘Find out more about bursaries and scholarships’ link (This will open a new tab)
4. Once the page has been tested, close the new tab to return to ‘Funding your training’
5. Funding your training – Locate the ‘Find out more about student finance’ link and click it, opening a new tab.
6. Close the new tab as it’s already been tested.
7. Funding your training – Locate and select the ‘Find out more about financial help for...’ link, opening a new tab. Close this as it’s already been tested.



8. Click the 'Find out how to apply for funding if you live outside England' link, opening a new tab. Close this as it's already been tested.
9. Locate and select the 'Steps to become a teacher' link from the navigation
10. Steps to become a teacher – Test the page and then select the 'Teaching as a career' link from the navigation
11. Teaching as a career – Test the page and then click the 'My story into teaching' link
12. My story into teaching – Test the page and then select one of 'Career Changers stories' links
13. Once the page has been tested, select the 'Salaries and Benefits' link from the navigation
14. Salaries and benefits – Once the page has been tested, click the 'Find an event near you' link from the navigation
15. Find an event near you – Change the 'Event type' to 'Train to teach' and then click the Update Results button
16. Locate the 'Chat online' button and click it
17. Test the page and then move on to Task 2
18. Click the URL below and test the page and one of the Video's on the page.

<https://beta-getintoteaching.education.gov.uk/life-as-a-teacher/real-stories>



Task 2 – Sign up for an advisor

Test for GDS during Task 2

URL to copy and paste

<https://beta-adviser-getintoteaching.education.gov.uk>

Username:

getintoteaching

Password:

userneeds

1. Once logged, test the page and then click Start now
2. About you – Enter dummy data then click Continue
3. Are you returning to teaching? – Select the No radio button then click Continue
4. Do you have a degree? – Select the Yes radio button then click Continue
5. What subject is your degree? – Select Computing from the drop-down then click Continue
6. Which class is your degree? – Select 2:1 from the drop-down then click Continue
7. Which stage are you interested in teaching? – Select the Secondary radio button then click Continue
8. Do you have a grade 4... - Select the Yes radio button then click Continue
9. Which subject are you interested in teaching? – Select Computing from the drop-down then click Continue
10. When do you want to start your teacher training? – Select 2021 from the drop-down then click Continue
11. Enter your date of birth – Enter 11, 05, 1984 and then click Continue

DAC | Accessibility Report



12. Where do you live? – Select the UK radio button then click Continue
13. What is your address? – Enter dummy data with the Postcode SA10 6FG and then click Continue
14. What is your telephone number? – Enter dummy data then click Continue
15. Check your answers... - Click the Continue button
16. Read and accept the privacy policy – Tick the tick box then click Continue



Task 3 – Mailing list + events

URL to copy and paste

<https://beta-getintoteaching.education.gov.uk>

Username:

getintoteaching

Password:

userneeds

1. On the landing page, locate and click the Sign up here button
2. Sign up for personalised... - Enter Dummy data and select Graduate or postgraduate from the drop-down before clicking Next step
3. We need some more details – Select ‘I’m fairly sure and exploring my options’ from the dropdown then click Next step
4. Choose your subject – Select ‘Computing’ from the drop-down then click Next step
5. Events in your area – Enter the Post code SA10 6FG then click Next Step
6. If you need more information – Enter dummy data and tick the tick box before clicking Complete sign up
7. You’ve signed up – Click the Find an event near you link from navigation
8. Find an event near you – Select the Event ‘1203 - TTT – London4 – Summer 2020-test’
9. Once the page has loaded, click the ‘Sign up for this event’ button
10. Sign up for this event – Enter dummy data with your work e-mail then click Next Step
11. Enter dummy data with your work e-mail and then click Next step
12. Phone number – Click Next step



13. Tick the tick box and select yes for both radio buttons before clicking Complete Sign up
14. Locate and click the 'Accessibility' link in the footer and then test the page



Appendix II

Classification of Accessibility Issues

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

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



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

<p>Non-text Content:</p> <p><u>1.1.1</u> All non-text content that is presented to the user has a text alternative that serves the equivalent purpose.</p> <p>(Level A)</p>	Pass (P)
<p>Audio-only and Video-only (Pre-recorded):</p> <p><u>1.2.1</u> 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:</p> <p><u>Understanding Success Criterion 1.2.1</u></p> <ul style="list-style-type: none"> • 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. <p>(Level A)</p>	Not Applicable (N/A)
<p>Captions (Pre-recorded):</p> <p><u>1.2.2</u> 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.</p> <p>(Level A)</p>	Not Applicable (N/A)
<p>Audio Description or Media Alternative (Pre-recorded):</p> <p><u>1.2.3</u> 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.</p> <p>(Level A)</p>	Not Applicable (N/A)
<p>Captions (Live):</p> <p><u>1.2.4</u> Captions are provided for all live audio content in synchronized media.</p> <p>(Level AA)</p>	Not Applicable (N/A)
<p>Audio Description (Pre-recorded):</p> <p><u>1.2.5</u> Audio description is provided for all pre-recorded video content in synchronized media.</p> <p>(Level AA)</p>	Not Applicable (N/A)
<p>Sign Language (Pre-recorded):</p> <p><u>1.2.6</u> Sign language interpretation is provided for all pre-recorded audio content in synchronized media.</p> <p>(Level AAA)</p>	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)



<p>Orientation: (WCAG 2.1)</p> <p>1.3.4 Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.</p> <p>Note: Examples where a particular display orientation may be essential are a bank check, a piano application, slides for a projector or television, or virtual reality content where binary display orientation is not applicable.</p> <p>(Level AA)</p>	<p>Pass (P)</p>
<p>Identify Input Purpose: (WCAG 2.1)</p> <p>1.3.5 The purpose of each input field collecting information about the user can be programmatically determined when :</p> <ul style="list-style-type: none"> • The input field serves a purpose identified in the Input Purposes for User Interface Components section; and • The content is implemented using technologies with support for identifying the expected meaning for form input data. <p>(Level AA)</p>	<p>Pass (P)</p>
<p>Identify Purpose: (WCAG 2.1)</p> <p>1.3.6 In content implemented using mark-up languages, the purpose of User Interface Components, icons, and regions can be programmatically determined.</p> <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Use of Colour:</p> <p>1.4.1 Colour is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>(Level A)</p>	<p>Pass (P)</p>
<p>Audio Control:</p> <p>1.4.2 If any audio on a Web page plays automatically for more than 3 seconds, either a 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.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>



<p>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:</p> <ul style="list-style-type: none"> • 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. <p>(Level AA)</p>	<p>Pass (P)</p>
<p>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.</p> <p>(Level AA)</p>	<p>Pass (P)</p>
<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</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>Pass (P)</p>



<p>Contrast (Enhanced):</p> <p><u>1.4.6</u> The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following:</p> <ul style="list-style-type: none"> • 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. <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Low or No Background Audio:</p> <p><u>1.4.7</u> 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 sounds that last for only one or two seconds. <p>Note: Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>



<p>Visual Presentation:</p> <p>1.4.8 For the visual presentation of 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>Pass (P)</p>
<p>Reflow: (WCAG 2.1)</p> <p>1.4.10 Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for :</p> <ul style="list-style-type: none"> • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels. <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p> <p>Note: 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For web content which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024px at 400% zoom.</p> <p>Note: Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content.</p> <p>(Level AA)</p>	<p>Fail (M)</p>



<p>Non-text Contrast: (WCAG 2.1)</p> <p>1.4.11 The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <ul style="list-style-type: none"> • User Interface Components Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; • Graphical Objects Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed. <p>(Level AA)</p>	<p>Pass (P)</p>
<p>Text Spacing: (WCAG 2.1)</p> <p>1.4.12 presentation of graphics is essential to the information being conveyed.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. <p>Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p> <p>(Level AA)</p>	<p>Pass (P)</p>



<p>Content on Hover or Focus: (WCAG 2.1)</p> <p>1.4.13 Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> • 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 The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. <p>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p> <p>Note: Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML title attribute.</p> <p>Note: Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.</p> <p>(Level AA)</p>	<p>Pass (P)</p>
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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: 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: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation. (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. (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. (Level AAA)</p>	<p>Fail (L)</p>



<p>Character Key Shortcuts: (WCAG 2.1)</p> <p>2.1.4 If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:</p> <ul style="list-style-type: none"> • 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. <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Timing Adjustable:</p> <p>2.2.1 For each time limit that is set by the content, at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: The user is allowed to turn off the time limit before encountering it; • 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; • 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; • 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; • Essential Exception: The time limit is essential and extending it would invalidate the activity; • 20 Hour Exception: The time limit is longer than 20 hours. <p>Note: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with Success Criterion 3.2.1, which puts limits on changes of content or context as a result of user action.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>



<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> <ul style="list-style-type: none"> • 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. <p>Note: For requirements related to flickering or flashing content, refer to Guideline 2.3.</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>Note: 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: 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)</p>	<p>Not Applicable (N/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>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)</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. 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)</p>	<p>Not Applicable (N/A)</p>
<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)</p>	<p>Not Applicable (N/A)</p>



Animation from Interactions: (WCAG 2.1) <u>2.3.3 Motion animation</u> triggered by interaction can be disabled, unless the animation is <u>essential</u> to the functionality or the information being conveyed. (Level AAA)	Not Applicable (N/A)
Bypass Blocks: <u>2.4.1</u> A <u>mechanism</u> is available to bypass blocks of content that are repeated on multiple <u>Web pages</u> . (Level A)	Fail (H)
Page Titled: <u>2.4.2 Web pages</u> have titles that describe topic or purpose. (Level A)	Fail (H)
Focus Order: <u>2.4.3</u> If a <u>Web page</u> can be <u>navigated sequentially</u> 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): <u>2.4.4</u> The <u>purpose of each link</u> can be determined from the link text alone or from the link text together with its <u>programmatically determined link context</u> , except where the purpose of the link would be <u>ambiguous to users in general</u> . (Level A)	Fail (H)
Multiple Ways: <u>2.4.5</u> More than one way is available to locate a <u>Web page</u> within a <u>set of Web pages</u> except where the Web Page is the result of, or a step in, a <u>process</u> . (Level AA)	Pass (P)
Headings and Labels: <u>2.4.6</u> Headings and <u>labels</u> 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)	Pass (P)
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)	Fail (L)
Section Headings: 2.4.10 Section headings are used to organize the content. Note: "Heading" is used in its general sense and includes titles and other ways to add a heading to different types of content. Note: 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)	Pass (P)



<p>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:</p> <ul style="list-style-type: none"> • 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. <p>Note: Functions that emulate a keyboard or numeric keypad key press are considered essential.</p> <p>Note: This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p> <p>(Level A)</p>	<p>Pass (P)</p>
<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.</p> <p>Note: A best practice is to have the text of the label at the start of the name.</p> <p>(Level A)</p>	<p>Pass (P)</p>



<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:</p> <ul style="list-style-type: none"> • Supported Interface The motion is used to operate functionality through an accessibility supported interface; • Essential The motion is essential for the function and doing so would invalidate the activity. <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Target Size (WCAG 2.1): 2.5.5 The size of the target for pointer inputs is at least 44 by 44 CSS pixels except when:</p> <ul style="list-style-type: none"> • 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 essential to the information being conveyed. <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Concurrent Input Mechanisms (WCAG 2.1): 2.5.6 Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings.</p> <p>(Level AAA)</p>	<p>Pass (P)</p>



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)	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)	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)	Pass (P)
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)	Pass (P)
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):</p> <p>3.3.4 For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <ul style="list-style-type: none"> • 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>(Level AA)</p>	<p>Pass (P)</p>
<p>Help 3.3.5 Context-sensitive help is available.</p> <ul style="list-style-type: none"> • Provide instructions and cues in context to help inform completion and submission. <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Error Prevention (All):</p> <p>3.3.6 For Web pages that require the user to submit information, at least one of the following is true:</p> <ul style="list-style-type: none"> • 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>(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

<p>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.</p> <p>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)</p>	<p>Fail (H)</p>
<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.</p> <p>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)</p>	<p>Fail (H)</p>
<p>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)</p>	<p>Pass (P)</p>



The Process

The service 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 service 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 service.

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 service need the most urgent attention.



CRITERIA

High

The digital product has one or more issues that urgently need remediation. There will be a list of actions that the developers need to address to make sure that the product is functional for users of assistive technology.

Medium

The digital product has one or more issues that need remediation before meeting the WCAG 2.1 AA Standard. There will be a list of actions that the developers need to address to make sure that the product meets the expectations of the DAC testing team.

Low

The digital product has one or more issues that would cause minor barriers to users of assistive technology. While not necessary to meet the WCAG 2.1 AA Standard, these issues affect users negatively and should be remediated.

Usability

The digital product may have one or more issues that could cause minor difficulties to users of assistive technology. While not necessary to meet the WCAG 2.1 AA Standard, these issues were found to hinder users.



DAC Testing Procedure

The service is tested by a team of experienced auditors and analysts, 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 service 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 service with further credibility and quality.

