

Digital Accessibility Centre

Accessibility Audit Report

Company	Department for Education
Date	18 th December 2019
DAC Ref.	000281
Version	V 1.0 Final
Standard	WCAG 2.1

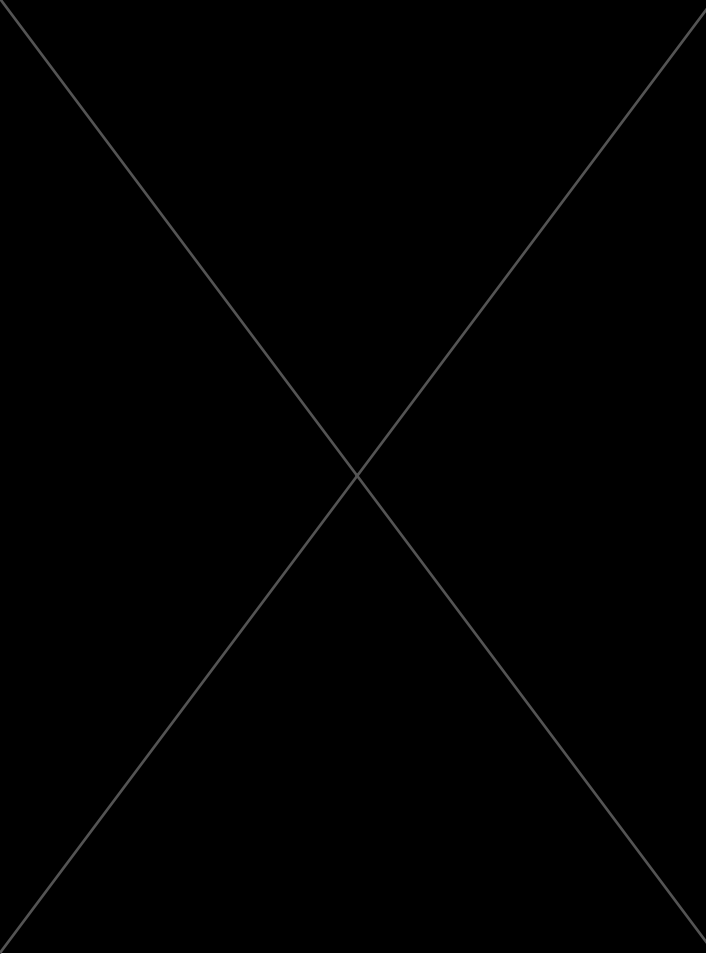
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Disclosure

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Document Control

Service:	Apply for Teacher Training
Client:	Department for Education
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Date of audit:	9 th December 2019
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Executive Summary

An accessibility audit for Department for Education's Apply for Teacher Training service was carried out by the Digital Accessibility Centre (DAC) user/technical team on 9th December 2019. 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.

Although the standard of accessibility presented throughout the service was very high, some access issues were reported that impact multiple user groups. For example, some page elements either did not contain discernible text or were not descriptive enough for users to determine their function or purpose navigating out of context. As a result of this some users were unable to confidently interact with those page elements independently. Screen reader users also found the general navigation of some pages difficult due to illogical heading structures. These meant that users were unable to accurately determine the topic or purpose of some pages and the structure of content therein.

Where validation errors identified by the automated tools did not directly impact on our testing team, it does not mean that they do not have the potential to impact other users.

Some of the colour combinations found on the site are low contrast and are likely to be difficult for people with low vision to read. Because people perceive colour and contrast to different degrees, developers must take care to ensure that colour contrast meets the minimum contrast requirements.

During Task 1 'Candidate interface' the 'Reference for a candidate for teacher training' was not tested as it relied on a Google Doc that we did not have access to.

During Task 2 'Support Application' we were unable to 'download a CSV of the latest reference responses' because we did not have access to the relevant 'Google Docs'.

Usability comments have been provided by our manual user testing team. These can be found near the end of the report and describe various aspects of the website that, although do not fail to meet the success criteria, could be improved to benefit the overall user experience.

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

[Duplicate ID's \(A\)](#)

[Unlabelled Form Fields \(A\)](#)



AA

[Low Colour Contrast \(AA\)](#)

[Error Suggestion \(AA\)](#)

[Reflow \(AA\)](#)

[Non-Descriptive Form Elements \(AA\)](#)

[Status Message \(AA\)](#)



AAA

[Non-Descriptive Links out of Context \(AAA\)](#)

[Semantically Incorrect Headings \(AAA\)](#)

Scope

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

- Candidate facing product: <https://staging.apply-for-teacher-training.education.gov.uk/candidate>
- Support app: <https://staging.apply-for-teacher-training.education.gov.uk/support/applications>
- Provider facing product: <https://staging.apply-for-teacher-training.education.gov.uk/provider/sign-in>

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

Browser matrix and Assistive Technology (AT) combinations

Desktop

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

Mobile/Tablet

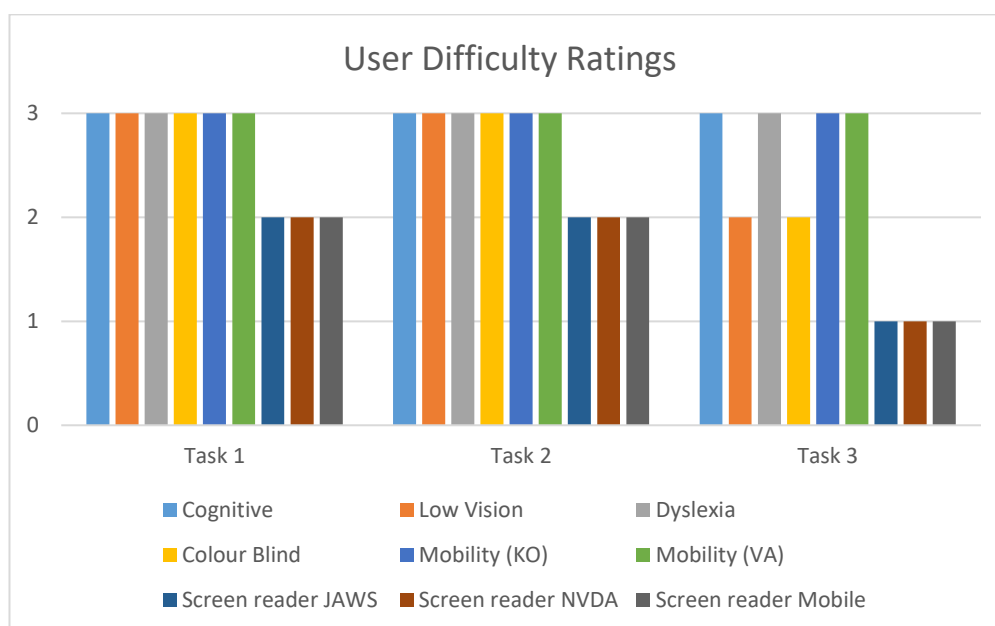
User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	iOS	Safari	VoiceOver
Mobility	KO	iOS	Safari	-
Deaf	D	iOS	Safari	
Colour blind/ Dyslexia	CB/DX	iOS	Safari	Colour blind checks
Low Vision	LV	iOS	Safari	Resizing content

Summary Graphs

Our analysts provided their overall feedback on the website.

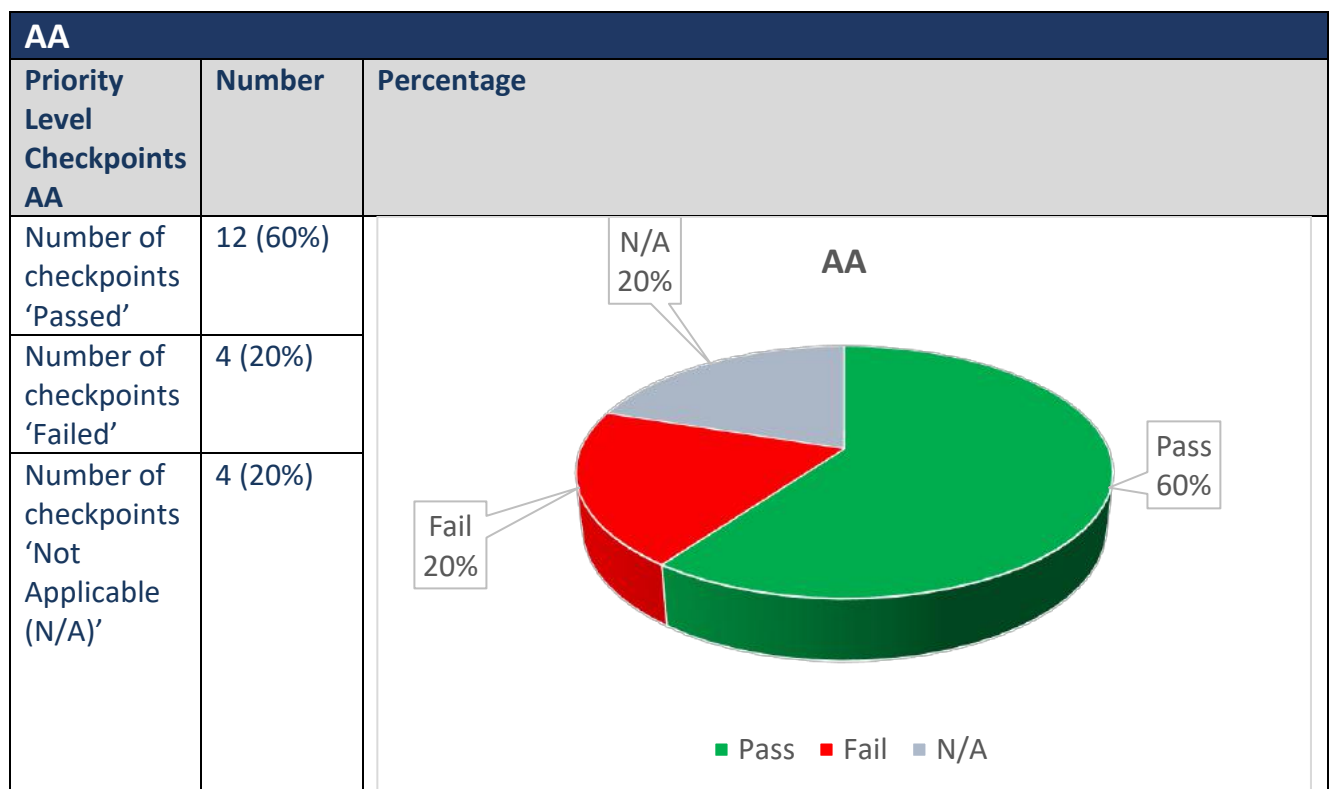
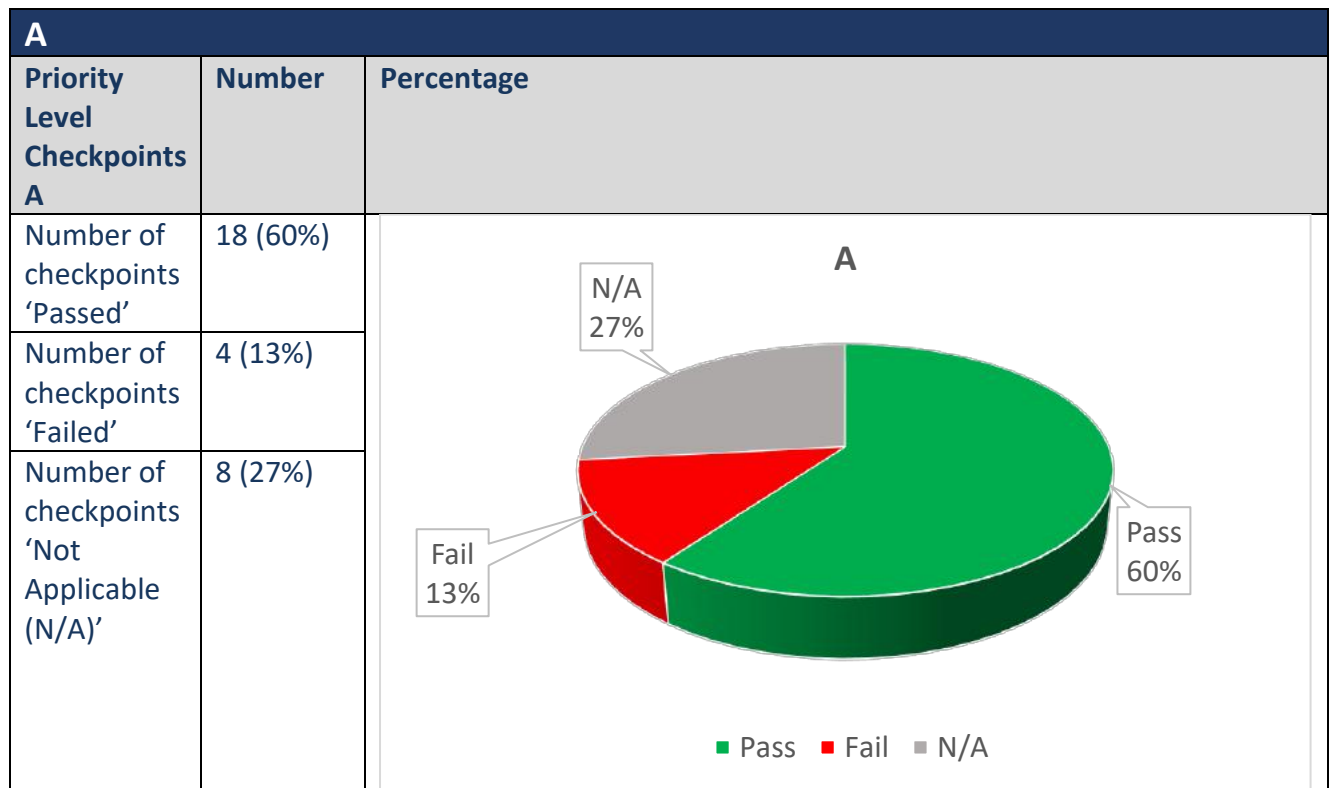
This was rated from 0 – could not complete to 3 – Completed independently, no issues.

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



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

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



AAA														
Priority Level Checkpoints AAA	Number	Percentage												
Number of checkpoints 'Passed'	13 (46%)	<div><p>AAA</p><p>A 3D pie chart titled 'AAA' showing the distribution of checkpoint results. The chart is divided into three segments: a green segment for 'Pass' (46%), a red segment for 'Fail' (11%), and a grey segment for 'N/A' (43%). Each segment has a callout box with its label and percentage. A legend at the bottom identifies the colors: green for Pass, red for Fail, and grey for N/A.</p><table><thead><tr><th>Category</th><th>Count</th><th>Percentage</th></tr></thead><tbody><tr><td>Pass</td><td>13</td><td>46%</td></tr><tr><td>Fail</td><td>3</td><td>11%</td></tr><tr><td>N/A</td><td>12</td><td>43%</td></tr></tbody></table></div>	Category	Count	Percentage	Pass	13	46%	Fail	3	11%	N/A	12	43%
Category	Count		Percentage											
Pass	13		46%											
Fail	3	11%												
N/A	12	43%												
Number of checkpoints 'Failed'	3 (11%)													
Number of checkpoints 'Not Applicable (N/A)'	12 (43%)													

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.

Duplicate ID's (A)

Elements are present that reference duplicate ID attribute values.

WCAG Reference:

4.1.1 Parsing

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

(Level A)

Issue ID: DAC_Duplicate_ID's_Issue1

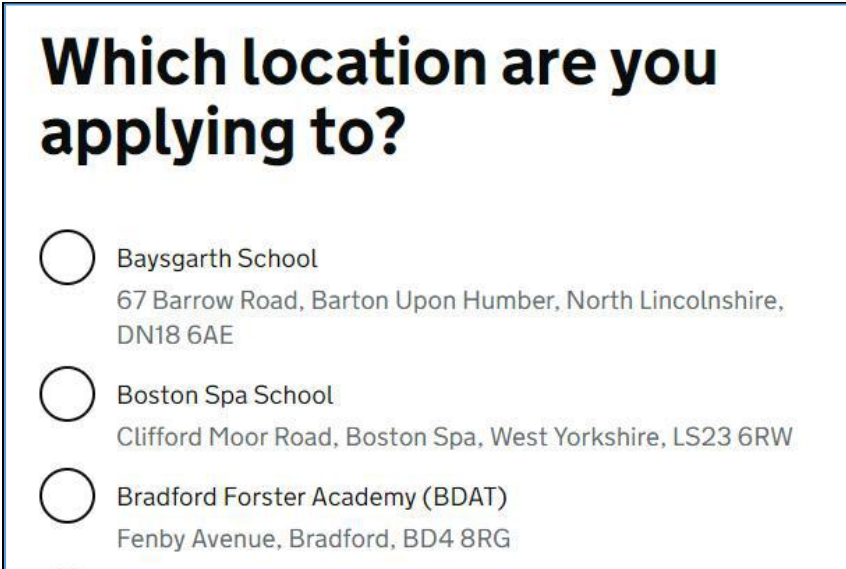
Task 1 - Candidate facing product

Step 26 - Click add another course and complete process and return to course choices page

Page: Which location are you applying to?

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/courses/provider/1N1/courses/2392>

Screen Shot:



Which location are you applying to?

- ☐ Baysgarth School
67 Barrow Road, Barton Upon Humber, North Lincolnshire, DN18 6AE
- ☐ Boston Spa School
Clifford Moor Road, Boston Spa, West Yorkshire, LS23 6RW
- ☐ Bradford Forster Academy (BDAT)
Fenby Avenue, Bradford, BD4 8RG

The radio buttons hint texts have duplicate ID attributes, i.e. value: candidate-interface-pick-site-form-course-option-id-hint

Page elements that have duplicate ID attribute values may be overlooked by some assistive technologies. This is consistent of every validation error message encountered throughout.



This appears to be consistent throughout the service where radio button hint text occurs:

- Which location are you applying to?
- Work history

Code Ref(s):

```
<span class="govuk-hint govuk-radios__hint" id="candidate-interface-pick-site-form-course-option-id-hint">67 Barrow Road, Barton Upon Humber, North Lincolnshire, DN18 6AE</span>
```

Solution:

Ensure that all ID attribute values on a page are unique, to prevent page elements from being overlooked by assistive technology.



Unlabelled Form Fields (A)

A form element is present that does not contain an explicit label.

WCAG Reference:

1.3.1 Info and Relationships

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

3.3.2 Labels or Instructions

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

Issue ID: DAC_Unlabelled_Form_Fields_Issue1

Task 3 - Provider facing product

Step 8 - Conditions of offer page – test

Page: Conditions of offer – Manage teacher training applications – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications/157/offer>

Screen Shot:

Further conditions (optional)
Outline any further conditions (for example, studying a subject knowledge enhancement course) and give deadlines for completing them.

First condition

Second condition

Third condition

Further condition



The 'Further conditions' textarea components' ID values do not match their corresponding labels which means screen reader users may be unable to identify the function or purpose of the edit fields.

Code Ref(s):

```
<div class="govuk-form-group">  
<label for="make-an-offer-further-conditions-field" class="govuk-label govuk-label--s">First condition</label>  
<textarea id="first_condition" class="govuk-textarea" multiple="multiple" rows="3" name="make_an_offer[further_conditions][ ]"></textarea>  
</div>
```

Screen reader comments:

"While completing this form with JAWS I found that the multiple edit fields for the 'Further Conditions' section did not contain labels for the edit field. Ensuring that edit fields are labelled correctly allows blind users to know where they are and enables them to provide the correct information."

Voice activation user comments:

"While navigating around this page with voice activation I found that I was unable to access the 'Further conditions' input fields using standard voice commands. I would expect to be able to access the fields by saying 'click' followed by the visible label of the field, for example 'Click First condition', but that does not work."

Solution:

Ensure that all form elements contain a 'label for' that matches the corresponding 'input ID' to help users of assistive technology identify the elements function or purpose.

```
<div class="govuk-form-group">  
<label for="first_condition" class="govuk-label govuk-label--s">First condition</label>  
<textarea id="first_condition" class="govuk-textarea" multiple="multiple" rows="3" name="make_an_offer[further_conditions][ ]"></textarea>  
</div>
```



Low Colour Contrast (AA)

Page elements are present that do not meet the minimum colour contrast requirements.

WCAG Reference:

1.4.3 Contrast (Minimum)

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

(Level AA)

Issue ID: DAC_Low_Colour_Contrast_Issue1

Task 3 - Provider facing product

Step 1 - Application page – Test

Page: Applications – Manage teacher training applications – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications>

Screen Shot:

Applications			
Name	Course	Status	Last updated
Kelly Jane Spears	Primary (2XT2)	NEW	12 Dec 2019 12:05am
Matthew Leary	Biology (2392)	NEW	10 Dec 2019 12:05am
Charleen Cremin	Physics (239L)	DECLINED	9 Dec 2019 12:23pm

The 'DECLINED' status has insufficient colour contrast of 2.78 (foreground colour: #ffffff, background colour: #f47738, font size: 12.0pt (16px), font weight: bold). The expected minimum colour contrast ratio for text of this size and weight is 4.5:1. This applies to every instance where this colour combination occurs.

Code Ref(s):

```
<strong class="govuk-tag app-tag--warning">Declined</strong>
```



Task 3 - Provider facing product

Step 1 - Application page – Test

Page: Applications – Manage teacher training applications – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications>

Screen Shot:

Adalberto Runte	History (239C)	REJECTED	6 Dec 2019 2:35pm
Adalberto Runte	History (239C)	REJECTED	6 Dec 2019 2:35pm
Malcom Sanford	Physical Education (239K)	ACCEPTED	6 Dec 2019 2:35pm

The 'ACCEPTED' status has insufficient colour contrast of 3.16 (foreground colour: #ffffff, background colour: #28a197, font size: 12.0pt (16px), font weight: bold). The expected minimum colour contrast ratio for text of this size and weight is 4.5:1. This applies to every instance where this colour combination occurs.

Code Ref(s):

```
<strong class="govuk-tag app-tag--info">Accepted</strong>
```



Task 3 - Provider facing product

Step 1 - Application page – Test

Page: Applications – Manage teacher training applications – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications>

Screen Shot:

Collette Krajcik	Religious Education (23B3)	ACCEPTED	6 Dec 2019 2:35pm
Naoma Larkin	Primary with Mathematics (3C2X)	OFFER	6 Dec 2019 2:35pm
Naoma Larkin	Biology (2392)	NEW	6 Dec 2019 2:35pm

The 'OFFER' status has insufficient colour contrast of 3.16 (foreground colour: #28a197, background colour: #ffffff, font size: 12.0pt (16px), font weight: bold). The expected minimum colour contrast ratio for text of this size and weight is 4.5:1. This applies to every instance where this colour combination occurs.

Code Ref(s):

```
<strong class="govuk-tag app-tag--info-unfilled">Offer</strong>
```

Solution:

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

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

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



Error Suggestion (AA)

Error suggestions are not specific of the error that has occurred.

WCAG Reference:

3.3.3 Error Suggestion

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

(Level AA)

Issue ID: DAC_Error_Suggestion_Issue1

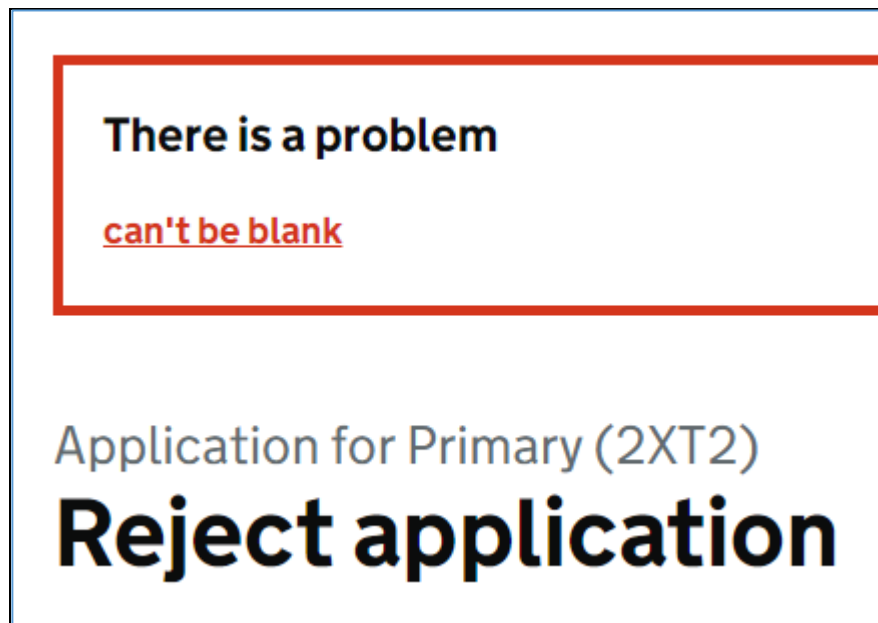
Task 3 - Provider facing product

Step 13 - Click Reject application

Page: Reject application – Manager teacher training applications – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications/157/reject/confirm>

Screen Shot:



--



Reflow (AA)

Content cannot be presented without a loss of information.

WCAG Reference:

1.4.10 Reflow

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

(Level AA)

Issue ID: DAC_Reflow_Issue1

Task 1 – Candidate

Task 2 – Support app

Task 3 – Provider facing product

Page's:

Application dashboard – Apply for teacher training – GOV.UK

Applications – Support for Apply – GOV.UK

Applications – Manage teacher training applications – GOV.UK

URL's:

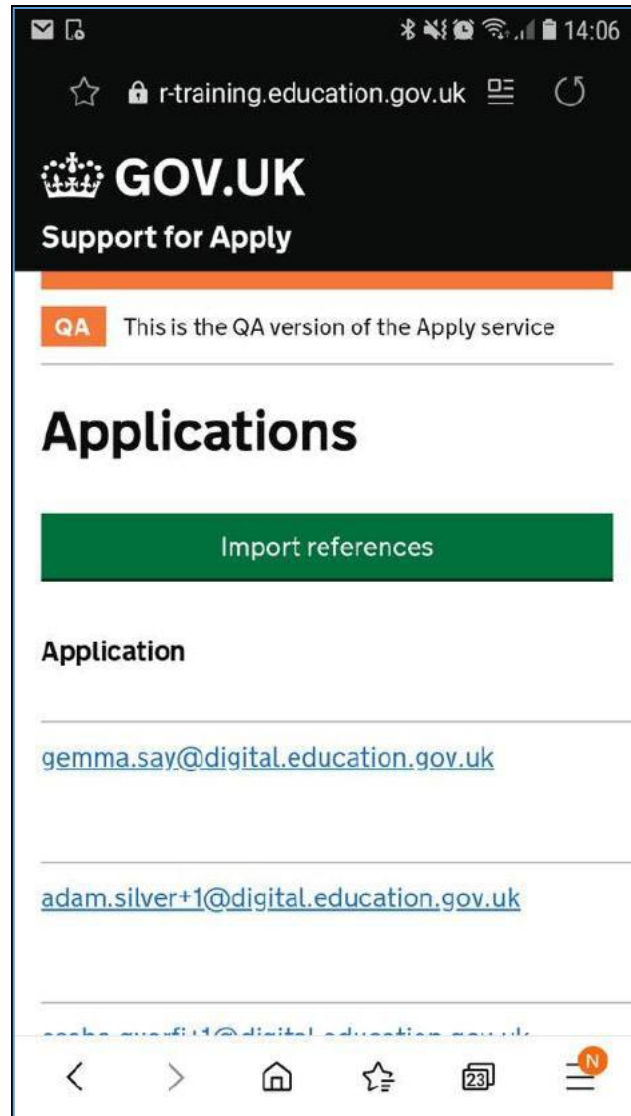
<https://staging.apply-for-teacher->

[training.education.gov.uk/candidate/application/complete](https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/complete)

<https://qa.apply-for-teacher-training.education.gov.uk/support/applications>

<https://qa.apply-for-teacher-training.education.gov.uk/provider>

Screen Shot:



Users are unable to log out when using a mobile device or when a desktop page is magnified up to 400% and the page width is set to 1280px because the top-level navigation elements are hidden by display: none.

Code Ref(s):

HTML:

```
<ul id="navigation" class="govuk-header__navigation " aria-label="Top Level Navigation">  
<li class="govuk-header__navigation-item">  
<b>jake.benilov+dac@digital.education.gov.uk</b>  
</li>  
<li class="govuk-header__navigation-item">  
<a class="govuk-header__link" href="/provider/sign-out">Sign out</a>  
</li>  
</ul>
```

CSS:

```
.js-enabled .govuk-header__navigation {  
    display: none;  
}
```

Solution:

Ensure all content and functionality is still fully available - either directly, or revealed via accessible controls, or accessible via direct links. For example, ensure that the top-level navigation elements are available when using a mobile device. Consider presenting multiple navigation elements to be presented in a hamburger menu when viewed on a mobile device.



Non-Descriptive Form Elements (AA)

Form elements are present that are not descriptive of their function or purpose.

WCAG Reference:

2.4.6 Headings and Labels

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

(Level AA)

Issue ID: DAC_Non-Descriptive_Form_Elements_Issue1

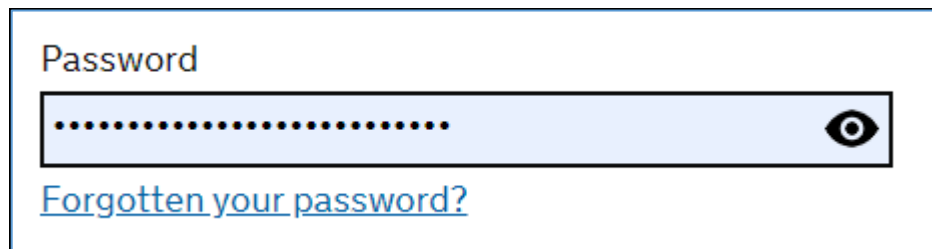
Task 2 - Support app

Step 1 - Click Sign in

Page: DfE Sign-in

URL: https://signin-test-int-as.azurewebsites.net//07afc0de-b27f-44dc-bb37-b3896d6385b0/usernamepassword?clientid=apply&redirect_uri=https://qa.apply-for-teacher-training.education.gov.uk/auth/dfecallback

Screen Shot:

A screenshot of a web form element. It features a label 'Password' in a dark grey font. Below the label is a light blue rectangular input field. Inside the field, the password is masked with 12 black dots. To the right of the input field is a small black eye icon, which serves as a 'Show' button. Below the input field is a blue, underlined link that reads 'Forgotten your password?'.

The 'Show' and 'Hide' buttons related to the password edit field are not descriptive enough for screen reader users to determine their function or purpose when navigating out of context.

Code Ref(s):

```
<div class="show-password-control"><input type="checkbox" id="show-password-0"><label for="show-password-0">Show</label></div>
```

```
<div class="show-password-control type-password"><input type="checkbox" id="show-password-0"><label for="show-password-0">Hide</label></div>
```



Screen reader comments:

“While navigating the ‘Sign in’ page with TalkBack, I encountered a checkbox reported as ‘show’. This was unclear when viewed out of context. Ensuring that elements are labelled with clear, descriptive names will prevent confusion.”

Solution:

Ensure that all form elements are uniquely descriptive of their purpose. For example:

```
<div class="show-password-control">  
<input type="checkbox" id="show-password-0">  
<label for="show-password-0">Show Password</label>  
</div>
```

```
<div class="show-password-control type-password">  
<input type="checkbox" id="show-password-0">  
<label for="show-password-0">Hide Password</label>  
</div>
```



Task 2 - Support app

Step 6 - Application # with email page – Test

Page: Application #279 – Support for Apply – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/support/applications/279>

Screen Shot:

Application #279	
<div></div>	
Email address	<div></div>
Last updated	16 Dec 2019 at 3:39pm (History)
State	Unsubmitted – Candidate hasn't submitted the form yet
<div>Sign in as this candidate</div>	
<div>Hide in reporting</div>	

The 'Hide in reporting' and 'Show in reporting' buttons are not descriptive enough for all users, particularly screen reader users, to determine their function or purpose.

Code Ref(s):

```
<form class="button_to" method="post"
action="/support/candidates/319/hide?from_application_form_id=279">
<input class="govuk-button govuk-button--secondary" type="submit" value="Hide in
reporting">
<input type="hidden" name="authenticity_token"
value="i18iFPDFca2a0/b7zA0tzmKiBKpyUNZKQwtMtqtflEEEnGoIV34JM81d1S717M81ifNkUTLaGPf
0fYKo4ypElCQ==">
</form>
```

Screen reader comments:

“While navigating this page with JAWS I came across a button labelled ‘hide in reporting’; the purpose and function of this button is unclear both in and out of context. Ensuring that buttons, like links and other elements, clearly describe their purpose and function will make it easier for blind users to make an informed decision about whether or not to interact with them. It will also promote a consistent user experience.”

Solution:

Ensure that all form elements are uniquely descriptive of their function or purpose. More description of what ‘reporting’ entails would be beneficial.



Status Message (AA)

Screen reader users are not informed of important information when it becomes available.

WCAG Reference:

4.1.3 Status Messages

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

(Level AA)

Issue ID: DAC_Status_Message_Issue1

Task 2 - Support app

Step 6 - Application # with email page – Test

Page: Application #279 – Support for Apply – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/support/applications/279>

Screen Shot:

Candidate will now be shown in reporting	
Application #279	
<div></div>	
Email address	<div></div>
Last updated	16 Dec 2019 at 3:39pm (History)
State	Unsubmitted – Candidate hasn't submitted the form yet
Sign in as this candidate	
Hide in reporting	

When users select the 'Hide in reporting' button and subsequent 'Show in reporting' button, an additional level-two heading is presented near the top of the page. However, screen reader users may be unaware of this because the page refreshes and they are not notified of the new information when it becomes available.

Code Ref(s):

```
<h2 class="govuk-heading-m" id="success-message">  
Candidate will now be shown in reporting  
</h2>
```

Solution:

Ensure screen reader users are informed of important information when it becomes available. Consider implementing status messages so that important information can be presented to users of assistive technologies without receiving focus.



Non-Descriptive Links out of Context (AAA)

Multiple generic links are present that are not descriptive out of context.

WCAG Reference:

2.4.9 Link Purpose (Link Only)

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

Issue ID: DAC_Non-Descriptive_Links_out_of_Context_Issue1

Task 1 - Candidate facing product

Step 1 - Apply for teacher training page – Test

Page: Apply for teacher training - GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate>

Screen Shot:



The links related to teacher training in Wales, Scotland and Northern Ireland are not descriptive of its destination or purpose when navigating out of context.



Code Ref(s):

```
<div class="govuk-inset-text">
Learn more about teacher training in <a target="_blank" class="govuk-link"
href="https://www.discoverteaching.wales/routes-into-teaching/">Wales</a>, <a
target="_blank" class="govuk-link"
href="https://teachinscotland.scot/">Scotland</a> and <a target="_blank"
class="govuk-link" href="https://www.education-ni.gov.uk/articles/initial-
teacher-education-courses-northern-ireland">Northern Ireland</a>
</div>
```

Screen reader comments:

“While navigating this page with JAWS I found links for ‘Wales’, ‘Scotland’ and ‘Northern Ireland’ that were unclear when viewed out of context. Ensuring that links are accompanied by clear, descriptive link text such as ‘learn about teacher training in Wales’ will prevent confusion and resolve this issue. This issue is consistent for; JAWS, NVDA, TalkBack and VoiceOver.”

Solution:

Ensure that link text is unique and descriptive to help users identify the links destination or purpose when navigating out of context. Consider rephrasing the sentence to include more descriptive link text. Perhaps present the links in a bulleted list, for example:

Learn more about teacher training in your area:

- Teacher training in Wales
- Teacher training in Scotland
- Teacher training in Northern Ireland



Task 1 - Candidate facing product

Step 61 - Work history page

Page: Work history - Apply for teacher training - GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/work-history/review>

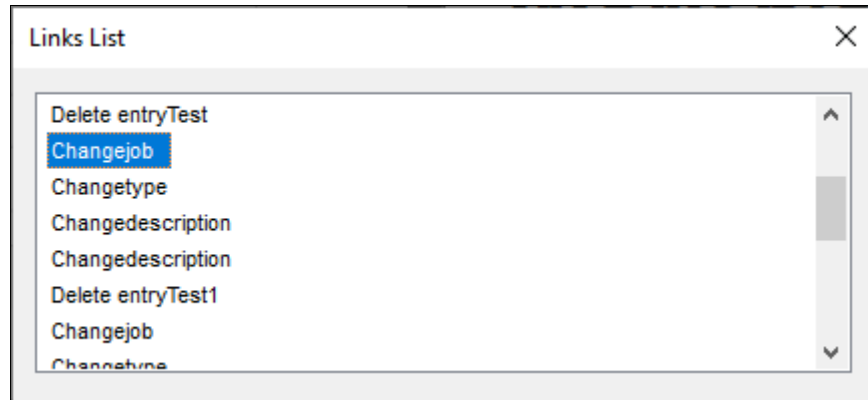
Screen Shot:

Work history

Test		Delete entry
Job	Test Test	Change
Type	Full-time	Change
Description	Test	Change
Dates	May 2017 - June 2017	Change

Test1		Delete entry
Job	Test1 Test1	Change
Type	Full-time	Change
Description	Test1	Change
Dates	May 2018 - June 2018	Change





The multiple 'Change' links displayed on the 'Work history' page where multiple jobs are presented are not descriptive enough for screen reader users to distinguish between when navigating out of context. For example, screen reader users are not able to differentiate between the 'Change job' link related to the first job ('Test1' in the screen shot above) and the second 'Change job' link related to the second job ('Test' in the screen shot above). This applies to all of the generic 'Change' links.

This applies to the following pages:

Task 1 - Candidate facing product

Step 73 - Volunteering with children and young people page – Test

Page title: Volunteering with children and young people – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/school-experience/review>

Task 1 - Candidate facing product

Step 73 - Volunteering with children and young people page – Test

Page title: Volunteering with children and young people – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/school-experience/review>

Task 1 - Candidate facing product

Step 81 - Degree page – Test

Page title: Degree – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/degrees/review>



Task 1 - Candidate facing product

Step 147 - Review your application page – Test

Page title: Review your application – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/review>

Code Ref(s):

```
<a class="govuk-link" href="/candidate/application/work-history/edit/274">  
Change<span class="govuk-visually-hidden"> job</span>  
</a>
```

```
<a class="govuk-link" href="/candidate/application/work-history/edit/273">  
Change<span class="govuk-visually-hidden"> job</span>  
</a>
```

Screen reader comments:

"I found two duplicate links on this page reported as 'Change description'. These links are confusing when viewed out of context because they do not clearly identify the sections they refer to. Ensuring that link text is descriptive, and that links point the correct sections of the form will resolve this issue. It also promotes a positive and consistent user experience throughout the application process."

Solution:

Ensure that link text is unique and descriptive to help users identify the links destination or purpose when navigating out of context. For example:

```
<a class="govuk-link" href="/candidate/application/work-history/edit/274">  
Change<span class="govuk-visually-hidden"> job Test1</span>  
</a>
```

```
<a class="govuk-link" href="/candidate/application/work-history/edit/273">  
Change<span class="govuk-visually-hidden"> job Test</span>  
</a>
```



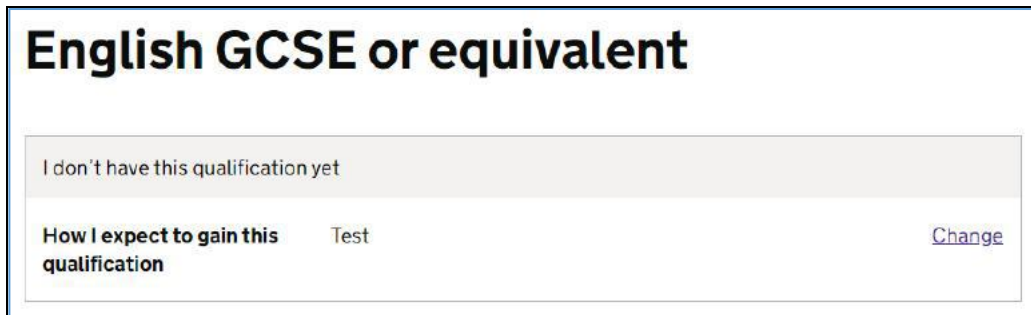
Task 1 - Candidate facing product

Step 100 - English GCSE or equivalent page - Test

Page: English GCSE or equivalent – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/gcse/english/review>

Screen Shot:



English GCSE or equivalent

I don't have this qualification yet

How I expect to gain this qualification Test [Change](#)

The 'Change' link related to 'How I expect to gain this qualification' is not descriptive of its destination or purpose when navigating out of context.

Code Ref(s):

```
<a class="govuk-link" href="/candidate/application/gcse/english">  
Change<span class="govuk-visually-hidden"> </span></a>
```

Screen reader comments:

"While navigating this page with JAWS, I found a link reported as 'change'. This is unclear when viewed out of context. Ensuring that the link contains descriptive link text precisely describing its purpose will prevent this issue. It will also promote a consistent user experience."

Solution:

Ensure that link text is unique and descriptive to help users identify the links destination or purpose when navigating out of context:

```
<a class="govuk-link" href="/candidate/application/gcse/english">  
Change<span class="govuk-visually-hidden"> how do you expect to gain this  
qualification</span></a>
```



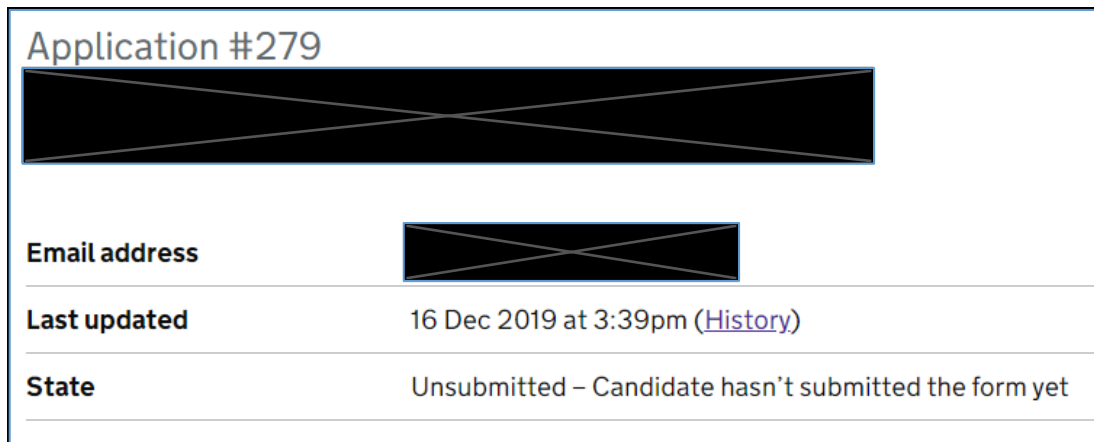
Task 2 - Support app

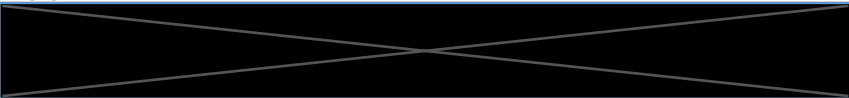

Step 6 - Application # with email page – Test

Page: Application #279 – Support for Apply – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/support/applications/279>

Screen Shot:



Application #279	
	
Email address	
Last updated	16 Dec 2019 at 3:39pm (History)
State	Unsubmitted – Candidate hasn't submitted the form yet

The 'History' link is not descriptive of its destination or purpose when navigating out of context.

Code Ref(s):

```
<dd class="govuk-summary-list__value">  
16 Dec 2019 at 3:39pm (<a class="govuk-link"  
href="/support/applications/279/audit">History</a>)  
</dd>
```

Screen reader comments:

"While navigating this page with JAWS I found a link reported as 'History' that is unclear when viewed out of context. Ensuring that links contain descriptive link text will enable blind users to determine their purpose and function. Currently, 'history' does not convey the purpose or function of the link to blind users."



Solution:

Ensure that link text is unique and descriptive to help users identify the links destination or purpose when navigating out of context:

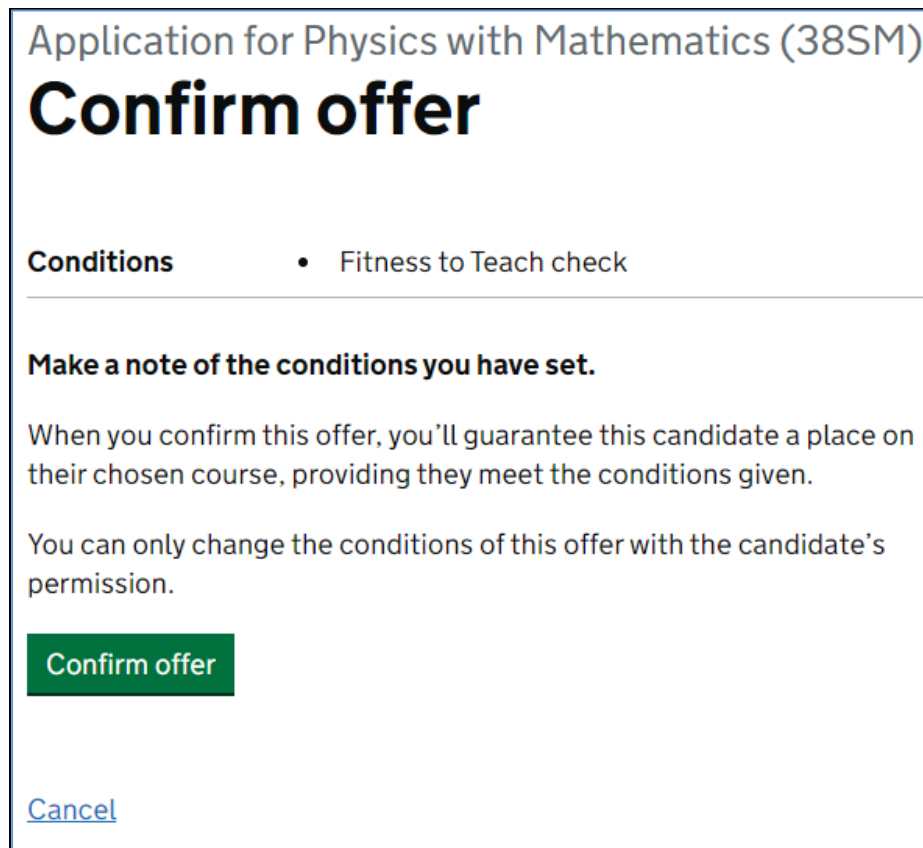
```
<dd class="govuk-summary-list__value">  
16 Dec 2019 at 3:39pm  
<a class="govuk-link" href="/support/applications/279/audit">(<span class="govuk-  
visually-hidden">Application </span> History</a>  
</dd>
```



Task 3 - Provider facing product
Step 11 - Confirm offer page – Test

Page: Manage teacher training applications – GOV.UK
URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications/385/offer/confirm>

Screen Shot:



Application for Physics with Mathematics (38SM)

Confirm offer

Conditions

- Fitness to Teach check

Make a note of the conditions you have set.

When you confirm this offer, you'll guarantee this candidate a place on their chosen course, providing they meet the conditions given.

You can only change the conditions of this offer with the candidate's permission.

[Confirm offer](#)

[Cancel](#)

The 'Cancel' link is not descriptive enough for users to determine its destination or purpose.

Code Ref(s):

```
<p class="govuk-body">  
<a class="govuk-link govuk-link--no-visited-state"  
href="/provider/applications/385">Cancel</a>  
</p>
```



Screen reader comments:

“While navigating the ‘Confirm Offer’ page with JAWS I found a link reported as ‘Cancel’. This link may be unclear when viewed out of context because it does not convey to the user what is being cancelled. Ensuring that all links are accompanied by appropriately descriptive link text will prevent confusion and resolve this issue.”

Solution:

Ensure that links contain text that is unique and descriptive to enable users to accurately determine their destination or purpose. For example:

```
<p class="govuk-body">
<a class="govuk-link govuk-link--no-visited-state"
href="/provider/applications/385">Cancel Offer</a>
</p>
```



Semantically Incorrect Headings (AAA)

Headings are not presented in a logical and hierarchical order.

WCAG Reference:

2.4.10 Section Headings

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

(Level AAA)

Issue ID: DAC_Semantically_Incorrect_Headings_Issue1

Task 3 - Provider facing product

Step 8 - Conditions of offer page – test

Page: Conditions of offer – Manage teacher training applications – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications/157/offer>

Screen Shot:

Application for Primary (2XT2)

Conditions of offer

Full name	Kelly Jane Spears
Course	Primary (2XT2)
Starting	September 2020
Preferred location	Harehills Primary School

Standard conditions

☐ Fitness to Teach check

☐ Disclosure and Barring Service (DBS) check



The heading structure of the 'Conditions of offer' page is not logical because multiple level-one headings are present. This means that screen reader users may not be able to identify the structure and relation of content throughout the document.

Code Ref(s):

```
<h1 class="govuk-heading-xl">  
<span class="govuk-caption-xl">  
Application for Primary (2XT2)  
</span>  
Conditions of offer  
</h1>
```

```
<h1 class="govuk-fieldset__heading">Standard conditions</h1>
```

Solution:

Ensure that pages contain only one level-one heading that briefly introduces the content or purpose of the page. Subsequent headings should be presented in a logical and hierarchical order, primarily to make it easy for screen readers to navigate the page. Screen reader users can make use of headings to jump to relevant content within the document and greatly reduce the time that they spend looking for content on a page. Headers should be logical and reflect the structure of information on the page, briefly introducing the topic(s) that follow them. For 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>
```



Inappropriate use of ARIA (Usability)

WCAG Reference:

N/A – Usability Feedback

Issue ID: DAC-Inappropriate_use_of_ARIA_Issue1

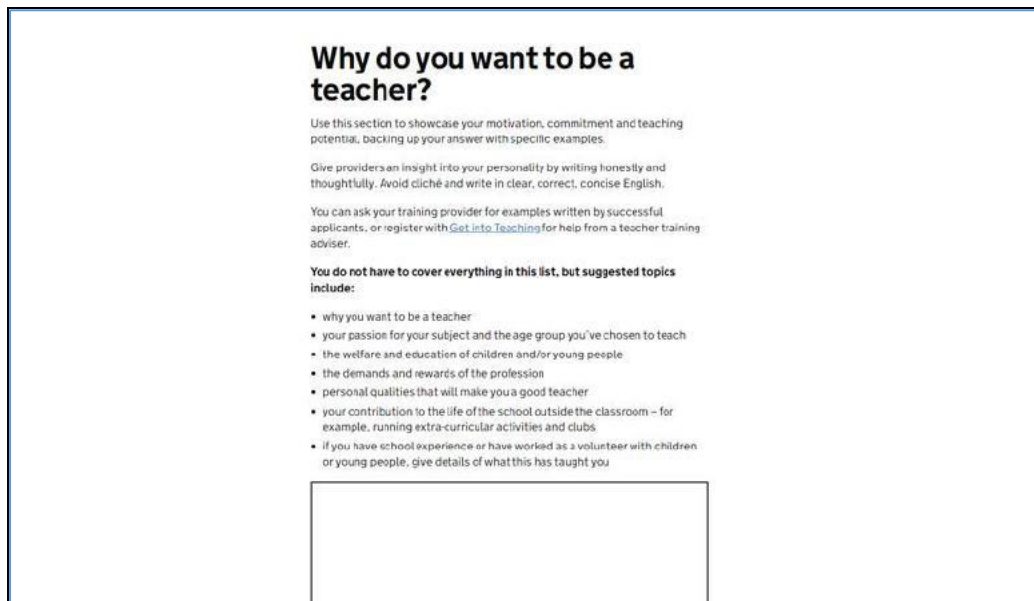
Task 1 - Candidate facing product

Step 112 - Why do you want to be a teacher? Page – Test

Page: Why do you want to be a teacher – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/personal-statement/becoming-a-teacher>

Screen Shot:

The screenshot shows a web form titled "Why do you want to be a teacher?". Below the title is a paragraph of instructions: "Use this section to showcase your motivation, commitment and teaching potential, backing up your answer with specific examples." This is followed by another paragraph: "Give providers an insight into your personality by writing honestly and thoughtfully. Avoid cliché and write in clear, correct, concise English." Then, a third paragraph states: "You can ask your training provider for examples written by successful applicants, or register with Get into Teaching for help from a teacher training adviser." Below this is a bolded instruction: "You do not have to cover everything in this list, but suggested topics include:". This is followed by a bulleted list of seven topics: "why you want to be a teacher", "your passion for your subject and the age group you've chosen to teach", "the welfare and education of children and/or young people", "the demands and rewards of the profession", "personal qualities that will make you a good teacher", "your contribution to the life of the school outside the classroom – for example, running extra-curricular activities and clubs", and "if you have school experience or have worked as a volunteer with children or young people, give details of what this has taught you". At the bottom of the form is a large, empty rectangular text area for the user to write their response.

When users navigate to the 'Why do you want to be a teacher' textarea using the TAB key; the information presented below the heading label is also announced to screen reader users. This also applies to the textarea components on the following pages:

Task 1 - Candidate facing product

Step 119 - What do you know about the subject you want to teach? Page – Test

Page: What do you know about the subject you want to teach? – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/personal-statement/subject-knowledge>

Task 1 - Candidate facing product

Step 126 - Interview preferences page – Test

Page: Interview preferences – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/personal-statement/interview-preferences>

Code Ref(s):

```
<h1 class="govuk-label-wrapper"><label for="candidate-interface-becoming-a-teacher-form-becoming-a-teacher-field" class="govuk-label govuk-label--xl">Why do you want to be a teacher?</label></h1>
```

```
<textarea id="candidate-interface-becoming-a-teacher-form-becoming-a-teacher-field" class="govuk-textarea govuk-js-character-count" aria-describedby="candidate-interface-becoming-a-teacher-form-becoming-a-teacher-supplemental candidate-interface-becoming-a-teacher-form-becoming-a-teacher-field-info" rows="20" name="candidate_interface_becoming_a_teacher_form[becoming_a_teacher]"></textarea>
```

Screen reader comments:

“While navigating this page with JAWS I found the label associated with the multi-line edit field to be very long. It was very difficult to retain all of the information. Ensuring that labels are concise and descriptive will allow blind users to complete the form quickly and efficiently. It will also promote a consistent user experience.”

Solution:

Remove the aria-describedby attribute to prevent the information below the heading label from being announced to screen reader users when they navigate to the textarea component. For example:



```
<textarea id="candidate-interface-becoming-a-teacher-form-becoming-a-teacher-field" class="govuk-textarea govuk-js-character-count" aria-describedby="candidate-interface-becoming-a-teacher-form-becoming-a-teacher-supplemental-candidate-interface-becoming-a-teacher-form-becoming-a-teacher-field-info" rows="20"
name="candidate_interface_becoming_a_teacher_form[becoming_a_teacher]">
</textarea>
```

Hint text conveyed via aria-describedby should be short and concise to help screen reader users understand the purpose of components when navigating out context using the TAB or 'F' shortcut key.



Landmarks (Usability)

Landmarks have not been implemented appropriately.

WCAG Reference:

N/A - Usability Feedback

Issue ID: DAC_Landmark_Issue1

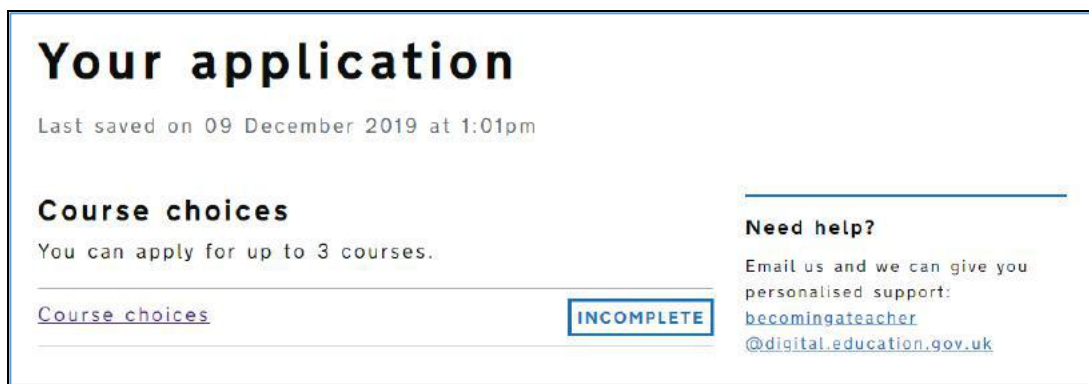
Task 1 - Candidate facing product

Step 12 - Your application page – Test

Page: Your application – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application#main-content>

Screen Shot:



The 'Need help?' aside landmark is currently contained within the 'main' landmark which means screen reader users may not be able to navigate page content via landmarks effectively.

Code Ref(s):

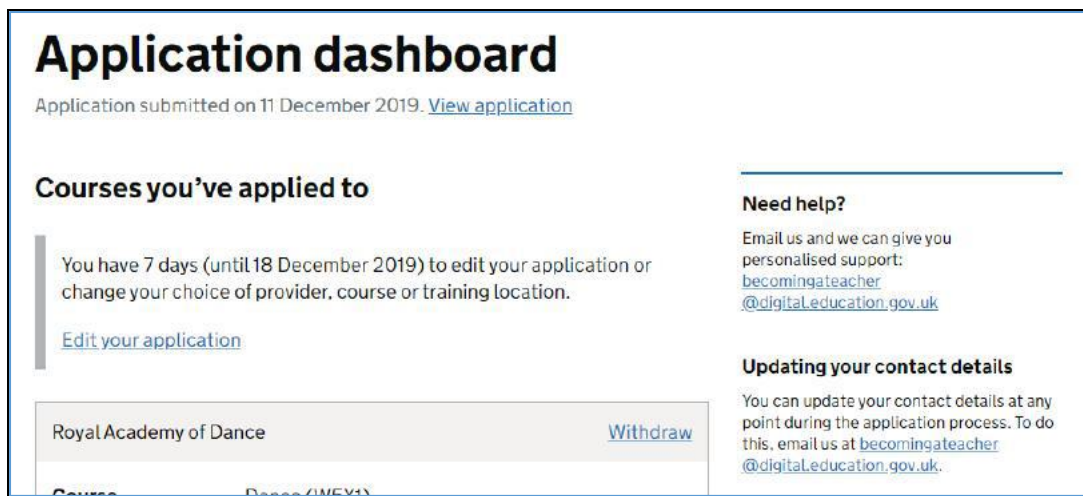
```
<aside class="app-related" role="complementary">
<h2 class="govuk-heading-s govuk-!-margin-bottom-2" id="help-title">Need
help?</h2>
<p class="govuk-body-s">
Email us and we can give you personalised support:<br><a class="govuk-link"
href="mailto:becomingateacher@digital.education.gov.uk">becomingateacher<wbr>@dig
ital.education.gov.uk</a>
</p></aside>
```



Task 1 - Candidate facing product
Step 154 - Application dashboard page - Test

Page: Application dashboard - Apply for teacher training - GOV.UK
URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/complete>

Screen Shot:



The 'Updating your contact details' aside landmark is currently contained within the 'main' landmark which means screen reader users may not be able to navigate page content via landmarks effectively.

Code Ref(s):

```
<aside class="app-related" role="complementary"><h2 class="govuk-heading-s govuk-!-margin-bottom-2">Updating your contact details</h2><div class="govuk-body-s">
You can update your contact details at any point during the application process.
To do this, email us at <a class="govuk-link"
href="mailto:becomingateacher@digital.education.gov.uk">becomingateacher@dig
ital.education.gov.uk</a>.</div></aside>
```

Solution:

Ensure that aside landmarks are not contained within other landmarks. For example, present the aside landmark outside of the main landmark.



GDS Optional Fields (Usability)

Optional form fields cannot be identified by users.

WCAG Reference:

N/A – [GOV.UK Design System](https://gov.uk/design-system) non-conformance

Issue ID: DAC_GDS_Mandatory_Fields_Issue1

Task 1 - Candidate facing product

Step 42 - What is your address? Page – Test

Page: Error: What is your address? - Apply for teacher training - GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/contact-details/address>

Screen Shot:



Town or city
Enter your town or city
Neath

County

Postcode
Enter a postcode
SA10 6FG

Optional form fields such as 'County' are not denoted by the word 'Optional' in brackets included in the label.



Code Ref(s):

```
<div class="govuk-form-group">
<label for="candidate-interface-contact-details-form-address-line4-field"
class="govuk-label">County</label>
<input id="candidate-interface-contact-details-form-address-line4-field"
class="govuk-input govuk-!-width-two-thirds" autocomplete="address-level1"
type="text" value=""
name="candidate_interface_contact_details_form[address_line4]">
</div>
```



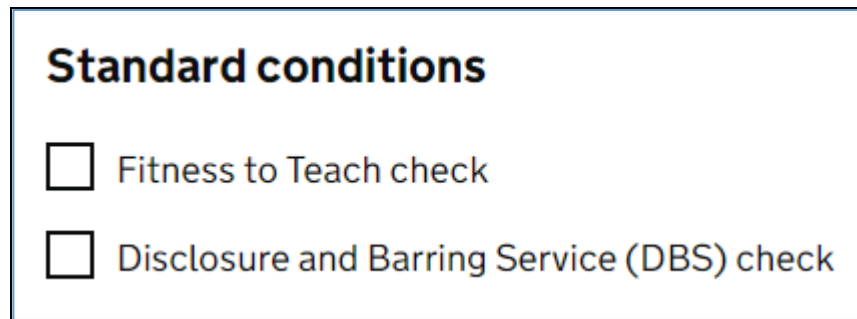
Task 3 - Provider facing product

Step 8 - Conditions of offer page – test

Page: Conditions of offer – Manage teacher training applications – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications/157/offer>

Screen Shot:



Standard conditions

☐ Fitness to Teach check

☐ Disclosure and Barring Service (DBS) check

The checkboxes under 'Standard conditions' are optional; however, they are not denoted by the word 'Optional' in brackets included in the label.

Code Ref(s):

```
<div class="govuk-checkboxes govuk-checkboxes--small" data-module="govuk-checkboxes">
<div class="govuk-checkboxes__item">
<input id="make-an-offer-standard-conditions-fitness-to-teach-check-field"
class="govuk-checkboxes__input" type="checkbox" value="Fitness to Teach check"
name="make_an_offer[standard_conditions][]">
<label for="make-an-offer-standard-conditions-fitness-to-teach-check-field"
class="govuk-label govuk-checkboxes__label">Fitness to Teach check</label></div>
<div class="govuk-checkboxes__item">
<input id="make-an-offer-standard-conditions-disclosure-and-barring-service-dbs-
check-field" class="govuk-checkboxes__input" type="checkbox" value="Disclosure
and Barring Service (DBS) check" name="make_an_offer[standard_conditions][]">
<label for="make-an-offer-standard-conditions-disclosure-and-barring-service-dbs-
check-field" class="govuk-label govuk-checkboxes__label">Disclosure and Barring
Service (DBS) check</label></div>
</div>
```

Solution:

When asking for optional information, consider marking the labels of optional fields with '(optional)'. Please refer to [Asking users questions](#) for more information about asking users for optional information.



GDS Question Pages (Usability)

Some pages ask multiple questions per question page

WCAG Reference:

N/A – [GOV.UK Design System](#) non-conformance

Issue ID: DAC_GDS_Question_Pages_Issue1

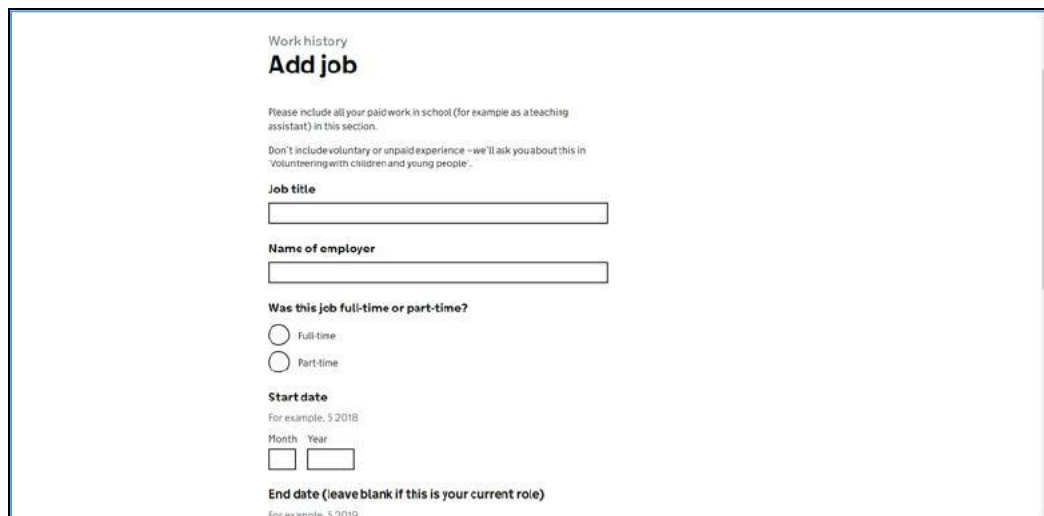
Task 1 - Candidate facing product

Step 52 - Add job page – Test

Page: Add job – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/work-history/new>

Screen Shot:



The screenshot shows a form titled 'Work history' with a sub-header 'Add job'. The form contains several sections: a paragraph of instructions, a 'Job title' text input, a 'Name of employer' text input, a 'Was this job full-time or part-time?' section with two radio buttons, a 'Start date' section with two dropdown menus for month and year, and an 'End date' section with a text input. The form is styled with a clean, modern design using a sans-serif font and a light blue color scheme.

Some pages ask multiple questions per question page, which does not conform with GOV.UK Design System recommendations.

Solution:

Consider only asking one question per question page as per the GOV.UK Design System Recommendations. This will help users understand what you're asking them to do and focus on the specific question and its answer. Please refer to [Question pages – GOV.UK Design System](#) for more information about asking one question per page.

GDS Error Handling (Usability)

Some Error message components do not conform with GOV.UK Design System guidelines.

WCAG Reference:

N/A – [GOV.UK Design System](#) non-conformance

Issue ID: DAC_GDS_Error_Handling_Issue1

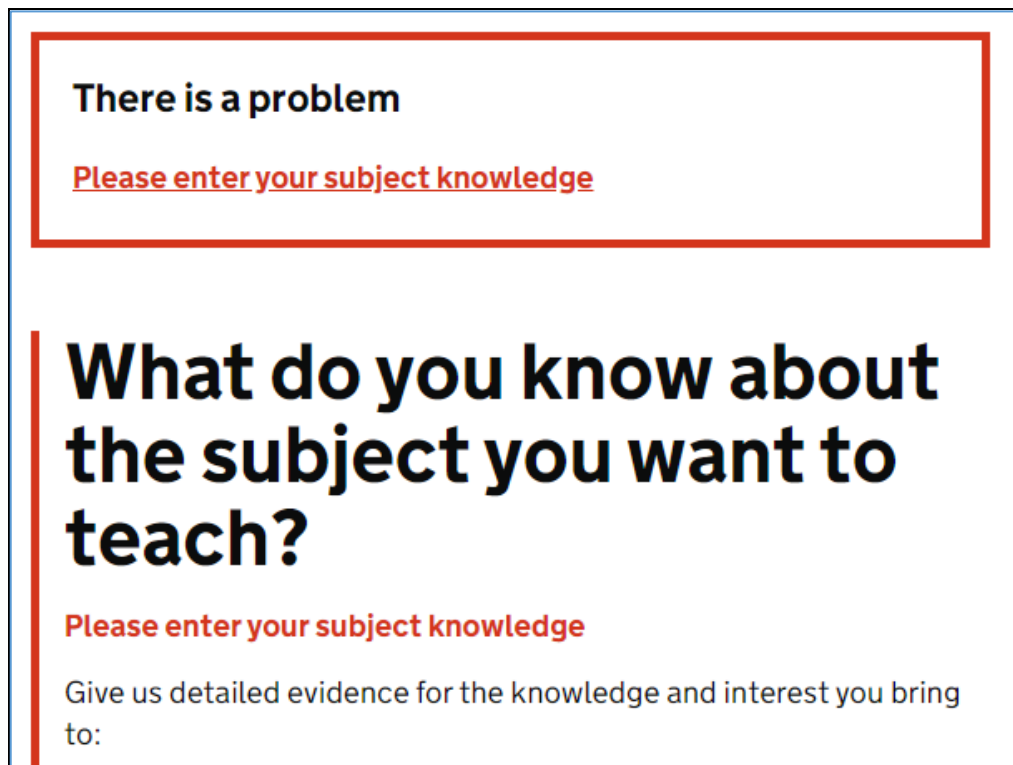
Task 1 - Candidate facing product

Step 122 - What do you know about the subject you want to teach? Page – Test

Page: Error: What do you know about the subject you want to teach?

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/personal-statement/subject-knowledge/review>

Screen Shot:



The screenshot shows a web form with a red-bordered box at the top containing an error message. Below this, the main heading of the form is visible, followed by a red instruction text and a descriptive paragraph.

There is a problem

Please enter your subject knowledge

What do you know about the subject you want to teach?

Please enter your subject knowledge

Give us detailed evidence for the knowledge and interest you bring to:



The error message 'Please enter your subject knowledge' does not conform with GOV.UK Design System recommendations because this implies that users have a choice

Code Ref(s):

```
<a data-turbolinks="false" href="#candidate-interface-subject-knowledge-form-subject-knowledge-field-error" data-gtm-vis-first-on-screen-13418587_8="60" data-gtm-vis-total-visible-time-13418587_8="100" data-gtm-vis-has-fired-13418587_8="1">Please enter your subject knowledge</a>
```

```
<span class="govuk-error-message" id="candidate-interface-subject-knowledge-form-subject-knowledge-error"><span class="govuk-visually-hidden">Error: </span>Please enter your subject knowledge</span>
```



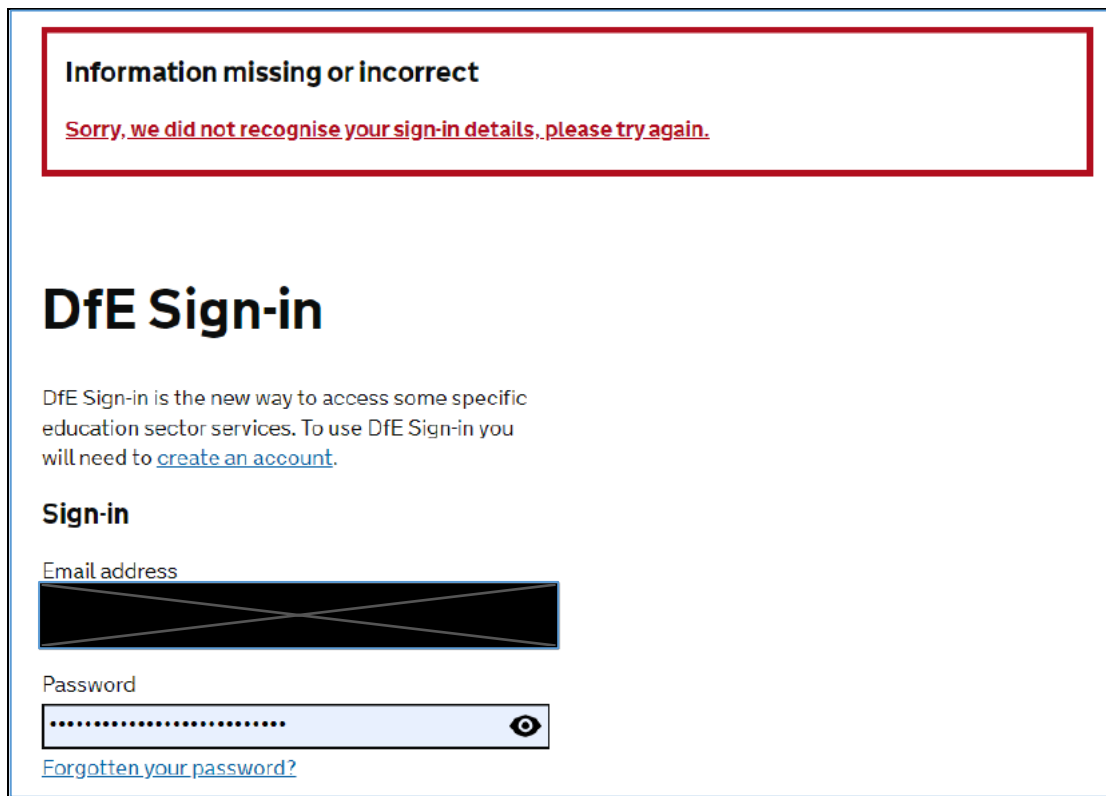
Task 2 - Support app

Step 1 - Click Sign in

Page: DfE Sign-in

URL: https://signin-test-int-as.azurewebsites.net//07afc0de-b27f-44dc-bb37-b3896d6385b0/usernamepassword?clientid=apply&redirect_uri=https://qa.apply-for-teacher-training.education.gov.uk/auth/dfе/callback

Screen Shot:



The screenshot shows a web page titled 'DfE Sign-in'. At the top, there is a red-bordered box containing the text 'Information missing or incorrect' and a red link that says 'Sorry, we did not recognise your sign-in details, please try again.' Below this, the heading 'DfE Sign-in' is displayed. A paragraph explains that DfE Sign-in is a new way to access specific education sector services and that users need to create an account. Under the 'Sign-in' section, there are two input fields: 'Email address' and 'Password'. The 'Email address' field is obscured by a black rectangle with a white 'X'. The 'Password' field is a light blue box with dots for the password and an eye icon to toggle visibility. A link 'Forgotten your password?' is located below the password field.

The error summary and error message components presented when validation errors occur on the sign in page do not conform with GOV.UK Design System recommendations:

- The page title is not prefixed with 'Error:'
- The error message presented in the error summary is not presented above the corresponding edit field
- The error summary heading 'There is a problem' is not included
- The word 'sorry' should not be included because it does not help fix the problem

Code Ref(s):

```
<h2 class="heading-medium error-summary-heading" id="error-summary">Information missing or incorrect</h2>
```

```
<a href="#username">Sorry, we did not recognise your sign-in details, please try again.</a>
```

Screen reader user comments:

“While signing in for Task 2 with TalkBack I was presented with an unexpected error message. Instead of TalkBack reporting ‘Error’, it reported ‘Alert: Information missing or incorrect’. It is good practice to use the word ‘Error’ rather than this choice of words in the heading.”

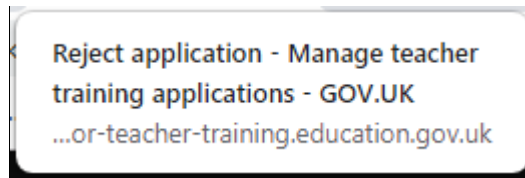
“I also noticed that the error messages provided were not concise and did not conform with GDS recommendations. Ensuring that error messages are clear, precisely describing the error and what is required to fix will make it easier for blind users to complete sign in. It will also promote a smoother user experience, one that is consistent with the previous task.”



Task 3 - Provider facing product
Step 13 - Click Reject application

Page: Reject application – Manager teacher training applications – GOV.UK
URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications/157/reject/confirm>

Screen Shot:



The 'Reject application' page title is not prefixed by 'Error:' when validation errors occur which does not conform with GOV.UK Design System recommendations.

Code Ref(s):

```
<title>Reject application - Manage teacher training applications - GOV.UK</title>
```

Solution:

In order to conform with the GOV.UK Design System recommendations when implementing error message and error summary components, consider the following:

- add 'Error: ' to the beginning of the <title> so screen readers read it out as soon as possible
- show an error summary at the top of a page
- move keyboard focus to the error summary
- include the heading 'There is a problem'
- link to each of the answers that have validation errors
- show the same error messages next to the inputs with errors
- included a hidden 'Error:' before error messages
- do not include the word 'please' because it implies a choice
- do not include the word 'sorry' because it does not help fix the problem

For more information about GOV.UK Design System error handling please refer to [Error message – GOV.UK Design System](#) and [Error summary – GOV.UK Design System](#).



Label in Name (Usability)

Some users did not associate the visible text of some forms with their form fields.

WCAG Reference:

N/A – Usability Feedback

Issue ID: DAC_Label_in_Name_Issue1

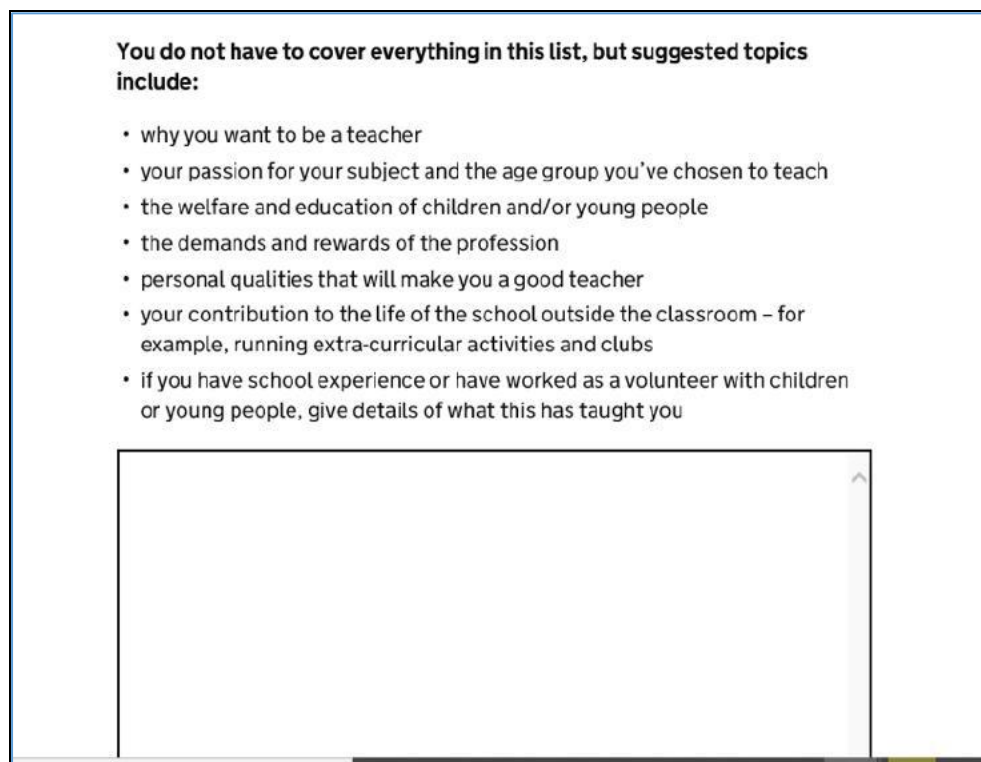
Task 1 - Candidate facing product

Step 112 - Why do you want to be a teacher? Page – Test

Page: Why do you want to be a teacher

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/personal-statement/becoming-a-teacher>

Screen Shot:



You do not have to cover everything in this list, but suggested topics include:

- why you want to be a teacher
- your passion for your subject and the age group you've chosen to teach
- the welfare and education of children and/or young people
- the demands and rewards of the profession
- personal qualities that will make you a good teacher
- your contribution to the life of the school outside the classroom – for example, running extra-curricular activities and clubs
- if you have school experience or have worked as a volunteer with children or young people, give details of what this has taught you

Below the list is a large, empty text input field with a vertical scrollbar on the right side.



Some voice activation users were confused by the textarea heading label because the edit field is presented so far away from the visible heading label. Some users confused the bold text above for the label.

Voice activation user comments:

“While navigating around this page with ‘Voice Activation’ I found I was unable to get the focus in the input field for ‘You do not have to cover everything in this list, but suggested topics include:’ resulting in me not being able to input any details into the input Field.”

Solution:

Consider presenting the information in the unordered list within a [Details component](#) so less information is initially displayed which would help users associate the heading label with the textarea component.



GDS Page Titles (Usability)

Some page titles do not reflect the heading level-one.

WCAG Reference:

N/A – Usability Feedback

Issue ID: DAC_GDS_Page_Titles_Issue1

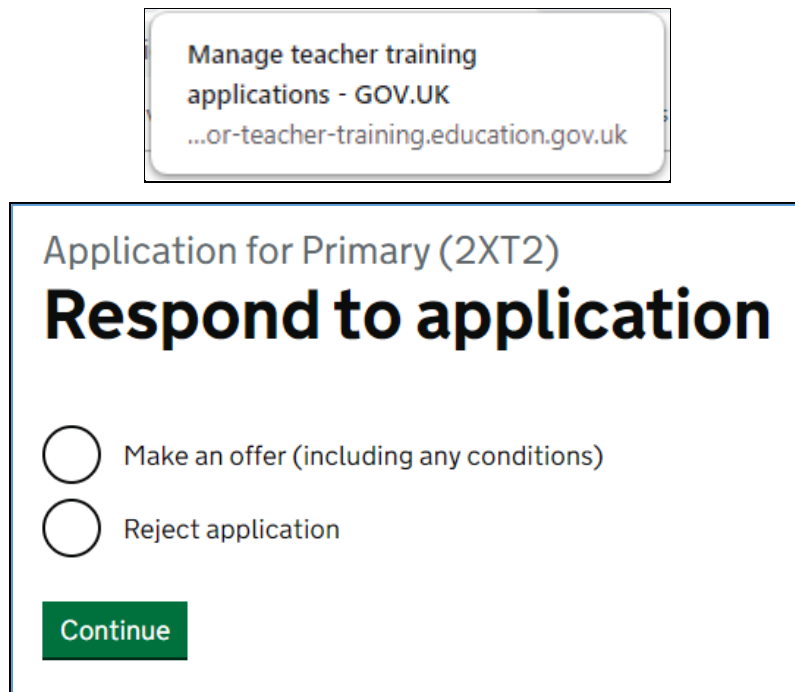
Task 3 - Provider facing product

Step 5 - Respond to application page – Test

Page: Manage teacher training applications – GOV.UK

URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications/157/respond>

Screen Shot:



Manage teacher training applications - GOV.UK
...or-teacher-training.education.gov.uk

Application for Primary (2XT2)
Respond to application

☐ Make an offer (including any conditions)
☐ Reject application

Continue

The 'Respond to application' page title does not reflect the heading level-one of the page as would be expected from Government service websites.

Code Ref(s):

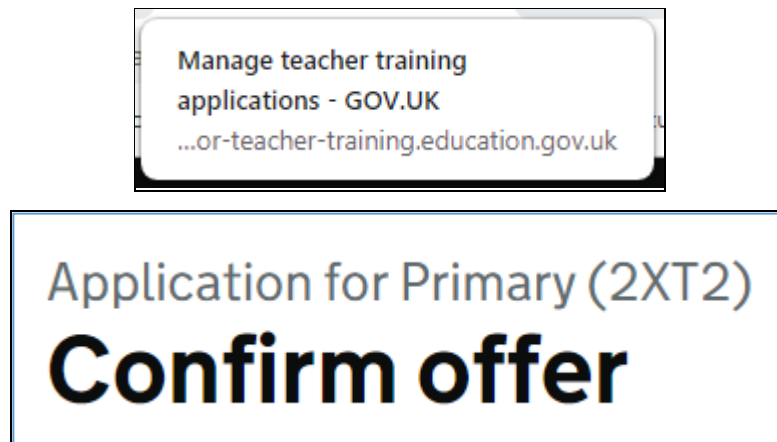
```
<title>Manage teacher training applications - GOV.UK</title>
```

```
<h1 class="govuk-heading-xl">Respond to application</h1>
```

Task 3 - Provider facing product
Step 11 - Confirm offer page – Test

Page: Manage teacher training applications – GOV.UK
URL: <https://qa.apply-for-teacher-training.education.gov.uk/provider/applications/157/offer/confirm>

Screen Shot:



The 'Confirm offer' page title does not reflect the heading level-one of the page, as would be expected from government service websites.

Code Ref(s):

```
<title>Manage teacher training applications - GOV.UK</title>
```

```
<h1 class="govuk-heading-xl">Confirm offer</h1>
```

Solution:

Ensure that page titles accurately describe the topic or purpose of the page content. Page titles often reflect the heading level one as this usually introduces the subject of the page content. This helps users to identify pages when navigating between multiple browser windows. For example:

```
<title>Respond to application - Manage teacher training applications - GOV.UK</title>
```

```
<h1 class="govuk-heading-xl">Respond to application</h1>
```



Input Type (Usability)

Users are presented with a QWERTY keyboard when required to input numerical data.

WCAG Reference:

N/A – Usability

Issue ID: DAC_Input_Type_Issue1

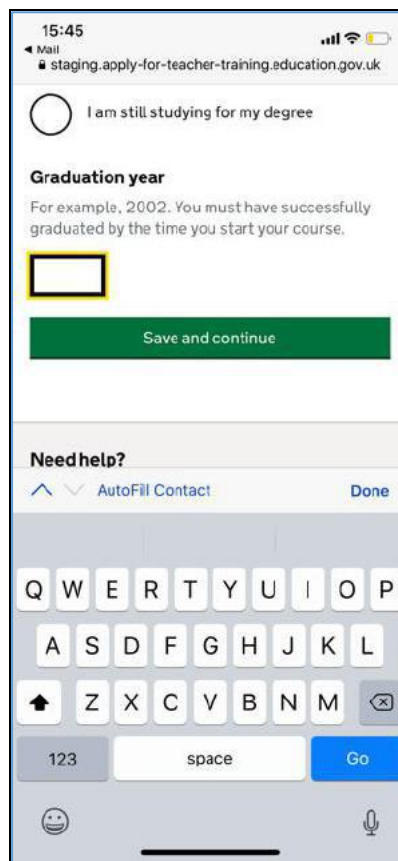
Task 1 - Candidate facing product

Step 78 - Add undergraduate degree page – Test

Page: Add undergraduate degree – Apply for teacher training – GOV.UK

URL: <https://staging.apply-for-teacher-training.education.gov.uk/candidate/application/degrees>

Screen Shot:



The screenshot shows a mobile app interface for adding an undergraduate degree. At the top, the status bar displays the time 15:45 and signal strength. Below the status bar, the app title is "Mail" and the URL is "staging.apply-for-teacher-training.education.gov.uk". The main form area has a radio button labeled "I am still studying for my degree". Below this is a section titled "Graduation year" with a subtext: "For example, 2002. You must have successfully graduated by the time you start your course." A text input field is present, highlighted with a yellow border. Below the input field is a green button labeled "Save and continue". At the bottom of the form is a "Need help?" section with a link to "AutoFill Contact" and a "Done" button. A QWERTY keyboard is visible at the bottom of the screen, with the "Go" button highlighted in blue.

Edit fields that require numerical input do not provide users with a numerical keypad. This means that users must manually change keyboard in order to input numerical data.

Code Ref(s):

```
<input id="candidate-interface-degree-form-award-year-field" class="govuk-input govuk-input--width-4" aria-describedby="candidate-interface-degree-form-award-year-hint" type="text" name="candidate_interface_degree_form[award_year]">
```

Screen reader comments:

“While entering the year in the graduation edit field suing TalkBack, I was presented with a QWERTY keyboard rather than a numeric keypad. Ensuring that a numeric keypad is presented when entering numerical data will promote a consistent user experience and prevent confusion as numeric keypads appear at other points in the application process where numerical data is required.”

Solution:

Consider replacing the input type="text" with input type="tel" to enable users to access the numerical keyboard

```
<input id="candidate-interface-degree-form-award-year-field" class="govuk-input govuk-input--width-4" aria-describedby="candidate-interface-degree-form-award-year-hint" type="tel" name="candidate_interface_degree_form[award_year]">
```



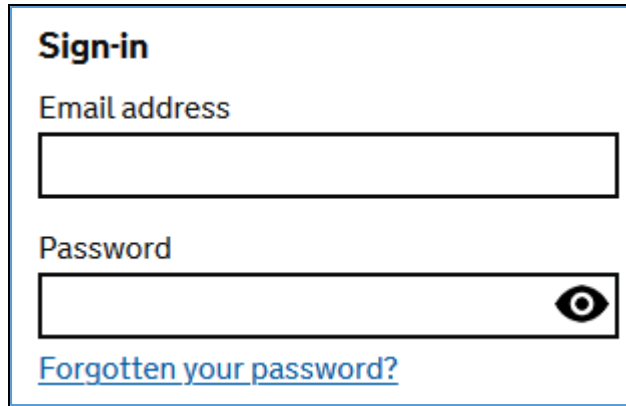
Task 2 - Support app

Step 1 - Click Sign in

Page: DfE Sign-in

URL: https://signin-test-int-as.azurewebsites.net//07afc0de-b27f-44dc-bb37-b3896d6385b0/usernamepassword?clientid=apply&redirect_uri=https://qa.apply-for-teacher-training.education.gov.uk/auth/dfecallback

Screen Shot:



Sign-in

Email address

Password

[Forgotten your password?](#)

Edit fields that require numerical input do not provide users with a numerical keypad. This means that users must manually change keyboard in order to input numerical data.

Code Ref(s):

```
<input class="form-control full-width" id="username" name="username" type="text" value="">
```

Screen reader comments:

“While entering the e-Mail address on a mobile device, I was presented with a standard QWERTY keyboard. This means that blind users will need to take extra steps to enter an e-Mail address. Ensuring that the appropriate input type is used when entering specific information will make it possible for users to complete sign in quickly and efficiently.”

Solution:

Consider replacing the input type="text" with input type="email" to enable users to easily access the commonly used special characters that are often required when populating an email address:

```
<input class="form-control full-width" id="username" name="username" type="email" value="">
```



Table Row Headers (Usability)

Table Row Headers have not been implemented.

WCAG Reference:

N/A – Usability Feedback

Issue ID: DAC_Table_Row_Headers_Issue1

Task 3 - Provider facing product

Step 1 - Application page – Test

Page: Applications – Manage teacher training applications – GOV.UK

URL:

Screen Shot:

Applications			
Name	Course	Status	Last updated
Morgan Harris	Physical Education (239K)	ACCEPTED	16 Dec 2019 1:13pm
Alan Hauck	Chemistry (2394)	REJECTED	16 Dec 2019 1:13pm
Jeremy Donnelly	Physics (239L)	REJECTED	16 Dec 2019 1:13pm
Karina Hamill	Mathematics (239D)	OFFER	16 Dec 2019 1:13pm
Emeline Kirlin	Mathematics (239D)	OFFER	16 Dec 2019 1:13pm

Screen reader users felt that the table content would be easier to understand if row headers were implemented.

Code Ref(s):

```
<td class="govuk-table__cell"><a class="govuk-link" href="/provider/applications/393">Morgan Harris</a></td>
```

Screen reader comments:

“While navigating the table with JAWS I was unable to orientate myself within the data, given the lack of header information provided once the focus moved into the first row of data. Ensuring that row headers are announced regardless of the blind user’s place in the table will allow the user to navigate the table quickly and efficiently.”

Solution:

Consider marking-up the cells under the ‘Name’ column as table row headers to help screen reader users better understand the structure of content within the table.

End of Report



Appendix I

Journeys

Task 1 - Candidate facing product <https://staging.apply-for-teacher-training.education.gov.uk/candidate>

Step 1 - Apply for teacher training page – Test

Step 2 - Click start now

Step 3 - First, check you can use this service page – Test

Step 4 - Click yes for Are you a citizen of the UK, EU or EEA?

Step 5 - Click yes for Did you gain all your qualifications at institutions based in the UK?

Step 6 - Click continue

Step 7 - Create an Apply for teacher training account page – Test

Step 8 - Enter your works email

Step 9 - Accept terms

Step 10 - Click continue

Step 11 - Check your works email and click link

Step 12 - Your application page – Test

Step 13 - Click course choices

Step 14 - Choosing your courses page – Test

Step 15 - Click continue

Step 16 - Have you chosen a course to apply to? Page – Test

Step 17 - Click Yes, I know where I want to apply

Step 18 - Click continue

Step 19 - Which training provider are you applying to? Page – Test

Step 20 - Click Royal Academy of Dance (R55)

Step 21 - Click continue

Step 22 - Which course are you applying to? Page – Test

Step 23 - Click Dance

Step 24 - Click continue

Step 25 - Course choices page – Test

Step 26 - Click add another course and complete process and return to course choices page

Step 27 - Click I have completed this section

Step 28 - Click continue

Step 29 - Your application page - Test

Step 30 - Click personal details

Step 31 - Personal details page – Test

Step 32 - Complete all form elements

Step 33 - Click yes for Is English your first language?

Step 34 - Click continue



Step 35 - Personal details page – Test
Step 36 - Click continue
Step 37 - Your application page
Step 38 - Click contact details
Step 39 - Contact details page – Test
Step 40 - Complete form element
Step 41 - Click save and continue
Step 42 - What is your address? Page – Test
Step 43 - Complete form elements
Step 44 - Click save and continue
Step 45 - Contact details page – Test
Step 46 - Click continue
Step 47 - Your application page
Step 48 - Click work history
Step 49 - Work history page – Test
Step 50 - Click less than 5 years
Step 51 - Click continue
Step 52 - Add job page – Test
Step 53 - Complete form elements
Step 54 - Click yes for did this job include working...
Step 55 - Click save and continue
Step 56 - Work history page – Test
Step 57 - Click enter explanation
Step 58 - Tell us about any breaks in your work history page - Test
Step 59 - Complete form element
Step 60 - Click continue
Step 61 - Work history page
Step 62 - Click I have completed this section
Step 63 - Click continue
Step 64 - Your application page
Step 65 - Click volunteering with children and young people
Step 66 - Children and young people: volunteering and experience in school page – Test
Step 67 - Click yes for do you have experience volunteering...
Step 68 - Click save and continue
Step 69 - Add role page – Test
Step 70 - Complete form elements
Step 71 - Click no for Did this job involve working in a school or with children?
Step 72 - Click save and continue
Step 73 - Volunteering with children and young people page – Test
Step 74 - Click I have completed this section



Step 75 - Click continue
Step 76 - Your application page
Step 77 - Click degree
Step 78 - Add undergraduate degree page – Test
Step 79 - Complete form elements
Step 80 - Click save and continue
Step 81 - Degree page – Test
Step 82 - Click I have completed this section
Step 83 - Click continue
Step 84 - Your application page
Step 85 - Click Maths GCSE or equivalent
Step 86 - Add maths GCSE grade 4 (C) or above, or equivalent page – Test
Step 87 - Click GCSE
Step 88 - Click save and continue
Step 89 - Maths qualification grade and year page – Test
Step 90 - Complete form elements
Step 91 - Click save and continue
Step 92 - Maths GCSE or equivalent page – Test
Step 93 - Click continue
Step 94 - Your application page
Step 95 - Click English GCSE or equivalent
Step 96 - Add English GCSE grade 4 (C) or above, or equivalent page – Test
Step 97 - Click I don't have this qualification yet
Step 98 - Complete form element
Step 99 - Click save and continue
Step 100 - English GCSE or equivalent page - Test
Step 101 - Click continue
Step 102 - Your application page
Step 103 - Click science GCSE or equivalent
Step 104 - Add science GCSE grade 4 (C) or above, or equivalent page – Test
Step 105 - Click I don't have this qualification yet
Step 106 - Complete form element
Step 107 - Click save and continue
Step 108 - Science GCSE or equivalent page – Test
Step 109 - Click continue
Step 110 - Your application page
Step 111 - Click why do you want to be a teacher?
Step 112 - Why do you want to be a teacher? Page – Test
Step 113 - Complete form element
Step 114 - Click continue



Step 115 - Why do you want to be a teacher? Page – Test
Step 116 - Click continue
Step 117 - Your application page
Step 118 - Click what do you know about the subject you want to teach?
Step 119 - What do you know about the subject you want to teach? Page – Test
Step 120 - Complete form element
Step 121 - Click continue
Step 122 - What do you know about the subject you want to teach? Page – Test
Step 123 - Click continue
Step 124 - Your application page
Step 125 - Click interview preferences
Step 126 - Interview preferences page – Test
Step 127 - Complete form element
Step 128 - Click continue
Step 129 - Interview preferences page – Test
Step 130 - Click continue
Step 131 - Your application page
Step 132 - Click referees
Step 133 - Choosing your referees page – Test
Step 134 - Click continue
Step 135 - Details of referee page – Test
Step 136 - Complete form elements & using rachael.harvey@digital.education.gov.uk for email address
Step 137 - Click save and continue
Step 138 - Referees page – Test
Step 139 - Click Add a second reference
Step 140 - Details of referee page
Step 141 - Complete form elements & using gemma.say@digital.education.gov.uk for email address
Step 142 - Click save and continue
Step 143 - Referees page
Step 144 - Click continue
Step 145 - Your application page
Step 146 - Click check your answers before submitting
Step 147 - Review your application page – Test
Step 148 - Click continue
Step 149 - Submit application page – Test
Step 150 - Click no
Step 151 - Click Submit application
Step 152 - Application successfully submitted page – Test



“Your application number is YW3161”

Step 153 - Click application dashboard

Step 154 - Application dashboard page - Test

Task 2 - Support app <https://qa.apply-for-teacher-training.education.gov.uk/support/applications>

Step 1 - Click Sign in

Step 2 - Enter the sign in information from additional information

Step 3 - Click Sign in

Step 4 - Applications page – Test

Step 5 - Click an email address (Note: Don't choose one which is unsubmitted)

Step 6 - Application # with email page – Test

Step 7 - Click Applications link

Step 8 - Application page

Step 9 - Click Import references

Step 10 - Import references page – Test

Step 11 - Upload a file

Step 12 - Test error handling

Task 3 - Provider facing product <https://qa.apply-for-teacher-training.education.gov.uk/provider>

Step 1 - Application page – Test

Step 2 - Click Kelly Jane Spears

Step 3 - Kelly Jane Spears page – Test

Step 4 - Click Respond to application

Step 5 - Respond to application page – Test

Step 6 - Click Make an offer

Step 7 - Click Continue

Step 8 - Conditions of offer page – test

Step 9 - Fill form elements

Step 10 - Click Continue

Step 11 - Confirm offer page – Test

Step 12 - Go to Respond to application page

Step 13 - Click Reject application

Step 14 - Click Continue

Step 15 - Reject application page - Test

Step 16 - Fill form element

Step 17 - Go back to applications 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 (L) Pass (M) Pass (H)	The site meets the requirements of the checkpoint.
Fail (L) Low Priority	The site almost meets the requirements of the checkpoint. Only a small number of minor problems were identified. The site fails to meet the requirements against AAA criteria measured against WCAG 2.1
Fail (M) Medium Priority	The site fails to meet the requirements against AA criteria measured against WCAG 2.1
Fail (H) High Priority	The site fails to meet the requirements against A criteria measured against WCAG 2.1 and more severe accessibility issues were identified.
Not Applicable (N/A)	No content was found on the site to which the checkpoint would relate.



Principle 1: Perceivable – Information and users interface components must be presentable to users in ways they can perceive.		
Non-text Content: 1.1.1 All non-text content that is presented to the user has a text alternative that serves the equivalent purpose. (Level A)		Not Applicable (N/A)
Audio-only and Video-only (Pre-recorded): 1.2.1 For pre-recorded audio-only and pre-recorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labelled as such: Understanding Success Criterion 1.2.1 Pre-recorded Audio-only: An alternative for time-based media is provided that presents equivalent information for pre-recorded audio-only content. Pre-recorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for pre-recorded video-only content. (Level A)		Not Applicable (N/A)
Captions (Pre-recorded): 1.2.2 Captions are provided for all pre-recorded audio content in synchronized media , except when the media is a media alternative for text and is clearly labelled as such. (Level A)		Not Applicable (N/A)
Audio Description or Media Alternative (Pre-recorded): 1.2.3 An alternative for time-based media or audio description of the pre-recorded video content is provided for synchronized media , except when the media is a media alternative for text and is clearly labelled as such. (Level A)		Not Applicable (N/A)
Captions (Live): 1.2.4 Captions are provided for all live audio content in synchronized media . (Level AA)		Not Applicable (N/A)



Audio Description (Pre-recorded): 1.2.5 Audio description is provided for all pre-recorded video content in synchronized media . (Level AA)	Not Applicable (N/A)
Sign Language (Pre-recorded): 1.2.6 Sign language interpretation is provided for all pre-recorded audio content in synchronized media . (Level AAA)	Not Applicable (N/A)
Extended Audio Description (Pre-recorded): 1.2.7 Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all pre-recorded video content in synchronized media . (Level AAA)	Not Applicable (N/A)
Media Alternative (Pre-recorded): 1.2.8 An alternative for time-based media is provided for all pre-recorded synchronized media and for all pre-recorded video-only media. (Level AAA)	Not Applicable (N/A)
Audio-only (Live): 1.2.9 An alternative for time-based media that presents equivalent information for live audio-only content is provided. (Level AAA)	Not Applicable (N/A)
Info and Relationships: 1.3.1 Information, structure , and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)	Fail (H)
Meaningful Sequence: 1.3.2 When the sequence in which content is presented affects it's meaning, a correct reading sequence can be programmatically determined . (Level A)	Pass (H)
Sensory Characteristics: 1.3.3 Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)	Pass (H)



<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. (Level AA)</p>	Pass (M)
<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>	Pass (M)
<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. (Level AAA)</p>	Pass (L)
<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. (Level A)</p>	Pass (H)
<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. (Level A)</p>	Pass (H)



<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> <p>Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1;</p> <p>Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</p> <p>Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. (Level AA)</p>	<p>Fail (M)</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. (Level AA)</p>	<p>Pass (M)</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. (Level AA)</p>	<p>Pass (M)</p>
<p>Contrast (Enhanced): 1.4.6 The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following:</p>	<p>Fail (L)</p>



<p>Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1;</p> <p>Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</p> <p>Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.</p> <p>(Level AAA)</p>	
<p>Low or No Background Audio:</p> <p>1.4.7 For pre-recorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true:</p> <p>Understanding Success Criterion 1.4.7</p> <ul style="list-style-type: none"> • No Background: The audio does not contain background sounds. • Turn Off: The background sounds can be turned off. • 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional 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>Pass (L)</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. 	<p>Pass (L)</p>



<p>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> <p>(Level AAA)</p>	
<p>Images of Text (No Exception): 1.4.9 Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed.</p> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AAA)</p>	Pass (L)
<p>Reflow: (WCAG 2.1) 1.4.10 Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for :</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>	Fail (M)
<p>Non-text Contrast (WCAG 2.1) 1.4.11 The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <p>User Interface Components Visual information required to identify user interface components and states, except for inactive components or where the</p>	Pass (M)



<p>appearance of the component is determined by the user agent and not modified by the author;</p> <p>Graphical Objects</p> <p>Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed.</p> <p>(Level AA)</p>	
<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>	Pass (M)
<p>Content on Hover or Focus (WCAG 2.1)</p> <p>1.4.13 Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <p>Dismissible</p> <p>A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content;</p> <p>Hoverable</p> <p>If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing;</p> <p>Persistent</p>	Pass (M)



<p>The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</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>	
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Principle 2: Operable – User interface components and navigation must be operable.	
<p>Keyboard:</p> <p><u>2.1.1</u> All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.</p> <p>Note 1: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.</p> <p>Note 2: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p> <p>(Level A)</p>	Pass (H)
<p>No Keyboard Trap:</p> <p><u>2.1.2</u> If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.</p> <p>(Level A)</p>	Pass (H)
<p>Keyboard (No Exception):</p> <p><u>2.1.3</u> All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes.</p> <p>(Level AAA)</p>	Pass (L)
<p>Character Key Shortcuts (WCAG 2.1):</p> <p><u>2.1.4</u> 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>	Not Applicable (N/A)



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



<p>Pause, Stop, Hide: 2.2.2 For moving, blinking, scrolling, or auto-updating information, all of the following are true: Understanding Success Criterion 2.2.2 Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.</p> <p>Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>Note 2: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.</p> <p>Note 3: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>Note 4: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken. (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>Pass (L)</p>



Interruptions: 2.2.4 Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency . (Level AAA)	Not Applicable (N/A)
Re-authenticating: 2.2.5 When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating. (Level AAA)	Not Applicable (N/A)
Timeouts (WCAG 2.1): 2.2.6 Users are warned of the duration of any user inactivity that could cause data loss, unless the data is preserved for more than 20 hours when the user does not take any actions. Note Privacy regulations may require explicit user consent before user identification has been authenticated and before user data is preserved. In cases where the user is a minor, explicit consent may not be solicited in most jurisdictions, countries or regions. Consultation with privacy professionals and legal counsel is advised when considering data preservation as an approach to satisfy this success criterion. (Level AAA)	Not Applicable (N/A)
Three Flashes or Below Threshold: 2.3.1 Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds . Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. (Level A)	Pass (H)
Three Flashes: 2.3.2 Web pages do not contain anything that flashes more than three times in any one-second period. (Level AAA)	Pass (L)



Animation from Interactions (WCAG 2.1): 2.3.3 Motion animation triggered by interaction can be disabled, unless the animation is essential to the functionality or the information being conveyed. (Level AAA)	Not Applicable (N/A)
Bypass Blocks: 2.4.1 A mechanism is available to bypass blocks of content that are repeated on multiple Web pages . (Level A)	Pass (H)
Page Titled: 2.4.2 Web pages have titles that describe topic or purpose. (Level A)	Pass (H)
Focus Order: 2.4.3 If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)	Pass (H)
Link Purpose (In Context): 2.4.4 The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context , except where the purpose of the link would be ambiguous to users in general . (Level A)	Fail (H)
Multiple Ways: 2.4.5 More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process . (Level AA)	Pass (M)
Headings and Labels: 2.4.6 Headings and labels describe topic or purpose. (Level AA)	Fail (M)



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



<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> <p>No Down-Event The down-event of the pointer is not used to execute any part of the function;</p> <p>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;</p> <p>Up Reversal The up-event reverses any outcome of the preceding down-event;</p> <p>Essential Completing the function on the down-event is essential.</p> <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 (H)</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 (H)</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> <p>Supported Interface</p>	<p>Not Applicable (N/A)</p>



<p>The motion is used to operate functionality through an accessibility supported interface;</p> <p>Essential The motion is essential for the function and doing so would invalidate the activity. (Level A)</p>	
<p>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> <p>Equivalent The target is available through an equivalent link or control on the same page that is at least 44 by 44 CSS pixels;</p> <p>Inline The target is in a sentence or block of text;</p> <p>User Agent Control The size of the target is determined by the user agent and is not modified by the author;</p> <p>Essential A particular presentation of the target is essential to the information being conveyed. (Level AAA)</p>	Pass (L)
<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. (Level AAA)</p>	Pass (L)



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 (H)
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)	Pass (M)
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 (H)
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 (H)
Consistent Navigation: 3.2.3 Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)	Pass (M)
Consistent Identification: 3.2.4 Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)	Pass (M)
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 (L)
Error Identification: 3.3.1 If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)	Pass (H)
Labels or Instructions: 3.3.2 Labels or instructions are provided when content requires user input. (Level A)	Fail (H)
Error Suggestion: 3.3.3 If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)	Fail (M)



<p>Error Prevention (Legal, Financial, Data): 3.3.4 For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <ol style="list-style-type: none"> 1. Reversible: Submissions are reversible. 2. Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. 3. Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. <p>(Level AA)</p>	<p>Not Applicable (N/A)</p>
<p>Help 3.3.5 Context-sensitive help is available.</p> <ul style="list-style-type: none"> • Provide instructions and cues in context to help inform completion and submission. <p>(Level AAA)</p>	<p>Pass (L)</p>
<p>Error Prevention (All): 3.3.6 For Web pages that require the user to submit information, at least one of the following is true:</p> <p>Reversible: Submissions are reversible. Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</p> <p>(Level AAA)</p>	<p>Pass (L)</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:</p> <p>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:</p> <p>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>Pass (H)</p>
<p>Status Messages (WCAG 2.1)</p> <p>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>Not Applicable (N/A)</p>



Appendix III

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

Pass

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

Fail

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

Not Applicable

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



DAC Testing Procedure

The service is tested by a team of experienced auditors, many of who are disabled individuals and users of adaptive technology. The combination of subjective pan-disability user feedback and comprehensive technical auditing allows us to measure how the 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.

