

Digital Accessibility Centre

Accessibility Audit Report

Company	Department for Education
Date	26 th July 2019
DAC Ref.	000336
Version	V 1.0 Final
Standard	WCAG 2.1

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Document Control

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Date Report Issued:	26 th July 2019

Contents

Digital Accessibility Centre	1
Accessibility Audit Report	1
Document Control.....	2
Contents	3
Executive Summary.....	6
Audit Summary.....	7
Scope.....	8
Browser matrix and Assistive Technology (AT) combinations.....	11
Summary Graphs.....	12
Audit Results	15
*** High priority ***	15
On input	15
Issue ID: DAC-On-input	15
Non-descriptive link 1	17
Issue ID: DAC-Non-descriptive-link-issue1.....	17
Non-descriptive link 2	19
Issue ID: DAC-Non-descriptive-link-issue2.....	19
Incorrect use of definition lists	21
Issue ID: DAC-Incorrect-use-of-definition-lists	21
Inaccessible content.....	23
Issue ID: DAC-Inaccessible-content.....	23
Missing H1.....	25
Issue ID: DAC-Missing-H1.....	25
Missing fieldset & legend	27
Issue ID: DAC-Missing-fieldset-&-legend	27
Focus order	30
Issue ID: DAC-Focus-order	30
SVG image	32
Issue ID: DAC-SVG-image	32
*** Medium priority ***	34
Tables	34
Issue ID: DAC-Tables	34
Low colour contrast ratio (focus indicator)	36
Issue ID: DAC- Low colour contrast ratio (focus indicator).....	36
Non-descriptive labelling 1	38
Issue ID: DAC-Non-descriptive-labelling-issue1.....	38
Non-descriptive labelling 2	40
Issue ID: DAC-Non-descriptive-labelling-issue2.....	40
Non-descriptive labelling 3	42
Issue ID: DAC-Non-descriptive-labelling-issue3.....	42
Non-descriptive labelling 4	44
Issue ID: DAC-Non-descriptive-labelling-issue4.....	44
Non-descriptive labelling 5	47
Issue ID: DAC-Non-descriptive-labelling-5	47
Non-descriptive labelling 6	49
Issue ID: DAC-Non-descriptive-labelling-issue6.....	49

Non-descriptive error handling.....	51
Issue ID: DAC-Non-descriptive-error-handling	51
Fieldset & Legend/Non-descriptive labelling.....	54
Issue ID: DAC-Fieldset-&-legend	54
Text spacing.....	56
Issue ID: DAC-Text-spacing.....	56
*** Low priority ***	57
Hint text 1.....	57
Issue ID: DAC-Hint-text-issue1	57
Hint text 2.....	59
Issue ID: DAC- Hint-text-issue2	59
illogical heading structure 1.....	61
Issue ID: DAC-illogical-heading-structure-issue1	61
illogical heading structure 2.....	64
Issue ID: DAC-illogical-heading-structure-issue2	64
Abbreviations	66
Issue ID: DAC-Abbreviations	66
*** Usability ***	68
Anchor elements using role attribute	68
Issue ID: DAC-Anchor-elements-using-role-attribute	68
Optional input fields.....	70
Issue ID: DAC-Optional-input-fields	70
Input type.....	72
Issue ID: DAC-Input-type.....	72
Page title 1	74
Issue ID: DAC-Page-title-issue1	74
Page title 2	75
Issue ID: DAC-Page-title-issue2	75
Link text.....	77
Issue ID: DAC-Link-text.....	77
Error summary focus.....	79
Issue ID: DAC-Error-summary-focus	79
Error handling 1.....	82
Issue ID: DAC-Error-handling-issue1	82
Error handling 2.....	84
Issue ID: DAC-Error-handling-issue2	84
Missing link in IE11.....	86
Issue ID: DAC-Missing-link-IE11	86
Pre-entered input field.....	88
Issue ID: DAC-Pre-entered-input-field	88
Clickable elements NVDA.....	90
Issue ID: DAC-Clickable-elements-NVDA	90
Missing 'back' link	92
Issue ID: DAC-Missing-back-link.....	92
End of Report	94
Appendix I	95
Journeys	95
Appendix II	96
Classification of Accessibility Issues	96

Appendix III 117

 The Process 117

 CRITERIA 117

 DAC Testing Procedure 118

Executive Summary

An accessibility audit for **Department of Education's 'Manage school experience'** was carried out by the Digital Accessibility Centre (DAC) user/technical team on **3rd July, 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.

Due to a large number of high priority and medium priority issues, screen readers found the service more problematic. Issues identified had a direct impact on this user group and the level of support provided outweighed that of other users testing the service.

Keyboard-only users also found navigating the website to be frustrating and at times confusing due to some of the functionality.

Our cognitive impaired and low vision analysts experienced minor issues with the layout of some pages.

A high number of usability issues were identified which also affected conformance to the GDS guidelines.

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

[On input](#)

[Non-descriptive link 1](#)

[Non-descriptive link 2](#)

[Incorrect use of definition lists](#)

[Inaccessible content](#)

[Missing H1](#)

[Missing fieldset & legend/Non-descriptive labelling](#)

[Focus order](#)

[SVG image](#)



AA

[Tables](#)

[Low colour contrast ratio \(focus indicator\)](#)

[Non-descriptive labelling 1](#)

[Non-descriptive labelling 2](#)

[Non-descriptive labelling 3](#)

[Non-descriptive labelling 4](#)

[Non-descriptive labelling 5](#)

[Non-descriptive labelling 6](#)

[Non-descriptive error handling](#)

[Text spacing](#)



AAA

[Hint text 1](#)

[Hint text 2](#)

[illogical heading structure 1](#)

[illogical heading structure 2](#)

[Abbreviations](#)

Journey 1 – Candidate Journey

URL: <https://school-experience-research.azurewebsites.net>

1. Username: school

2. Password: experience

- On the landing page click “Start Now”

- Click “Continue”

1. In the “Where” field, enter “Cardiff”

2. In the “Distance” field enter “25 Miles” (Drop down box)

- Click “Find”

- Click “View school details” underneath a school name

- Click “Start request”

- Enter dummy data for “First and last name”, and use your DAC email

- Use dummy data for “Day and Month” (Ensure “year” is before 2007)

- Click “Continue”

- Enter dummy data for “Enter contact details” page (Use DAC postcode)

- Under “We need some more details” page, select any radio buttons (There are also a couple dropdowns to be aware of)

- Click “Continue”

- Under “request school experience”, enter Lorem Ipsum text into the text fields

- Lorem ipsum dolor sit amet, sed eu munere adipisci, at mei homero inermis, sea ad praesent pericula vituperata. Eu dicant altera deleniti sed. Ut mei movet nullam. Debet suscipit ea quo, omnium adipisci platonem nec te. Graeco noluisse maiestatis ex pri, quo no prima perfecto consequuntur.

- Click “Continue”

- Select “Yes” on the radio button

- Click the check box, and click “Accept and send”

- You will then need to verify your email using your DAC email

- You will then be taken to “Your school experience request has been sent”

End of Journey 1

Journey 2 – School journey

URL: <https://school-experience-research.azurewebsites.net/schools>

1. Username: school
 2. Password: experience
- Click “Start Now”
 - Log in with:
 1. Email: Tom.shaw@digitalaccessibilitycentre.org
 2. Password: testertester123
- Click on “Update your school profile”
 - Select yes on the radio buttons and type “test” within the field
 - Click “Continue”
 - Under “Administration costs” click “Yes” on the radio button
 - Under “DBS check costs” click “Yes” on the radio button
 - Under “Other costs” click “Yes” on the radio button
 - Click “Continue”
 - Enter dummy data in the fields
 - Click “Continue”
 - (Repeat this process 2 more times)
 - In the “Select school experience phases” check all the check boxes
 - Click “Continue”
 - Under “Confirm number of primary key stages” check all the check boxes
 - Click “Continue”
 - Under “Select school experience subjects” click “Continue” (most check boxes should be automatically checked)
 - Enter dummy data in the text field
 - Click “Continue”
 - Under “Enter school experience details for candidates” select any (radio buttons, form fields and check boxes) and enter dummy data
 - Under “Outline experience and teacher training details” click “Continue” (details should be provided for you)
 - Under “Enter school experience admin contact details” use dummy data and your DAC email

- Click “Continue”
- Select the check box and click “Accept and setup profile”
- You will get a prompt saying “you’ve successfully set up your school experience profile”
- Click on “Your requests and bookings”
- Under “To do list” test the page “Manage requests” and click “View”
- Click “Accept request”
- Enter a date and click “Continue”
- Enter dummy data and your DAC email
- Click “Continue”
- Under candidate instructions type “test” and then click “Continue”
- Click “Send confirmation email”
- You will be prompt that your email has been sent
- Click “Return to requests and bookings”
- Under “Account admin” click “Change how availability and dates are displayed”
- Select the radio button reading “Display a description of when you’ll host school experience candidates” (Also test “Display specific dates” and enter dates)
- Click “Continue”
- Follow the process within the “Account admin section for each link”
- (On the “Update school profile” follow the instructions. You should be prompt with “you’ve successfully set up your school experience profile”)
- (Do not test “Contact us” under “Help and support”)

End of Journey 2

Browser matrix and Assistive Technology (AT) combinations

Desktop

User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	Windows	IE11	Jaws 18
			Firefox	NVDA
Mobility (iii)	VA	Windows	IE11	Dragon Voice Activation
Mobility (iii)	KO	Windows	Chrome	Keyboard
			IE11	Keyboard
Dyslexia (ii)	DX	Windows	Chrome	-
Low Vision	LV	Windows	IE11	Screen Magnification
Cognitive Impaired	Cog	Windows	IE11	-

Mobile/Tablet

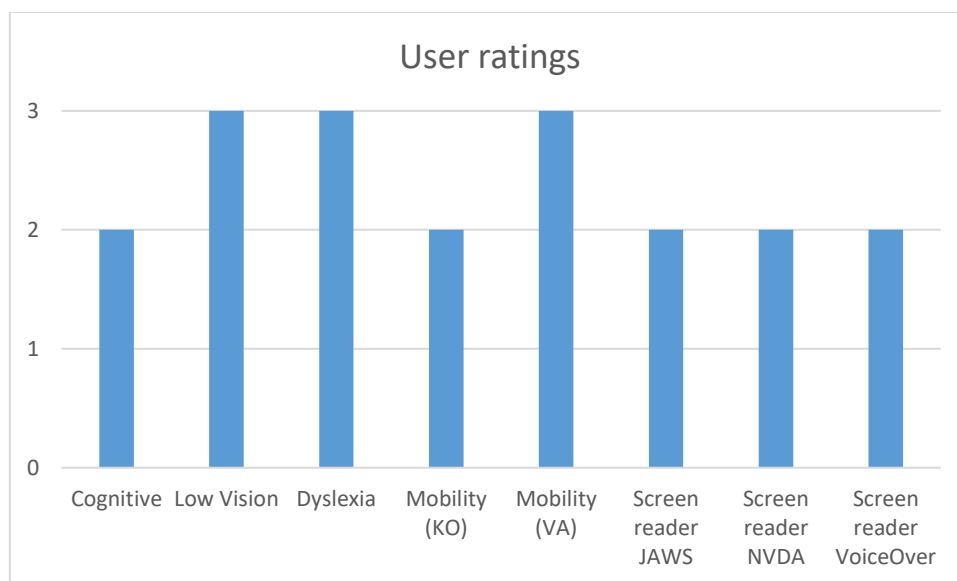
User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	iOS	Safari	VoiceOver
Low Vision	LV	iOS	Safari	Resizing content

Summary Graphs

Our analysts provided their overall feedback on the service.

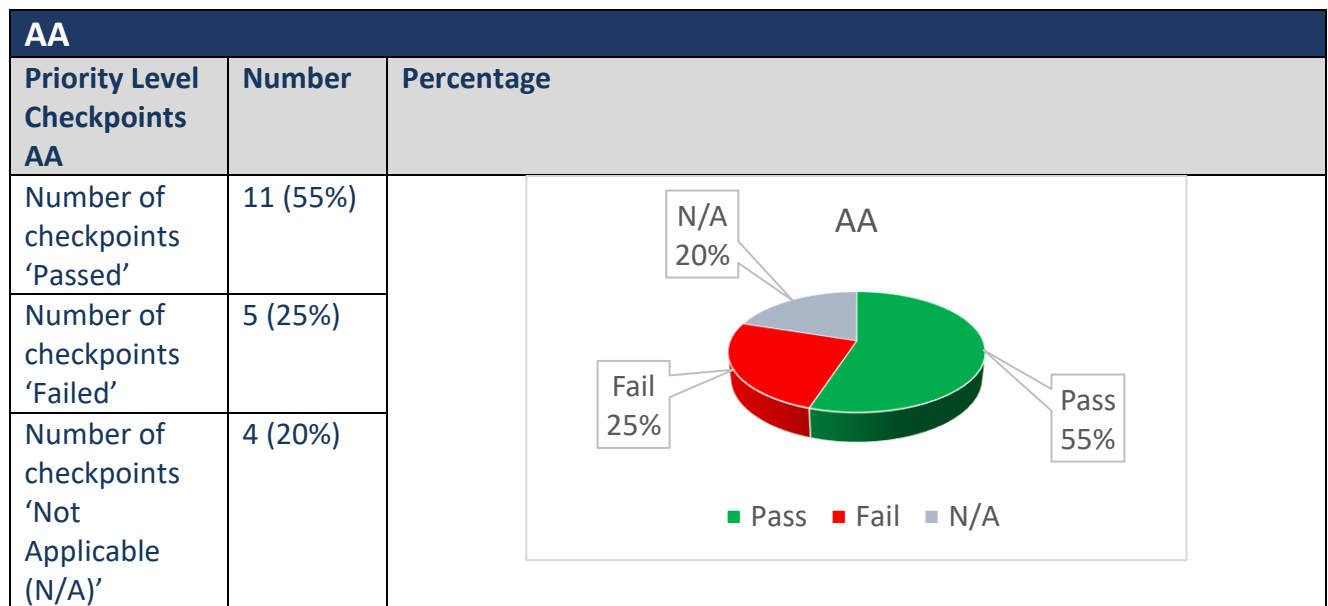
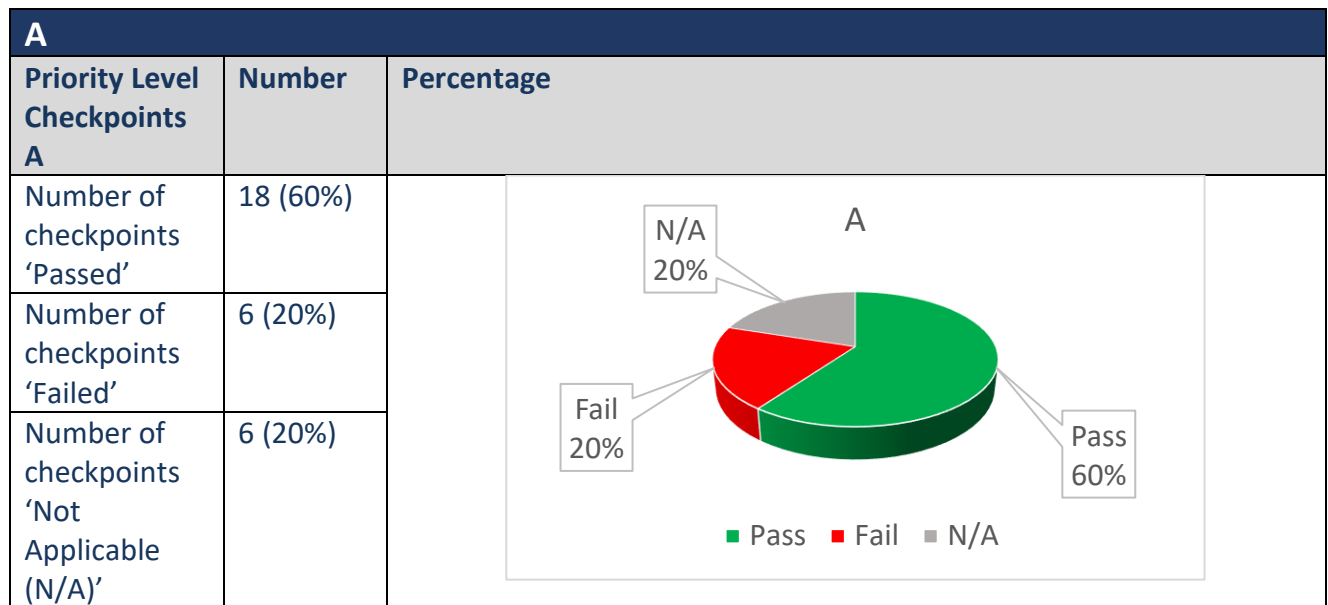
This was rated from 1 – could not complete to 3 – Good user experience.

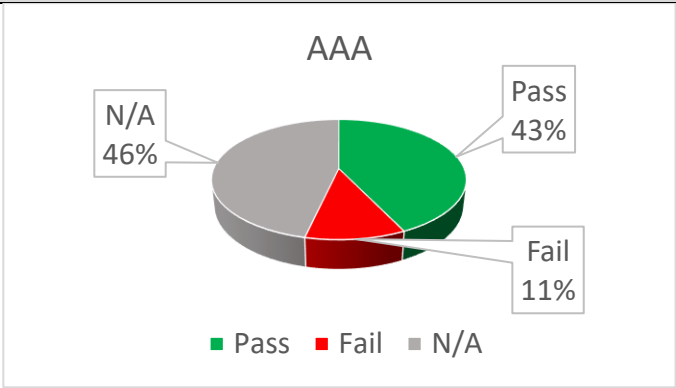
Key:	
Could not complete on my own	1
Completed independently, but with issues	2
Good user experience	3



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'	12 (43%)	
Number of checkpoints 'Failed'	3 (11%)	
Number of checkpoints 'Not Applicable (N/A)'	13 (46%)	

Audit Results

*** High priority ***

On input

The 'Sorted by' select element automatically updates when

WCAG Reference:

Success Criterion 3.2.2 On Input (Level A)

[Understanding On Input](#) | [How to Meet On Input](#)

Issue ID: DAC-On-input

URL: https://school-experience-research.azurewebsites.net/candidates/schools?utf8=%E2%9C%93&query=&location=cardiff&distance=25&latitude=&longitude=&max_fee=&order=distance

Screen shot:



The screenshot shows a search results interface. At the top, the text 'near Cardiff, Cardiff, United Kingdom' is displayed in a large, bold, black font. Below this, in a smaller, lighter font, it says 'Displaying all 4 results'. Further down, there is a label 'Sorted by' followed by a dropdown menu. The dropdown menu is open, showing 'Distance' as the selected option, with a small downward arrow to its right.

When tabbing through the page and attempting to filter through the select options using the down arrow key, the next option entitled 'Name' in the list is automatically selected. This is not expected functionality for a select element and may cause confusion for some users especially blind users. This will also affect keyboard-only users.

Current code ref(s):

```
<select class="govuk-select" name="order" id="order"><option selected="selected" value="distance">Distance</option>
<option value="name">Name</option>
</select>
```

Screen reader comments:

“Attempting to select an option from the ‘sorted by’ combo box, selection of the directly below item is automatically selected when pressing the down arrow, and the page updates. This means that users are unable to review all items in the combo box before making a selection. I would find it helpful if a selection were not made until users manually choose by pressing enter.”

Solution:

Content should not automatically update or select options when a user interacts with the select element. User should be able to filter through the options using the arrow keys and make an informed choice.

Consider using a submit button that allows the user to select an option and submit when ready.



Non-descriptive link 1

Duplicated links on the page are non-descriptive

WCAG Reference(s):

Success Criterion 2.4.4 Link Purpose – in context (Level A)

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

Success Criterion 2.4.9 Link Purpose – link only (Level AAA)

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

Issue ID: DAC-Non-descriptive-link-issue1

URL: https://school-experience-research.azurewebsites.net/candidates/schools?utf8=%E2%9C%93&query=&location=cardiff&distance=25&latitude=&longitude=&max_fee=&order=distance

Screen shot:

[View school details](#)

Clevedon School

14.7 miles away

Address	Valley Road, Clevedon, Somerset, BS21 6AH
Education phases	Secondary (11 to 16)
Experience subjects	Art and design, Biology, Business studies, Chemistry, Design and technology, Drama, English, French, Geography, History, Maths, Music, Physical Education, Physics, Religious Education, and Spanish

[View school details](#)

Duplicated links that direct users to different destinations are highly problematic for screen readers, especially those users that browse out of context. More description is required to give each link more context by making them unique.



This is also consistent with the 'Start request' link on the following URL: <https://school-experience-research.azurewebsites.net/candidates/schools/137840>

'Get directions' link on the following URL: <https://school-experience-research.azurewebsites.net/candidates/schools/137840>

Current code ref(s):

```
<a class="govuk-button" href="/candidates/schools/137840">View school details</a>
```

Screen reader comments (JAWS, NVDA & iOS):

"Under each school entry on this page is a link reading 'view school details.' Since these links take users to different locations, I would find it helpful if a unique link text were provided for each of these links. this will be of particular benefit to users navigating out of context as there is currently no way of distinguishing these links."

Solution:

Ensure all links are descriptive of their purpose and/or destination. Additional content can be hidden using ARIA or CSS techniques. Please see an example below:

HTML

```
<a href="#" >  
View school details  
<span class="visuallyhidden">on Clevedon School</span>  
</a>
```

CSS

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

Alternatively, use an aria-label

Aria-label

```
<a aria-label="View school details on Clevedon School" class="govuk-button"  
href="/candidates/schools/137840">View school details</a>
```



Non-descriptive link 2

The 'Change' links are non-descriptive

WCAG Reference(s):

Success Criterion 2.4.4 Link Purpose – in context (Level A)

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

Success Criterion 2.4.9 Link Purpose – link only (Level AAA)

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

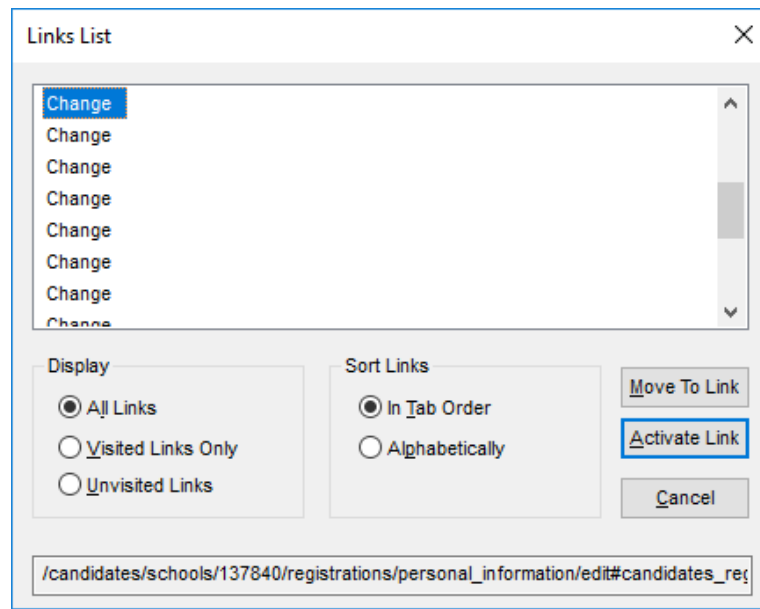
Issue ID: DAC-Non-descriptive-link-issue2

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/application_preview

Screen shot:

Personal details		
Full name	test test	Change
Date of birth	29/05/1984	Change
Address	test, test, SA16 0SA	Change
UK telephone number	07745544188	Change
Email address	tom.shaw@digitalaccessibilitycentre.org	Change





As mentioned previously, duplicated links that direct users to different destination are highly problematic. This will affect screen readers that browse out of context as they will be unable to differentiate between each link and ascertain where the link will take them. More description is required to give the links more context for users browsing both in and out of context. This can be hidden off-screen using various techniques.

Current code ref(s):

```
<dd class="govuk-summary-list__actions">
<a
href="/candidates/schools/137840/registrations/personal_information/edit#candidates_re
registrations_personal_information_first_name_container">Change</a>
</dd>
```

Screen reader comments:

"There are multiple links with the text 'change' for example, to change the content of the email, phone, and address fields, which need to be provided with more specific textual descriptions so that users can identify the difference between them when navigating out of context."

Consistent for the following for task 2:

https://school-experience-research.azurewebsites.net/schools/on_boarding/profile

Solution:

Please refer to my previous solution relating to [non-descriptive link 1](#) for more guidance.



Incorrect use of definition lists

Definition lists have not been marked up correctly

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

Issue ID: DAC-Incorrect-use-of-definition-lists

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/application_preview

Screen shot:

A copy of the following details will be emailed to you once you've sent your school experience request.

Personal details		
Full name	Tom Shaw	Change
Date of birth	29/05/1984	Change
Address	5 Bryn Avenue, Burry Port, Carmarthenshire, sa16 0sg	Change
UK telephone number	07745544181	Change
Email address	tom.shaw@digitalaccessibilitycentre.org	Change
Request details		
School or college	Broad oak Mathematics and Computing College	
Experience availability	test	Change
Experience outcome	test	Change
Degree stage	I don't have a degree and am not studying for one	Change

Screen reading software announces lists in a specific way. If they are not marked up correctly in accordance to WCAG then screen reader users may become confused by the structure and how the list is conveyed. The <dl> should contain a child element of <dt> however, the <h2> is directly below to <dt>



Current code ref(s):

```
<dl class="govuk-summary-list">
```

```
<h2 class="govuk-heading-m">Personal details</h2>
```

```
<div id="full-name" class="govuk-summary-list__row full-name">
```

```
<dt class="govuk-summary-list__key">
```

```
Full name
```

```
</dt>
```

Solution:

Ensure <dl> elements are structures correctly. Please refer to the following URL on how this page should be marked up: <https://design-system.service.gov.uk/patterns/check-answers/default/index.html>



Inaccessible content

The checkbox is not accessible via keyboard

WCAG Reference:

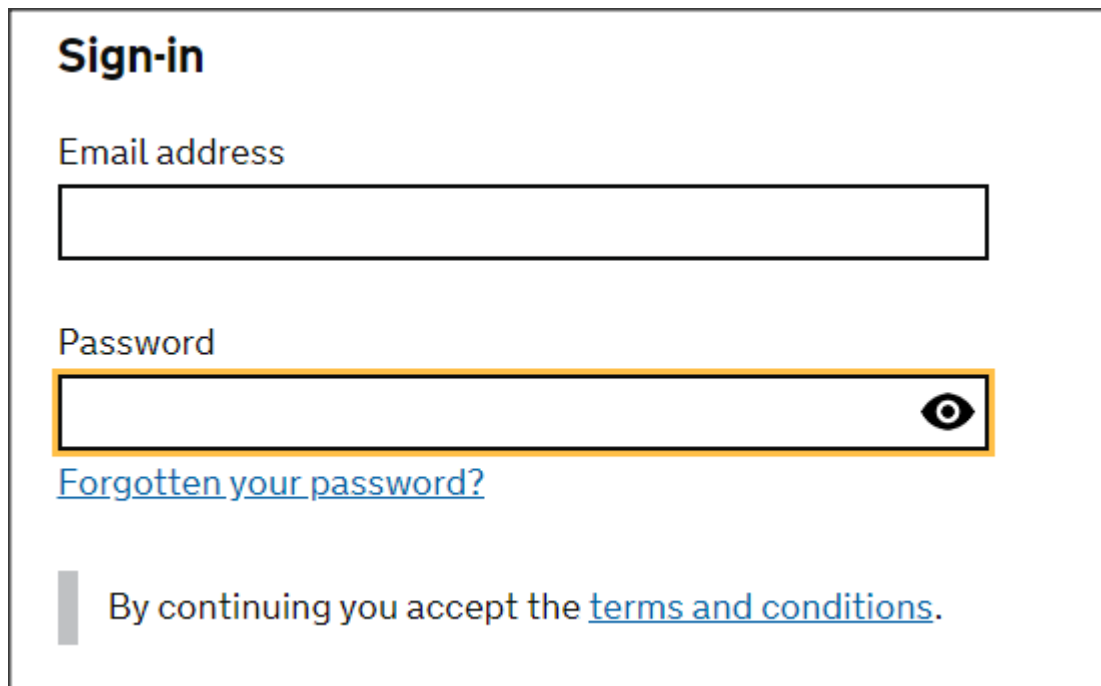
Success Criterion 2.1.1 Keyboard (Level A)

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

Issue ID: DAC-Inaccessible-content

URL: https://pp-interactions.signin.education.gov.uk//c71275b6-62e7-480a-ba5e-5c918f2cc46f/usernamepassword?clientid=schoolexperience&redirect_uri=https://school-experience-research.azurewebsites.net/auth/callback#content

Screen shot:



The screenshot shows a 'Sign-in' form. It has a title 'Sign-in' at the top. Below it is a label 'Email address' followed by a text input field. Below that is a label 'Password' followed by a text input field. To the right of the password input field is a circular icon with an eye, used for toggling password visibility. Below the password field is a link 'Forgotten your password?'. At the bottom, there is a checkbox (represented by a grey square) and the text 'By continuing you accept the [terms and conditions](#).'.

Keyboard-only users cannot gain focus on the 'show/hide password' element, meaning that the element relies solely on the mouse. Scripting has been used which does not expose this to users of assistive technology that rely on the keyboard as a way of navigating.

Screen readers can interact with it when browsing in context using the arrow keys, however, they only read "show" and "hide" with no other information to give the user for more context.



Current code ref(s):

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

Keyboard only comments:

“While navigating around this page with Keyboard Only I found I was not able to tab onto the icon that allows me to check if I’ve typed the correct password before trying to sign in. This would be a useful way to check for errors before signing in.”

Screen reader user comments (JAWS & NVDA):

“Below the password field there is a clickable element ‘show’ which does not appear in the elements list and does not demonstrate to users that it is clickable as it reads as if it were plain text. Marking this element as a button or similar will ensure that users can locate it out of context in the elements list and will tab past when navigating through the form using that method.”

Solution:

Ensure keyboard-only users can access this feature and action it appropriately. This will eradicate the possibility of keyboard-only users making unnecessary mistakes.



Missing H1

Brief description of issue here

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

Issue ID: DAC-Missing-H1

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/confirmation_email

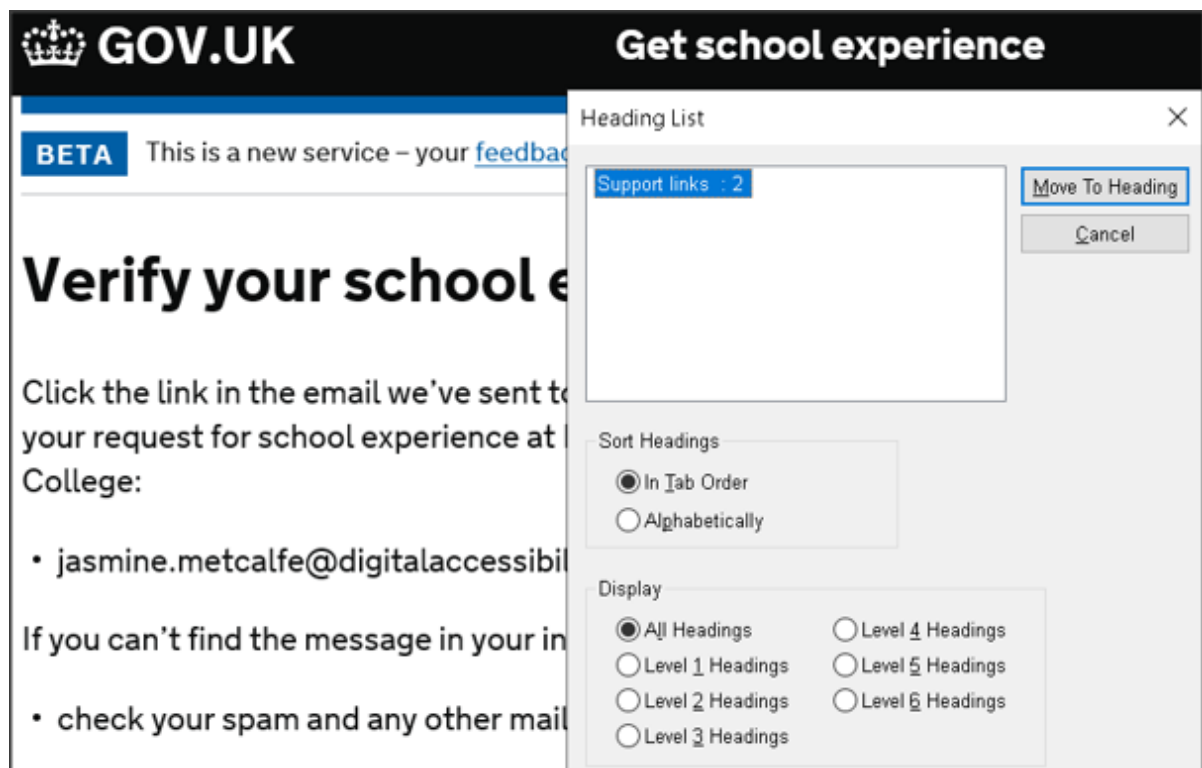
Confirm your email

Journey 1 step 11

URL: https://school-experience-research.azurewebsites.net/schools/availability_info/edit

Describe when you'll host school experience candidates.

Screen shot:



There is no heading level one on the page. The h1 essentially indicates where the main content starts and a structured hierarchy is important.

Screen reader comments (JAWS & NVDA):

“There is an illogical headings structure on this page in that there is no heading at level 1. This could disorientate some users who primarily use the headings structure to navigate.”

Consistent for the following for task 2:

https://school-experience-research.azurewebsites.net/schools/availability_info/edit

Solution:

Ensure every page has a H1 to introduce the main content.



Missing fieldset & legend

Elements have not been grouped together

WCAG Reference(s):

Success Criterion 1.3.1 Info and Relationships (Level A)

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

Success Criterion 3.3.2 Labels or Instruction (Level A)

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

Issue ID: DAC-Missing-fieldset-&-legend

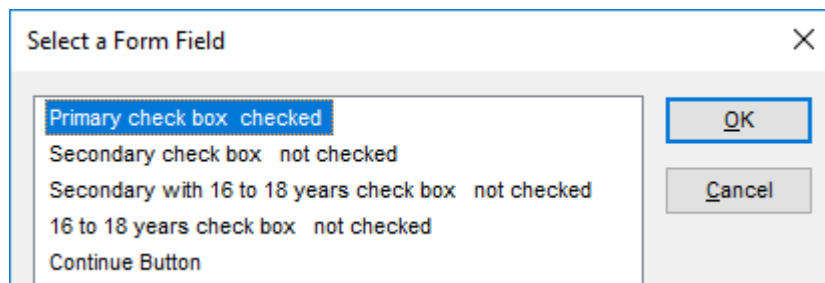
https://school-experience-research.azurewebsites.net/schools/on_boarding/phases_list/new

Select school experience phases

https://school-experience-research.azurewebsites.net/schools/on_boarding/key_stage_list/new

Confirm number of primary key stages.

Screen shot:



Select school experience phases

Tell us which phases you offer. This will help candidates select a school experience.

- ☒ Primary
- ☐ Secondary
- ☐ Secondary with 16 to 18 years
- ☐ 16 to 18 years

The checkboxes have not been grouped together meaning screen readers will be unable to determine the purpose of each checkbox

Current code ref(s):

```
<div class="govuk-checkboxes__item"><input  
name="schools_on_boarding_phases_list[primary]" type="hidden" value="0"><input  
class="govuk-checkboxes__input" type="checkbox" value="1" checked="checked"  
name="schools_on_boarding_phases_list[primary]"  
id="schools_on_boarding_phases_list_primary">  
<label class="govuk-label govuk-checkboxes__label"  
for="schools_on_boarding_phases_list_primary">Primary</label>  
</div>
```

Screen reader comments (JAWS):

"The field set and legend is not completed for the checkboxes on this page. this means that users navigating out of context may not be aware of what the options refer to."

Solution:

Ensure a fieldset and legend is implemented to group the related elements together. The H1 of the page should be included as the legend.



Example:

```
<fieldset>
```

```
<legend><h1>Select school experience phases</h1></legend>
```

```
'Content to be grouped together'
```

```
</fieldset>
```



Focus order

The focus order of the page is illogical

WCAG Reference(s):

Success Criterion 2.4.3 Focus Order (Level A)

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

Success Criterion 4.1.3 Status Messages (Level AA)

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

Issue ID: DAC-Focus-order

URL: <https://school-experience-research.azurewebsites.net/candidates/schools?utf8=%E2%9C%93&query=&location=cardiff&distance=50&latitude=&longitude=&phases%5B%5D=&phases%5B%5D=2&phases%5B%5D=3&subjects%5B%5D=&order=distance>

Screen shot:

Education phases	Education phases: Primary (4 to 11) and Secondary (11 to 16)
Select all that apply	Displaying all 7 results
<input type="checkbox"/> Early years	Sorted by <input type="button" value="Distance"/>
<input checked="" type="checkbox"/> Primary (4 to 11)	
<input checked="" type="checkbox"/> Secondary (11 to 16)	
<input type="checkbox"/> 16 to 18	
Placement subjects	
Select all that apply	
<input type="checkbox"/> Art and design	

Broad oak Mathematics and Computing College
13.7 miles away
Address Windwhistle Road, Weston-super-Mare, Somerset, BS23 4NP
Education phases Secondary (11 to 16)

A few issues were identified with how this page was presented. The focus order of the page was illogical due to selecting a checkbox and focus jumping users to the top of the page. This was time consuming for keyboard-only users and may be disorientating for blind users.



A high number of checkboxes were present with no way to skip to the results, which will be time-consuming for users. New content was also added to the page when a checkbox had been initiated with no indication to screen readers that new content had been added to the page. Users would have to navigate through a lot of content before being able to view the results.

Current code ref(s): N/A

Solution:

We recommend marking up the search page consistently, which is more accessible to users of assistive technology. We recommend the following:

- Ensure focus remains on the selected element
- Implement aria-live to announce the amount of results which have populated. **Example:** 'Displaying all 6 results'
- Provide a 'Skip to results' skip link for keyboard only and screen reader users
- Provide a way to close each filtered section

Please refer to the following URL for an accessible search: <https://www.gov.uk/drug-device-alerts>



SVG image

The image used was confusing for screen readers

WCAG Reference:

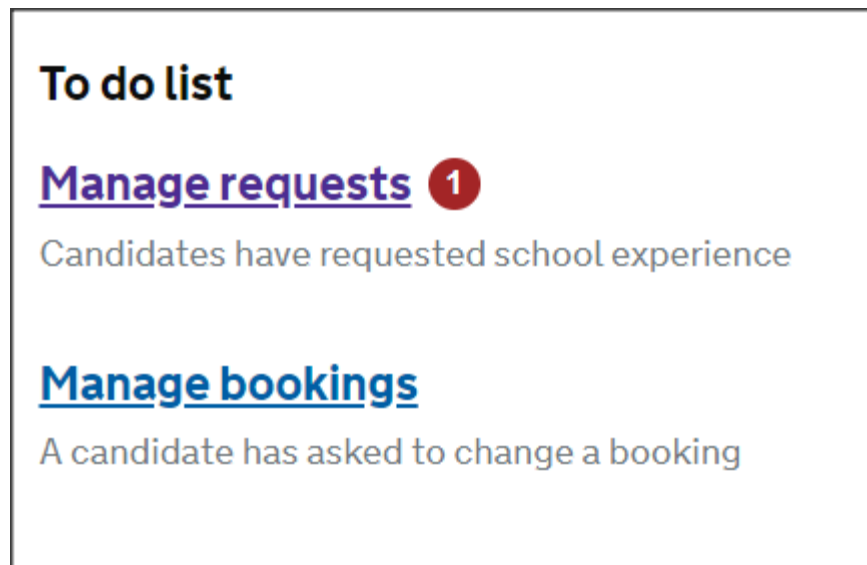
Success Criterion 1.1.1 Non-text Content (Level A)

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

Issue ID: DAC-SVG-image

URL: <https://school-experience-research.azurewebsites.net/schools/dashboard>

Screen shot:



The SVG image caused confusion for our screen reader analysts. It was not clear what the number or graphic related to. More description is required, while possibly hiding the SVG image from screen reader users.

Current code ref(s):

```
<svg id="new-requests-counter" width="26" height="30">  
<circle class="red" cx="13" cy="13" r="13">  
</circle><text x="50%" y="50%" dy="0.2em" font-size="16px">1</text>  
</svg>
```


Screen reader comments:(JAWS & NVDA):

“Under the h2 ‘to do list’ there is link text reading ‘manage requests’ followed by ‘graphic 1’ on a separate line. Navigating to graphics with hot keys or in the graphics list, this image cannot be located. If this refers to the number of requests available this needs to be made clear, maybe within the link text. Users may also find it helpful if the graphic were made invisible.”

Solution:

We recommend hiding the SVG image from screen reader users using **aria-hidden=“true”** and ensuring keyboard focus for Internet Explorer users is not taken to the image by implementing **focusable=“false”**

To convey the information to a screen reader we recommend implementing an aria-label informing the user there is one management request. Example: **aria-label=“Manage requests (one new request)”**

When the amount of requests changes, JavaScript should be used to amend the label to reflect the number of requests.



*** Medium priority ***

Tables

There is a blank table header

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

Issue ID: DAC-Tables

URL: https://school-experience-research.azurewebsites.net/schools/placement_requests

All placement requests

Screen shot:

Manage requests

The following **only lists requests** made on or after **01 July 2019**.

You'll need to refer to **your own records** for any requests received before this date.

Name	Status	Subjects	School experience date
Tony	NEW	Primary	Test

[View](#)

[Return to requests and bookings](#)

An empty table header may be confusing for some screen reader users. The 'View' link may also be ambiguous without the table header to give the link more context.

Current code ref(s):

```
<tr class="govuk-table__row">
<th class="govuk-table__header">Name</th>
<th class="govuk-table__header">Status</th>
<th class="govuk-table__header">Subjects</th>
<th class="govuk-table__header">School experience date</th>
<th class="govuk-table__header">
</th></tr>
```



Screen reader comments:

“The link ‘view’ in the bottom right hand cell of the table would benefit from having more descriptive text added for the benefit of users navigating out of context.”

Solution:

We recommend implementing a descriptive table header where the table header is empty. This could be entitled ‘Action’ as an example.

An aria-label can also be used to add more context to the link.



Low colour contrast ratio (focus indicator)

The focus indicator fails colour contrast

WCAG Reference:

Success Criterion 1.4.11 Non-text Contrast (Level AA)

“The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):

User Interface Components

Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author;

Graphical Objects

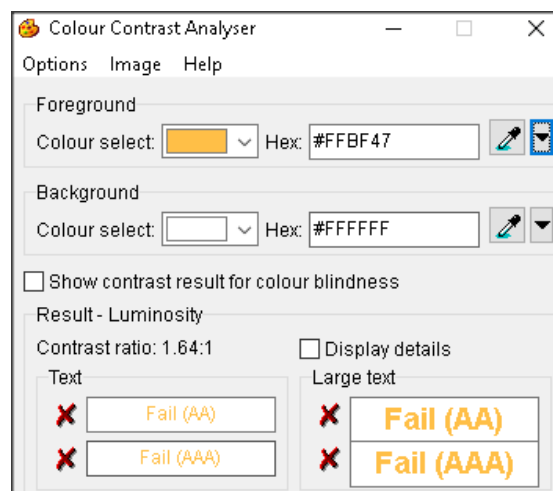
Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed.”

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

Issue ID: DAC- Low colour contrast ratio (focus indicator)

URL: https://school-experience-research.azurewebsites.net/candidates/school_searches/new

Screen shot:




DAC | Accessibility Report

Find school experience

Search by location or postcode

Where?

Use my location 

Distance

Such as Manchester, M1 3BD

10 miles

Find

The current visible focus indicator colour does not meet the required ratio of 3:1 for AA standard. This may be problematic for visually impaired users. The current ratio is 1.64:1. This is consistent throughout the service where this colour has been used as the focus indicator.

Code ref(s):

HTML

```
<input placeholder="Such as Manchester, M1 3BD" required="required" minlength="3" data-action="focus->grab-location#clearLocationInfo" data-target="grab-location.location" class="govuk-input" type="search" value="cardiff" name="location" id="location">
```

CSS

```
.govuk-input:focus {  
  outline: 3px solid #ffbf47;  
  outline-offset: 0;
```

Colour contrast analyst comments:

“The color combination found for the link highlighting mechanism did not pass the ratio of 3:1 against adjacent colours.”

Solution:

Ensure the colour contrast ratio for adjacent colour meet the minimum required ratio of 3:1. We are informed that GDS are aware of this failure and are updating colours imminently.



Non-descriptive labelling 1

Checkbox label is not descriptive

WCAG Reference:

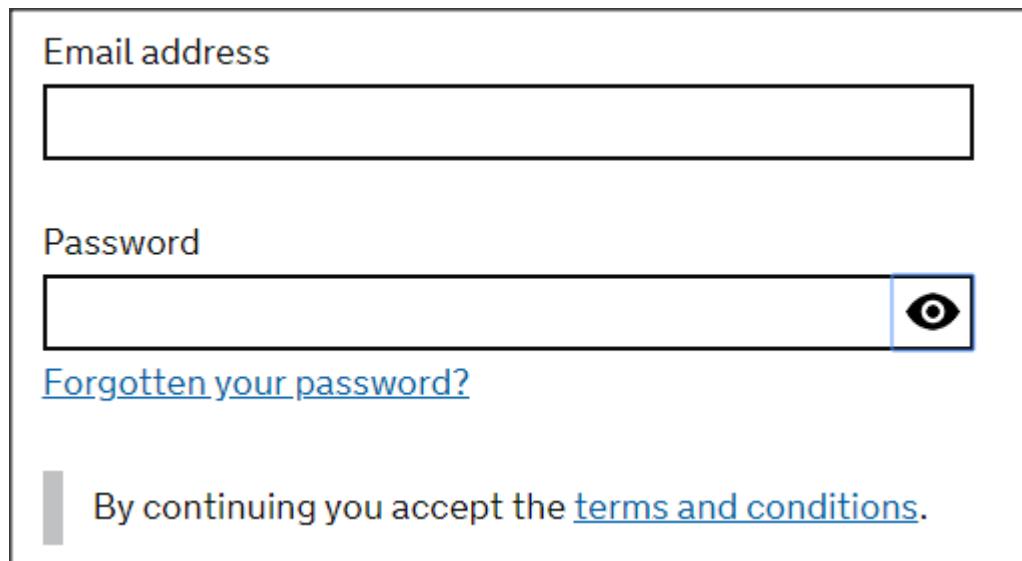
Success Criterion 2.4.6 Headings and Labels (Level AA)

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

Issue ID: DAC-Non-descriptive-labelling-issue1

URL: https://pp-interactions.signin.education.gov.uk//1e0e859a-ed41-45fa-8a10-ee63df04bce8/usernamepassword?clientid=schoolexperience&redirect_uri=https://school-experience-research.azurewebsites.net/auth/callback

Screen shot:



The screenshot shows a login interface. At the top is a text input field labeled 'Email address'. Below it is another text input field labeled 'Password'. To the right of the password field is a small square button with an eye icon, used for toggling password visibility. Below the password field is a blue hyperlink that reads 'Forgotten your password?'. At the bottom of the form is a checkbox followed by the text 'By continuing you accept the [terms and conditions.](#)'.

It was identified by the technical auditor that the labelling of the checkbox was non-descriptive. Screen readers when browsing in context will hear the word “show” and “hide” once the element has been initiated. When browsing out of context the element is not discoverable. There is no indication what this element related to.

Current code ref(s):

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

Screen reader user comments:

“The ‘show’ element would benefit from having a more label added, such as ‘click here to show password’ for the benefit of users navigating out of context.”

Solution:

Ensure all checkboxes are labelled uniquely and descriptively, however, in this instance the element could be hidden altogether from blind users using `aria-hidden="true"`.



Non-descriptive labelling 2

The labelling relating to the input field is not descriptive

WCAG Reference:

Success Criterion 2.4.6 Headings and Labels (Level AA)

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

Issue ID: DAC-Non-descriptive-labelling-issue2

URL: https://school-experience-research.azurewebsites.net/candidates/school_searches/new

Find school experience.

Journey 1 step 2

Screen shot:

The screenshot shows a web form titled "Find school experience". Below the title is the instruction "Search by location or postcode". There are two main input areas: "Where?" and "Distance". The "Where?" input contains the text "Such as Manchester, M1 3BD". The "Distance" input is a dropdown menu showing "10 miles". A green "Find" button is to the right of the "Distance" input. Below the form, an accessibility checker overlay is visible, titled "Select a Form Field". It lists three items: "Find school experience Where? Edit Such as Manchester, M1 3BD", "Find school experience Distance Combo box 10 miles", and "Find school experience Find Button". The first item is selected and highlighted in blue. To the right of the list are "OK" and "Cancel" buttons.

The labelling of 'Where' is not descriptive, even when grouped together using the fieldset and legend technique. We do not feel it would benefit users from being grouped together. A descriptive label will suffice.

Current code ref(s):

```
<label class="govuk-label" for="location">Where?</label>
```


Screen reader user comment:

"I would find the labelling for the 'where' field clearer if the text written above in context 'search by location or postcode' were used as the element label, and also included the example text which currently only reads out of context using jaws, 'such as Manchester m13d. this will ensure that users navigating out of context, or tabbing through the form, will have access to the same information as those navigating in context with the arrow keys.

This is particularly relevant for NVDA users as the ability to deduce a possible label for the element from the surrounding text is not yet as advanced as it is with JAWS."

Solution:

Remove the input fields from a fieldset & legend and label them more descriptively. A label such as 'Enter your location or postcode'



Non-descriptive labelling 3

The 'Find' button is not labelled descriptively

WCAG Reference:

Success Criterion 2.4.6 Headings and Labels (Level AA)

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

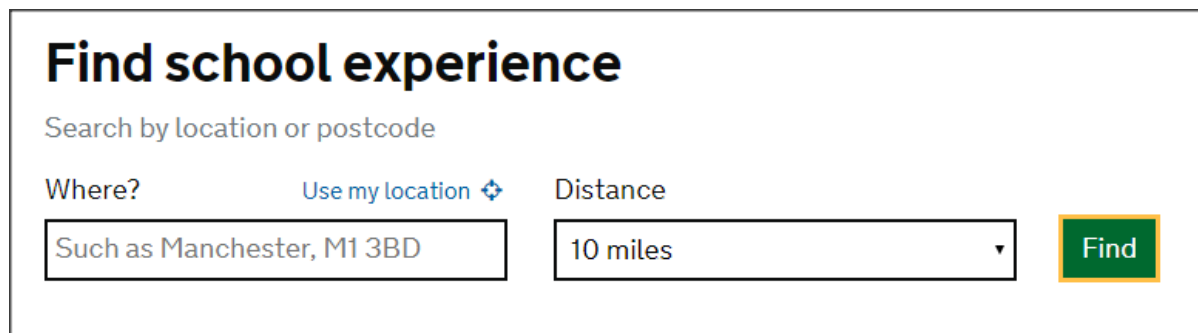
Issue ID: DAC-Non-descriptive-labelling-issue3

URL: https://school-experience-research.azurewebsites.net/candidates/school_searches/new

Find school experience

Journey 1 step 2

Screen shot:



The word 'Find' may be ambiguous for users that browse out of context. Additional information is required to give the button more context. This information can be hidden off-screen if required using ARIA or CSS techniques.

Current code ref(s):

```
<input type="submit" value="Find" class="govuk-button" data-disable-with="Find">
```

Solution:

Ensure the labelling of all buttons is descriptive. Please see some examples below:

Visible:

```
<input type="submit" value="Find school" class="govuk-button" data-disable-with="Find">
```

The benefit of keeping this visible is for users with a cognitive impairment.



Hidden:

HTML

```
<a href="#" >  
Find  
<span class="visuallyhidden">school</span>  
</a>
```

CSS

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

Aria-label

```
<input aria-label="Find school" type="submit" value="Find" class="govuk-button" data-  
disable-with="Find">
```

Please note: if an aria-label is to be used, ensure the label is descriptive as any pre-existing labelling becomes overwritten by ARIA.



Non-descriptive labelling 4

The labelling on the page is extremely confusing

WCAG Reference:

Success Criterion 2.4.6 Headings and Labels (Level AA)

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

Issue ID: DAC-Non-descriptive-labelling-issue4


URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/placement_preference/new

Request school experience

Journey 1 step 8

https://school-experience-research.azurewebsites.net/schools/on_boarding/description/new

Screen shot:

 **The school has provided the following information**

No further dates remaining this academic year.

Such as, from 4 to 8 May, from the start of next term, any time during May, June or July or I can only do Thursdays and Fridays

You have 150 words remaining



This will help the school see if it can offer you the kind of experience you're looking for.



You have 150 words remaining

The labelling has not been marked up correctly. This affected screen readers and how the information was conveyed to them. The placeholder should be replaced by hint text situated above the form field.

Current code ref(s):

```
<label class="govuk-heading-m"
id="candidates_registrations_placement_preference_availability_label"
for="candidates_registrations_placement_preference_availability">Is there anything
schools need to know about your availability for school experience?<span class="govuk-
hint">Tell us about your availability. For example, when you'll be available for placements
or any particular days or periods when you won't.</span><span class="govuk-hint">The
school will contact you to arrange the exact date of your placement and will use this
information to offer you the best dates it has available.</span><span class="govuk-
hint">Depending on availability and time of year, schools may not always be able to offer
you the exact dates you're looking for.</span></label>
```

Screen reader user comments (JAWS & NVDA):

"Navigating in context, no label is read for the 2 fields on this page. Navigating through the elements list, the text read in place of labels seems to be taken from descriptive text above and needs to be made more concise for the element label proper, as for the second field, the text ends half way through a sentence."

Additional issue (JAWS only):

"There are instances on this page where no space has been provided between 2 sentences, meaning that 'dot' is read in between the sentences and the paragraph can be difficult to understand. There are 2 instances of this in the paragraph directly below the h1 'request

DAC | Accessibility Report



school experience.’ The second is after the sentence ‘provide a short explanation of what you want to gain from your placement’ in the paragraph under the first editable field on the page.”

Additional related issue (JAWS only):

“Typing into the edit fields on this page I found that typing feedback was interrupted by the repetition of the large form element label along with the updating status relating to the number of words remaining. This may disorientate some users when trying to input data into the field.”

Additional related issue (NVDA only):

“Directly under the h1 ‘request school experience’ the first sentence of the paragraph text beginning ‘is there anything schools need to know’ is marked as clickable. Activating this, focus is taken to the first edit field which I was not expecting. This element did not announce as being clickable when using JAWS.”

Solution:

Remove the label from its current position. Remove the span elements and replace with <p> tags. A unique and descriptive label should be implemented on both the textarea’s.

For more guidance on labelling the text area and associating the hint text using aria-describedby please refer to the following URL: <https://design-system.service.gov.uk/components/textarea/default/index.html>



Non-descriptive labelling 5

The headings are non-descriptive

WCAG Reference:

Success Criterion 2.4.6 Headings and Labels (Level AA)

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

Issue ID: DAC-Non-descriptive-labelling-5

URL: https://school-experience-research.azurewebsites.net/schools/on_boarding/fees/new

Do you charge fees to cover any of the following?

Screen shot:

Do you charge fees to cover any of the following?

Some schools charge fees to cover the associated costs of running school experience.

This includes fees to cover administration costs, background and security ‘DBS check’ charges or any other school experience-related costs schools might incur.

Administration costs

☐ Yes

☐ No

Screen readers will find the radio buttons difficult to understand when browsing out of context due to the headings. For example, a screen reader out of context will hear “Administration costs yes radio button”, which is confusing. In this instance the heading



needs to be more descriptive. The headings are also duplicated H1's so 'Administration costs' and 'DBS check costs' for example must be H2's.

Current code ref(s):

```
<div class="govuk-radios govuk-radios__inline govuk-radios--conditional" data-  
module="radios">  
<legend class="govuk-fieldset__legend--m">  
<h1 class="govuk-fieldset__heading">Administration costs</h1>  
</legend>
```

Screen reader user comments (JAWS):

"The field set and legend does not appear to be complete for all the form elements on this page. This will be problematic for some users who may not access the questions the fields refer to."

Solution:

Provide a more descriptive heading as the legend, which should also be a H2. Example:

```
<legend class="govuk-fieldset__legend govuk-fieldset__legend--m">  
<h2 class="govuk-fieldset__heading">Do you charge fees for Administration costs?</h2>  
</legend>
```



Non-descriptive labelling 6

The details component labelling is not descriptive

WCAG Reference:

Success Criterion 2.4.6 Headings and Labels (Level AA)

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

Issue ID: DAC-Non-descriptive-labelling-issue6

URL: https://school-experience-research.azurewebsites.net/schools/on_boarding/description/new

Page: Enter a short description of your school
Journey 2

Screen shot:

- your area, catchment and the kind and numbers of pupils you teach
 - any unique opportunities you offer via links to outside agencies and organisations
 - any activities, educational phases or subjects and subject areas you specialise in
- [View description example](#)

Users that browse out of context using various software may find the labelling of the details component non-descriptive. There is also no indication that the element has collapsed or expanded additional content due to a bug with iOS when **role="group"** is used. Additional information is required to give the element more context, which can be hidden off-screen.

Current code ref(s):

```
<details class="govuk-details" role="group">
<summary class="govuk-details__summary" role="button" aria-controls="details-content-59aa28e8-964d-4af9-a07c-3fbc05a4e458" aria-expanded="false">
<span class="govuk-details__summary-text">View description example</span>
</summary>
```



Screen reader comments (JAWS, NVDA & iOS):

“Voice Over users will find a button called ‘view example description’ on the ‘Enter a short description of your school’ page.

This button is an issue because its text is ambiguous out of context. To what does the example description refer? This may confuse users who are navigating out of context. There is also no indication that to button will expand or collapse additional information.”

Solution:

Implement a more descriptive label using an aria-label. Example:

```
<summary aria-label="view description example on how to enter a short description of  
your school" class="govuk-details__summary" role="button" aria-controls="details-  
content-0abc0773-9dd1-4bf6-aebb-fefd97f6916a" aria-expanded="true">  
<span class="govuk-details__summary-text">View description example</span>  
</summary>
```

For a better user experience for VoiceOver users and to ensure to state of the button is announced, remove the **role= “group”** from the following:

```
<details class="govuk-details" role="group" open="">
```



Non-descriptive error handling

The errors are not descriptive

WCAG Reference:

Success Criterion 3.3.3 Error Suggestion (Level AA)

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

GDS requirement

Issue ID: DAC-Non-descriptive-error-handling

URL: https://school-experience-research.azurewebsites.net/schools/on_boarding/fees#schools_on_boarding_fees_administration_fees_container

Do you charge fees to cover any of the following?

Screen shot:



Do you charge fees to cover any of the following?

There is a problem

is not included in the list

is not included in the list

is not included in the list

Some schools charge fees to cover the associated costs of running school experience.

This includes fees to cover administration costs, background and security 'DBS check' charges or any other school experience-related costs schools might incur.

Administration costs

is not included in the list

- ☐ Yes
- ☐ No

The error handling on the page is not descriptive and will be difficult to for all users of assistive technology to determine what the errors relate to.

Current code ref(s):

```
<li>  
<a href="#schools_on_boarding_fees_administration_fees_container">is not included in  
the list</a>  
</li>
```

Screen reader comments (JAWS, NVDA & iOS):

"The error messages which appear for all fields on this page reads as 'is not in list' which does not clearly explain the nature of the error. These messages should be unique to the field they refer to."

Additional issue:



“The same page links in the error message results in duplicate link text which is problematic as the links take users to different points on the page.”

Solution:

Ensure all error message are descriptive and follow the pattern recommended in the Gov.UK Design System. The in-page error links should also be unique and direct users to different areas of the page. For more guidance on this please refer to the following URL: <https://design-system.service.gov.uk/components/error-message/> and <https://design-system.service.gov.uk/components/error-summary/>



Fieldset & Legend/Non-descriptive labelling

Buttons within the fieldset are not required

WCAG Reference:

Success Criterion 2.4.6 Headings and Labels (Level AA)

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

Issue ID: DAC-Fieldset-&-legend

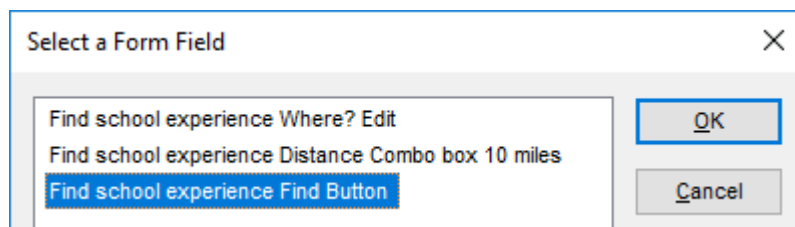
URL:

https://school-experience-research.azurewebsites.net/candidates/school_searches/new

Find school experience.

Journey 1 step 2.

Screen shot:



The 'Find' button should not be grouped together with other form elements. This does not require to be grouped and should also be more descriptive for users that browse out of context.

Current code ref(s):

```
<div class="govuk-form-group">  
<input type="submit" value="Find" class="govuk-button" data-disable-with="Find">  
</div>
```

Screen reader comments (JAWS):

"A completed fieldset and legend may not be necessary for all elements on this page, such as the 'find' button, as this currently repeats the page title text 'find school experience' at the beginning of each element which could make for a slower navigational experience."

Solution:

Remove the 'Find' button from the fieldset and implement a more descriptive label such as 'Find school'.



Text spacing

Text spacing caused content to become obscured

WCAG Reference:

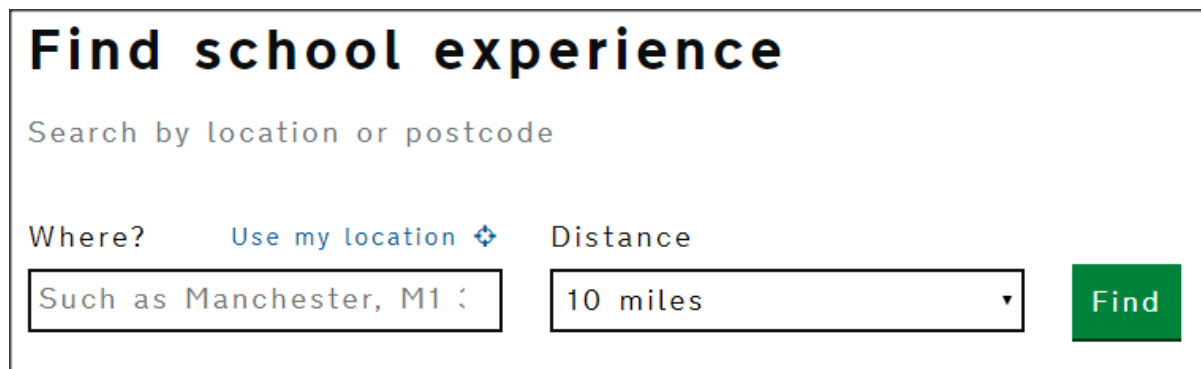
Success Criterion 1.4.12 Text Spacing (Level AA)

[Understanding Text Spacing](#) | [How to Meet Text Spacing](#)

Issue ID: DAC-Text-spacing

URL: https://school-experience-research.azurewebsites.net/candidates/school_searches/new

Screen shot:



Find school experience

Search by location or postcode

Where? [Use my location](#) Distance

Such as Manchester, M1 10 miles [Find](#)

Placeholder text becomes truncated when implementing text spacing. This means that people with low vision or cognitive impairments who require increased space between lines, words, and letters will be unable to read the placeholder text.

Current Code Ref(s): N/A

Solution:

Ensure that people can override text spacing to improve their reading experience by enabling users to implement the following text style properties:

- 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.



*** Low priority ***

Hint text 1

Hint text is being conveyed to users by using the placeholder attribute

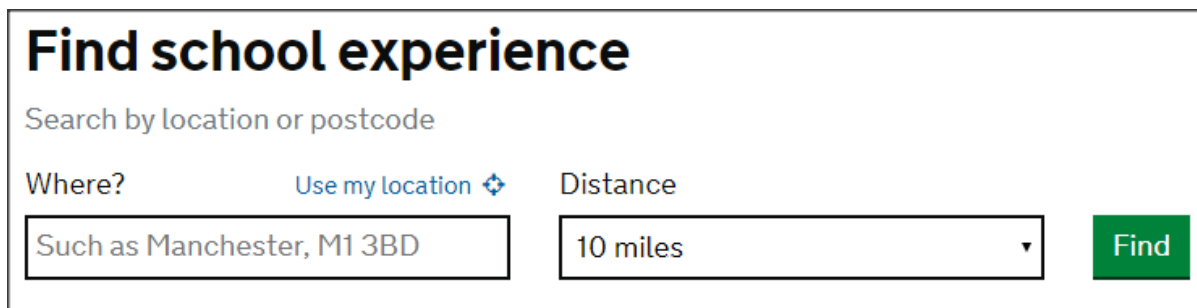
WCAG Reference:

Usability & GDS requirement

Issue ID: DAC-Hint-text-issue1

URL: https://school-experience-research.azurewebsites.net/candidates/school_searches/new

Screen shot:



Find school experience

Search by location or postcode

Where? [Use my location](#) Distance

Such as Manchester, M1 3BD 10 miles Find

It is not good practice to use the placeholder attribute to convey hint text. The reason for this is because when the placeholder disappears, the hint text is no longer available to the user. If a blind user made a mistake and typed the letter 'G' by mistake for example, the hint text is not discoverable. This will predominantly affect screen reader users, although it will also affect some low vision users or users that use screen magnification.

Current code ref(s):

```
<input placeholder="Such as Manchester, M1 3BD" required="required" minlength="3" data-action="focus->grab-location#clearLocationInfo" data-target="grab-location.location" class="govuk-input" type="search" name="location" id="location">
```

It would benefit all users using assistive technology if hint text was implemented to inform users which method is required when entering figures. Hint text can be very helpful and often prevents users from making unnecessary mistakes. Once implemented, hint text should be associated to the label using aria-describedby.

Current code ref(s): N/A

Solution:

We recommend removing the placeholder attribute and implementing the hint text above the form element as text in a span.

It is also recommended by GDS that the hint text is associated with the label by using aria-describedby. Example:

Source: <https://design-system.service.gov.uk/components/text-input/>



Hint text 2

Aria-describedby has not been used to relay hint text

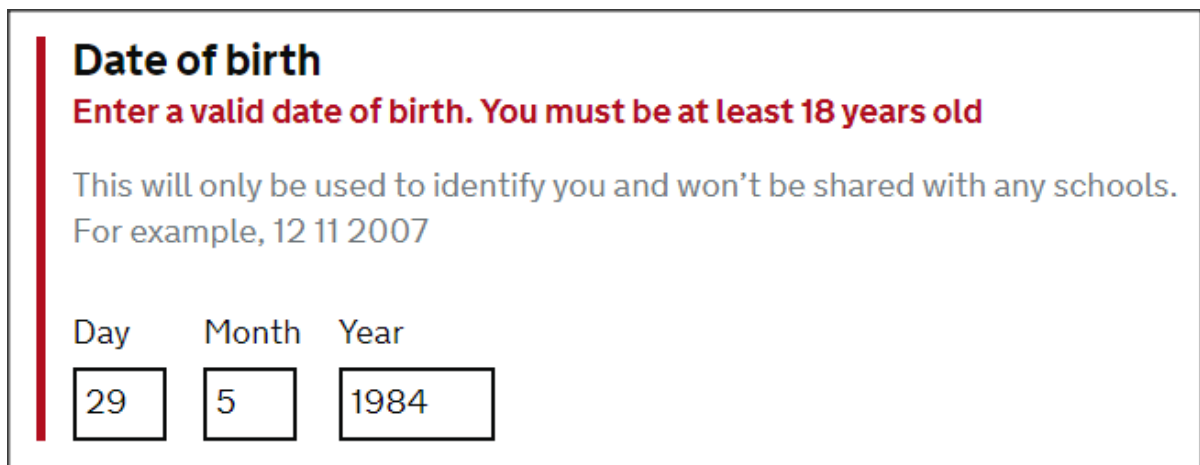
WCAG Reference:

Usability & GDS requirement

Issue ID: DAC- Hint-text-issue2

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/personal_information#candidates_registrations_personal_information_date_of_birth_container

Screen shot:



To conform to the current GDS guidelines, hint text should be conveyed to screen reader users by using aria-describedby. This will associate the hint text with the label and convey this to the user when they interact with the input field.

Current code ref(s):

```
<span class="govuk-hint">This will only be used to identify you and won't be shared with any schools. For example, 12 11 2007</span>
```

```
<input class="govuk-input govuk-date-input__input govuk-input--width-2" type="number" pattern="[0-9]*" name="candidates_registrations_personal_information[date_of_birth(3i)]" id="candidates_registrations_personal_information_date_of_birth_3i">
```



Solution:

Hint text must be associated with the label by using aria-describedby. Example:

```
<span id="example" class="govuk-hint">This will only be used to identify you and won't be shared with any schools. For example, 12 11 2007</span>
```

```
<input aria-describedby="example" class="govuk-input govuk-date-input__input govuk-input--width-2" type="number" pattern="[0-9]*" name="candidates_registrations_personal_information[date_of_birth(3i)]" id="candidates_registrations_personal_information_date_of_birth_3i">
```

For more guidance please refer to the following URL: <https://design-system.service.gov.uk/components/text-input/>



illogical heading structure 1

The structure of the page is illogical (duplicate H1's)

WCAG Reference:

Success Criterion 2.4.10 Section Headings (Level AAA)

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

Issue ID: DAC-illogical-heading-structure-issue1

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/personal_information/new

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/subject_preference/new

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/background_check/new

https://school-experience-research.azurewebsites.net/schools/on_boarding/administration_fee/new

Screen shot:



Check if we already have your details

Provide the following information so we can check if we already have your details.

If we already have your details - we'll automatically add them to your school experience request.

If we don't - we'll register them with DfE's Get Into Teaching service so you can get help and advice about becoming a teacher.

First name

Last name

Email address

Date of birth

This will only be used to identify you and won't be shared with any schools.
For example, 12 11 2007

Duplicated H1's may be confusing for some screen reader users as the H1 is used to inform the user where the main content begins. This will be confusing for many users because there is another H1 near to the bottom of the page. This should be a H2.

Current code ref(s):

```
<h1 class="govuk-heading-l">Check if we already have your details</h1>
```

```
<h1 class="govuk-fieldset__heading">Date of birth</h1>
```



Screen reader comments (JAWS, NVDA & iOS):

“There is an illogical headings structure on this page since 2 headings at level 1 are present. Particularly for users who primarily use the headings structure to navigate, it would be beneficial if only one heading at level 1 were present. This will help users to remain orientated on the page if headings then proceed hierarchically down the page.”

Multiple headings at level 1 are also found on the following:

[https://school-experience-](https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/subject_preference/new)

[research.azurewebsites.net/candidates/schools/137840/registrations/subject_preference/new](https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/subject_preference/new)

[https://school-experience-](https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/background_check/new)

[research.azurewebsites.net/candidates/schools/137840/registrations/background_check/new](https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/background_check/new)

[https://school-experience-](https://school-experience-research.azurewebsites.net/schools/on_boarding/candidate_requirement/new)

[research.azurewebsites.net/schools/on_boarding/candidate_requirement/new](https://school-experience-research.azurewebsites.net/schools/on_boarding/candidate_requirement/new)

https://school-experience-research.azurewebsites.net/schools/on_boarding/fees/new

[https://school-experience-](https://school-experience-research.azurewebsites.net/schools/on_boarding/administration_fee/new)

[research.azurewebsites.net/schools/on_boarding/administration_fee/new](https://school-experience-research.azurewebsites.net/schools/on_boarding/administration_fee/new)

[https://school-experience-](https://school-experience-research.azurewebsites.net/schools/on_boarding/other_fee/new)

[research.azurewebsites.net/schools/on_boarding/other_fee/new](https://school-experience-research.azurewebsites.net/schools/on_boarding/other_fee/new)

[https://school-experience-research.azurewebsites.net/schools/on_boarding/other_fee](https://school-experience-research.azurewebsites.net/schools/on_boarding/other_fee/new)

[https://school-experience-](https://school-experience-research.azurewebsites.net/schools/on_boarding/candidate_experience_detail/new)

[research.azurewebsites.net/schools/on_boarding/candidate_experience_detail/new](https://school-experience-research.azurewebsites.net/schools/on_boarding/candidate_experience_detail/new)

[https://school-experience-](https://school-experience-research.azurewebsites.net/schools/on_boarding/experience_outline/new)

[research.azurewebsites.net/schools/on_boarding/experience_outline/new](https://school-experience-research.azurewebsites.net/schools/on_boarding/experience_outline/new)

https://school-experience-research.azurewebsites.net/schools/placement_dates/new

Solution:

Ensure heading structures are logical and hierarchical. Users relying on audio feedback use the heading mark-up to determine the importance of each section on the page. The main heading should be marked up as a h1, followed by consecutive subheading ranging from h2-h6. Duplicated H1's are not permitted.



illogical heading structure 2

The structure of the page is illogical (duplicate H1's)

WCAG Reference:

Success Criterion 2.4.10 Section Headings (Level AAA)

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

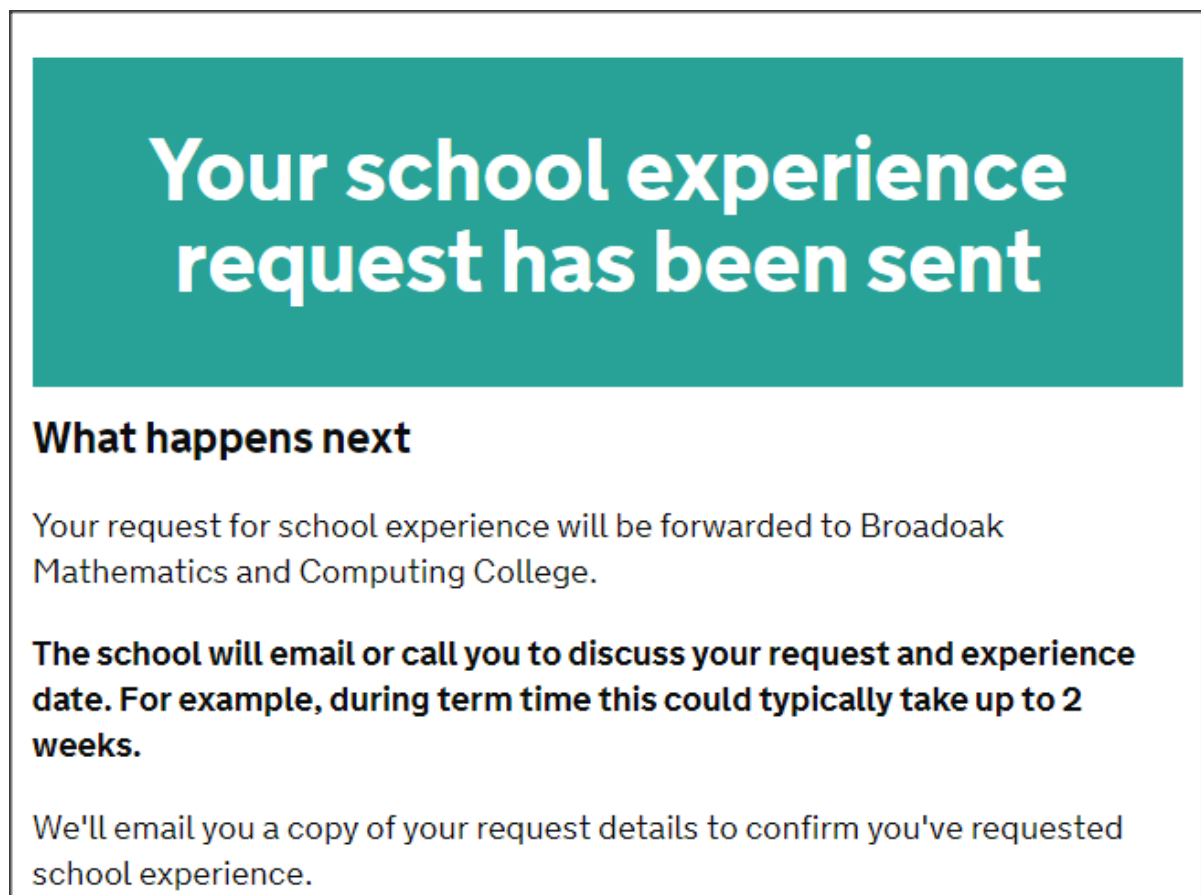
Issue ID: DAC-illogical-heading-structure-issue2

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/placement_request?uuid=YHLot0tpCSmw9_W2L4xIwQ

Request sent

Journey 1 step 11

Screen shot:



The screenshot shows a confirmation message on a teal background. The main heading is 'Your school experience request has been sent' in large white text. Below this, the heading 'What happens next' is in bold black text. The body text explains that the request will be forwarded to Broadoak Mathematics and Computing College. It also states that the school will email or call to discuss the request and experience date, noting that this could take up to 2 weeks. Finally, it mentions that a copy of the request details will be emailed to confirm the request.

Your school experience request has been sent

What happens next

Your request for school experience will be forwarded to Broadoak Mathematics and Computing College.

The school will email or call you to discuss your request and experience date. For example, during term time this could typically take up to 2 weeks.

We'll email you a copy of your request details to confirm you've requested school experience.



Current code ref(s):

<h1 class="govuk-panel__title">

Your school experience request has been sent

</h1>

Screen reader comments (JAWS, NVDA & iOS):

"There is an illogical headings structure on this page in that headings move from level 1 to 3, which is not consecutive. This may disorientate some users."

Consistent for the following for journey 2:

https://school-experience-research.azurewebsites.net/schools/placement_requests/3736/acceptance/confirm_booking/new

https://school-experience-research.azurewebsites.net/schools/placement_requests/3736/acceptance/add_more_details/new

https://school-experience-research.azurewebsites.net/schools/placement_requests/3736/acceptance/review_and_send_email/new

https://school-experience-research.azurewebsites.net/schools/placement_requests/3736/acceptance/preview_confirmation_email/new

https://school-experience-research.azurewebsites.net/schools/placement_requests/3736/acceptance/email_sent

Solution:

Ensure heading structures are logical and hierarchical. Users relying on audio feedback use the heading mark-up to determine the importance of each section on the page. The main heading should be marked up as a h1, followed by consecutive subheading ranging from h2-h6. Duplicated H1's are not permitted.



Abbreviations

An abbreviation is present with no explanation

WCAG Reference:

Success Criterion 3.1.4 Abbreviations (Level AAA)

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

Issue ID: DAC-Abbreviations

URL:

<https://school-experience-research.azurewebsites.net/schools>

<https://school-experience-research.azurewebsites.net/schools>

Screen shot:

You'll also be told if candidates have got a Disclosure and Barring Service (DBS) certificate. These details will not be verified by **DfE**.

It's your responsibility to decide if candidates comply with your individual DBS and safeguarding policies and book them on experience at your school.

The abbreviation 'DfE' may not be understood by some users who are not familiar with the service. This should be expanded upon.

Current code ref(s):

<p>

You'll also be told if candidates have got a Disclosure and Barring Service (DBS) certificate. These details will not be verified by **DfE**.

</p>

Cognitive & Dyslexia user comment:

"Within this paragraph there is an abbreviation which hasn't been explained in the first instance. The abbreviation is 'DfE'.

All Abbreviations should be explained in the first instance as some users may not know what this is referring to."



Additional abbreviation issue:

“In the expandable sections for example, ‘I have a DFE sign in account’ there are multiple acronyms used such as DFE’ ‘SEP’ and ‘URN.”

Solution:

Ensure the abbreviation is explained in the first instance. Once this has been explained it does not require to be explained again on that same page. Other pages where this is present it should be expanded upon.



*** Usability ***

Anchor elements using role attribute

Scripting is required to ensure the element performs as expected

WCAG Reference:

Usability

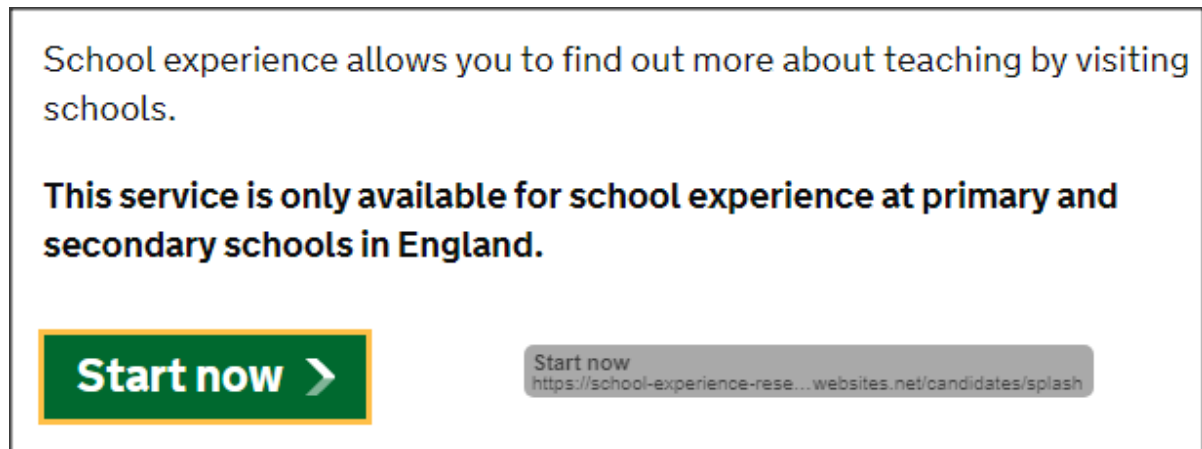
Issue ID: DAC-Anchor-elements-using-role-attribute

URL(s):

<https://school-experience-research.azurewebsites.net/>

<https://school-experience-research.azurewebsites.net/candidates/splash>

Screen shot:



When a role of button is used on a link, JavaScript should be used to ensure that the link behaves like a button and responds to the 'space' bar command on the keyboard. Also, by adding **draggable="false"** to the HTML this means that if the mouse is moved while on the link, it is not mistaken for a draggable element.

Current code ref(s):

```
<a role="button" class="govuk-button govuk-button--start govuk-l-margin-top-2 govuk-l-margin-bottom-8" href="/candidates/splash">Start now</a>
```



Solution:

To ensure the element in question responds to the 'Space' bar command and functions as a button, the following should be implemented:

HTML

```
<a draggable="false" role="button" class="govuk-button govuk-button--start govuk-!-margin-top-2 govuk-!-margin-bottom-8" href="/candidates/splash">Start now</a>
```

JavaScript

```
/**
 *Add event handler for KeyDown
 *@param {object} event event
 */
Button.prototype.handleKeyDown=function (event) {
//get the target element
Var target = event.target
//if the element has a role='button' and the pressed key is a space, we'll simulate a click
if (target.getAttribute('role') === 'button' && event.keyCode === KEY_SPACE) {
event.preventDefault()
//trigger the target's click event
Target.click()
}
```



Optional input fields

There is no indication that some input fields are optional

WCAG Reference:

Usability & GDS requirement

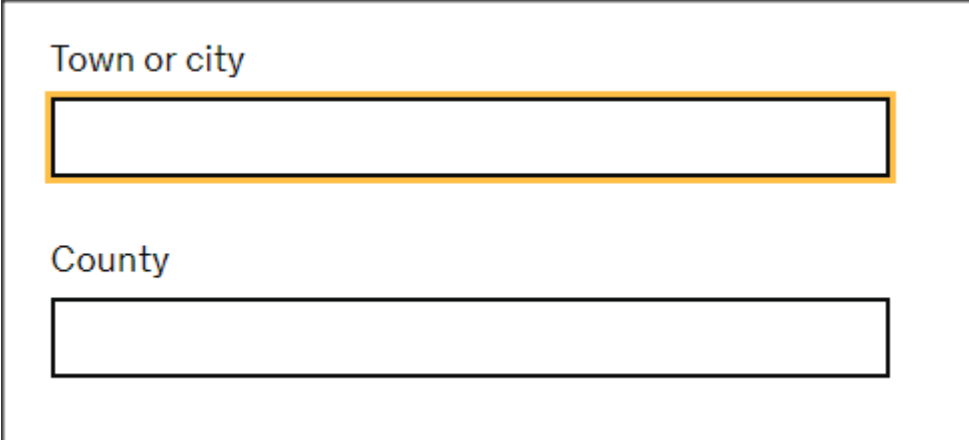
Issue ID: DAC-Optional-input-fields

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/contact_information

Enter your contact details

Journey 1 step 6

Screen shot:



Town or city

County

There is no indication for users that some input fields are optional. Stating input fields are optional will speed up the process by allowing the user to bypass optional fields, and also avoid any unnecessary mistakes.

Current code ref(s):

```
<div class="govuk-form-group"
id="candidates_registrations_contact_information_town_or_city_container">
<label class="govuk-label"
for="candidates_registrations_contact_information_town_or_city">Town or city</label>

<input autocomplete="on" class="govuk-input govuk-l-width-two-thirds" type="text"
name="candidates_registrations_contact_information[town_or_city]"
id="candidates_registrations_contact_information_town_or_city">
```

DAC | Accessibility Report



</div>

Screen reader comments (JAWS & NVDA):

“There is no information provided about which fields are optional across the site. Specifically, on the ‘contact details form’ this causes confusion. Judging from the content of the error handling message, some of the fields on this page appear to be mandatory, as only the ‘telephone number’ ‘building’ and ‘postcode’ fields are listed in the error message when submitting a blank form.”

Solution:

Ensure optional input fields are marked up as ‘(optional)’ in the label. For more guidance please refer to the following URL: <https://design-system.service.gov.uk/patterns/question-pages/>



Input type

The input type is not accessible via Dragon NaturallySpeaking

WCAG Reference:

Usability

Issue ID: DAC-Input-type

URL: https://school-experience-research.azurewebsites.net/schools/on_boarding/administration_fee/new

Journey 2 – enter dummy data on administration costs

https://school-experience-research.azurewebsites.net/schools/placement_requests/3744/acceptance/confirm_booking/new

Journey 2 after the accept review step this is the next page - Enter a date and click 'Continue'

https://school-experience-research.azurewebsites.net/schools/on_boarding/administration_fee/new

Screen shot:

Date of birth

This will only be used to identify you and won't be shared with any schools.
For example, 12 11 2007

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

It is a known bug with the voice activation software Dragon NaturallySpeaking that the input type 'number' does not respond to the standard voice command 'Click box', although this can be accessed in other conventional methods. This is not an accessibility barrier as such, however, we felt it was worth mentioning. This is consistent throughout the service where this input type has been used.



Current code ref(s):

```
<input class="govuk-input govuk-date-input__input govuk-input--width-2" type="number"
pattern="[0-9]*"
name="candidates_registrations_personal_information[date_of_birth(3i)]"
id="candidates_registrations_personal_information_date_of_birth_3i">
```

Voice activation user comment:

“Dragon can’t pick up the number field when user uses the command click box. A user’s focus is taken straight to the edit box underneath. This could confuse a user as to why their focus has gone there straight away. A user would have to use keyboard commands to complete this field.”

Screen reader user comment:

“When entering the fee amount in the appropriate field on the ‘Administrative Costs’ page, I noticed that the keyboard changed from a QWERTY keyboard instead of a numeric keypad.

This is problematic not only because of consistency, but because users who are new to touch screen keyboards or who find such things taxing may become very confused and disorientated if they are expecting one type of entry and receive another.”

This is also consistent for the following pages:

DBS Costs https://school-experience-research.azurewebsites.net/schools/on_boarding/dbs_fee/new
Enter school experience details for candidates https://school-experience-research.azurewebsites.net/schools/on_boarding/candidate_experience_detail/new
Enter school experience admin contact details (UK telephone number and E-Mail fields) https://school-experience-research.azurewebsites.net/schools/on_boarding/admin_contact/new

Solution:

Consider using the input type ‘tel’ to ensure this is discoverable for Dragon users using the command ‘Click box’.



Page title 1

Page titles throughout are missing the organisation GOV.UK

WCAG Reference:

Usability & GDS requirement

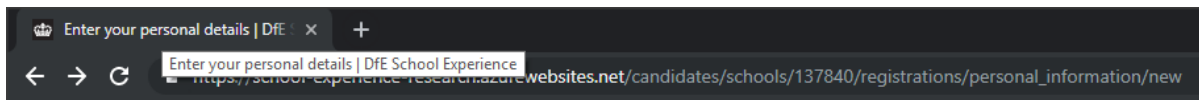
Issue ID: DAC-Page-title-issue1

URL: <https://school-experience-research.azurewebsites.net/>

Homepage, get school experience.

Task step 1

Screen shot:



Although not an accessibility barrier, page titles should be front loaded with the purpose of the page, followed by the department and organisation as recommended by GDS.

Current code ref(s):

```
<title>Enter your personal details | DfE School Experience</title>
```

Screen reader comments:

"Across the service, the page title does not include GOV.UK at the end. I question whether this needs to be implemented to fit with GDS guidelines."

Solution:

Ensure the name of the organisation is part of the page title. Example:

```
<title>Enter your personal details | DfE School Experience | GOV.UK</title>
```



Page title 2

The word 'Error' was not included within the page title

WCAG Reference:

Usability

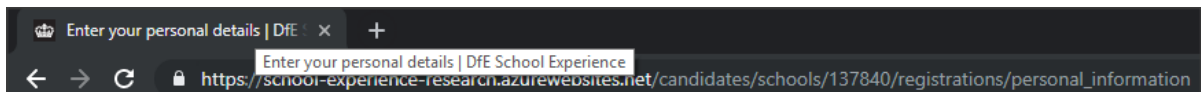
Issue ID: DAC-Page-title-issue2

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/personal_information/new

Enter your personal details

Journey 1 step 5

Screen shot:



It is recommended by GDS that the word 'Error' is included within the page title. This would benefit screen reader users as the page title is the first thing that is announced to screen readers so they are aware that an error has occurred immediately.

Code Ref(s):

```
<title>Enter your personal details | DfE School Experience</title>
```

Screen reader comments (JAWS & NVDA):

"There is no indication within the page title that an error has been committed, meaning the page title does not comply with GDS guidelines."

Consistent for the following:

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/contact_information/new

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/placement_preference

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/subject_preference/new



https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/personal_information#candidates_registrations_personal_information_email_container
https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/background_check

Solution:

Ensure the word 'Error' is included within the page title. Please see an example below:

<title>**Error:** Enter your personal details | DfE School Experience | **GOV.UK**</title>



Link text

Link text is adjoined and also not descriptive

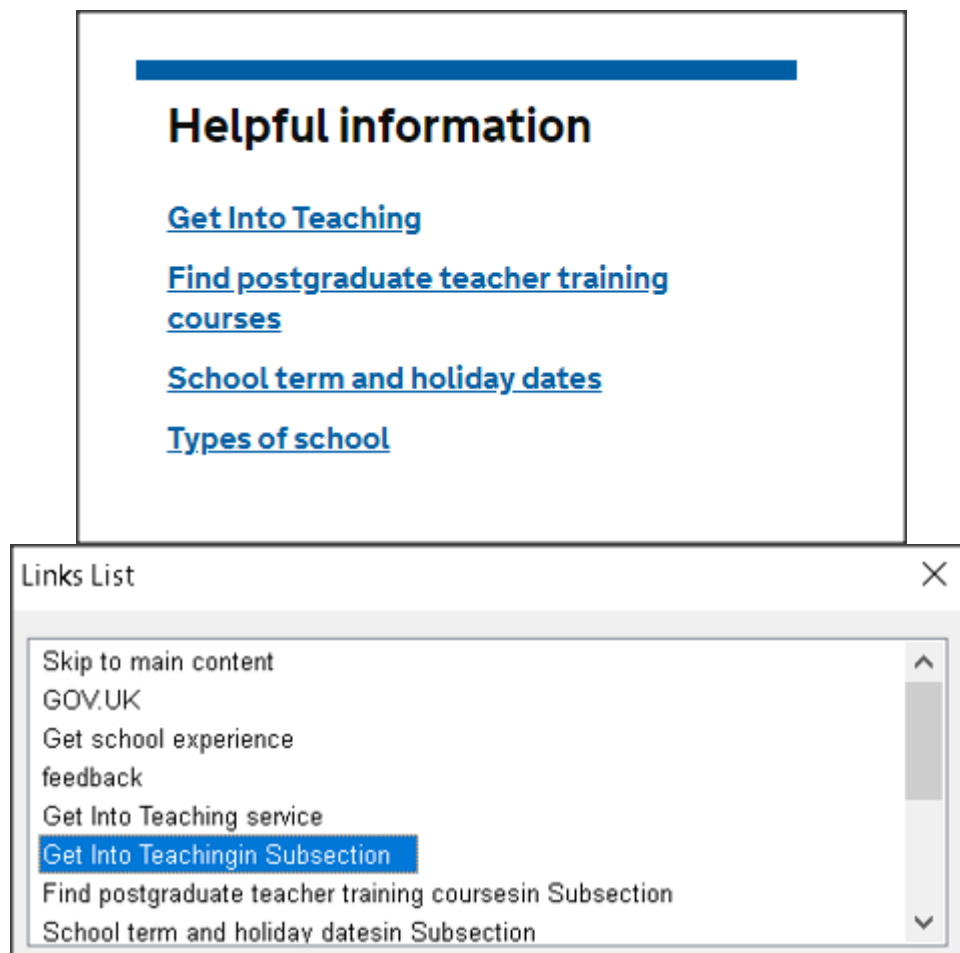
WCAG Reference:

Usability

Issue ID: DAC-Link-text

URL: <https://school-experience-research.azurewebsites.net/>

Screen shot:



Not only is the link text that is adjoined causing screen reading software to not announce to words correctly, it is unclear why 'in subsection' is included within the hypertext. This is not required and may cause confusion for some users in a non-testing environment.

Current code ref(s):

```
<li>  
<a href="https://getintoteaching.education.gov.uk/" class="govuk-!-font-weight-bold">  
Get Into Teaching<span class="govuk-visually-hidden">in Subsection</span>  
</a>  
</li>
```

Screen reader comments (JAWS & NVDA):

"The 4 links in the 'helpful information' region under the h2 of the same name are all missing a space between the end of the link text proper and the phrase 'in subsection.' This makes it difficult for the link text to be understood, for example 'school term and holidays dates in subsection.'"

Solution:

Remove 'in Subsection' from the mark-up of the page.



Error summary focus

Keyboard focus is not taken to the error summary

WCAG Reference:

GDS requirement

Issue ID: DAC-Error-summary-focus

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/personal_information

Screen shot:

Check if we already have your details

Provide the following information so we can check if we already have your details.

If we already have your details - we'll automatically add them to your school experience request.

If we don't - we'll register them with DfE's Get Into Teaching service so you can get help and advice about becoming a teacher.

There is a problem

Enter your first name

Enter your last name

Enter your email address

Enter your date of birth



When an error has been committed focus shifts users to the top of the page instead of to the error summary. It is a requirement by GDS that keyboard focus takes users to the error summary.

Current code ref(s): N/A

Screen reader comments:

“When submitting a blank form to test error handling, I found that focus was not taken directly to the error message, meaning some users may not recognise that errors have been committed and therefore causing confusion.”

Consistent for the following:

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/contact_information/new

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/placement_preference

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/subject_preference/new

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/personal_information#candidates_registrations_personal_information_email_container

https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/background_check

https://school-experience-research.azurewebsites.net/schools/on_boarding/candidate_requirement

https://school-experience-research.azurewebsites.net/schools/on_boarding/fees#schools_on_boarding_fees_administration_fees_container

https://school-experience-research.azurewebsites.net/schools/on_boarding/administration_fee

https://school-experience-research.azurewebsites.net/schools/on_boarding/dbs_fee

https://school-experience-research.azurewebsites.net/schools/on_boarding/other_fee

https://school-experience-research.azurewebsites.net/schools/on_boarding/candidate_experience_detail

https://school-experience-research.azurewebsites.net/schools/on_boarding/admin_contact

https://school-experience-research.azurewebsites.net/schools/on_boarding/confirmation



https://school-experience-research.azurewebsites.net/schools/on_boarding/subjects

Solution:

Ensure user focus is moved to the error summary. For more guidance please refer to the following URL in relation to error summaries: <https://design-system.service.gov.uk/components/error-summary/>



Error handling 1

The error handling does not conform to GDS

WCAG Reference:

GDS requirement

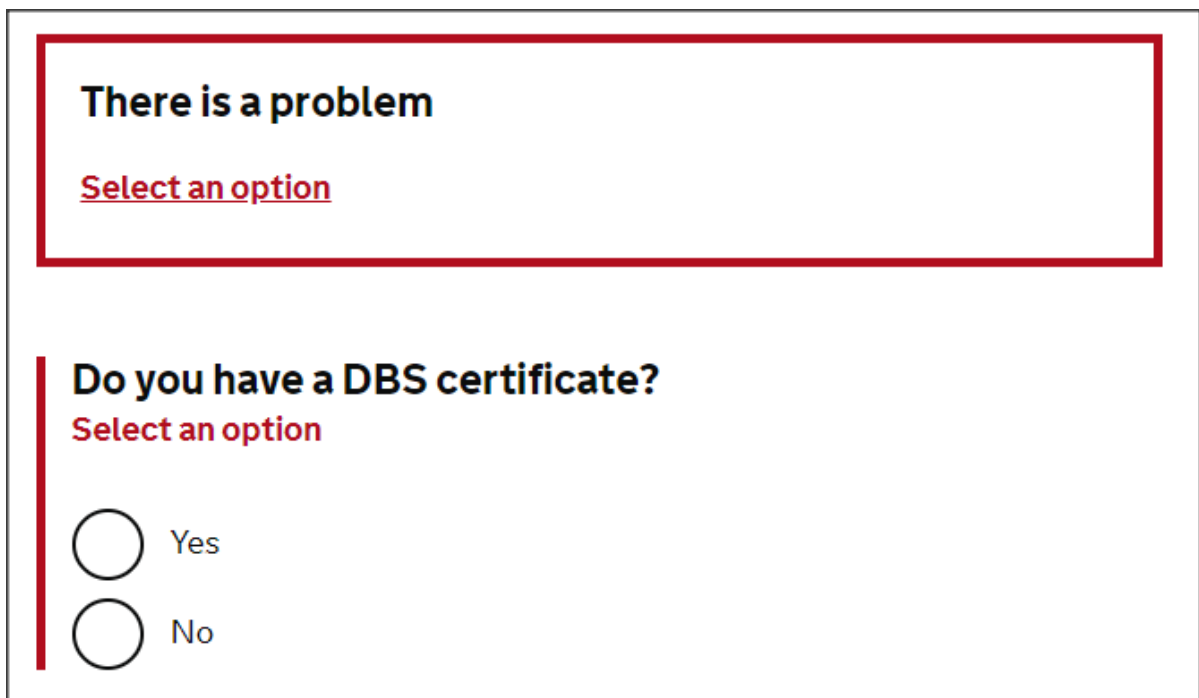
Issue ID: DAC-Error-handling-issue1

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/background_check#candidates_registrations_background_check_has_dbs_check_container

Background and security checks

Journey 1 step 9

Screen shot:



The screenshot shows a web form with two main sections. The top section is enclosed in a red border and contains the text "There is a problem" in bold black font, followed by "Select an option" in red italicized font. The bottom section is separated by a vertical red line and contains the question "Do you have a DBS certificate?" in bold black font, followed by "Select an option" in red italicized font. Below this are two radio button options: "Yes" and "No".

The error handling on the page should be more specific as recommended in the GOV.UK Design System. Error messages such as 'Select an option' should be avoided as they are not helpful.

Current code ref(s):

```
<li>  
<a href="#candidates_registrations_background_check_has_dbs_check_container">Select  
an option</a>  
</li>
```

Screen reader comments (JAWS & NVDA):

“When testing error handling for this page, I found that the message displayed did not specifically describe the error committed, but provided a generic message reading ‘select an option.’ Providing more details in these types of messages will ensure that users can more easily fix any errors committed.”

Solution:

Ensure the error message is descriptive. For more guidance please refer to the following URL: <https://design-system.service.gov.uk/components/error-message/>



Error handling 2

The error handling does not conform to GDS

WCAG Reference:

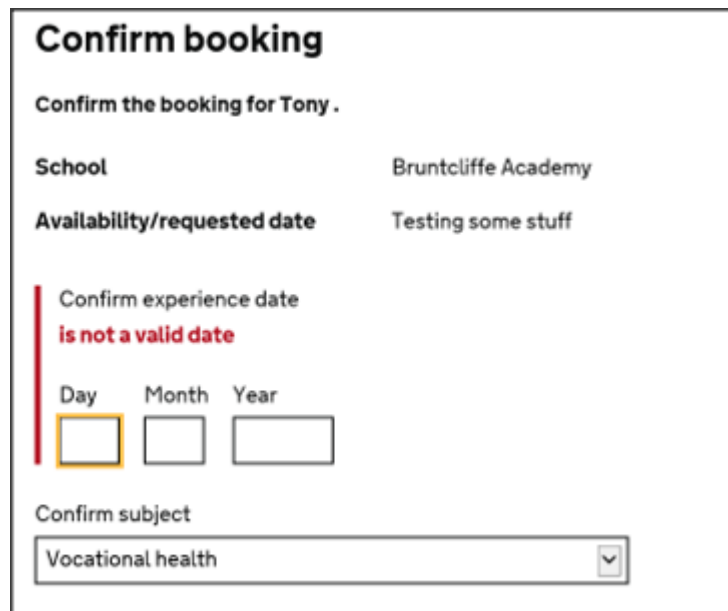
GDS requirement

Issue ID: DAC-Error-handling-issue2

URL: https://school-experience-research.azurewebsites.net/schools/placement_requests/3736/acceptance/confirm_booking

Confirm booking DFE school experience.

Screen shot:



The screenshot shows a web form titled "Confirm booking". Below the title is the instruction "Confirm the booking for Tony .". The form contains two rows of information: "School" with the value "Bruntcliffe Academy" and "Availability/requested date" with the value "Testing some stuff". Below these is a section for "Confirm experience date" which includes a red vertical bar on the left and the text "is not a valid date" in red. Underneath this are three input fields for "Day", "Month", and "Year". The "Day" field is highlighted with a yellow border. At the bottom of the form is a "Confirm subject" section with a dropdown menu currently showing "Vocational health".

The error has not been marked up which is recommended in the GOV.UK Design System. An error summary is required.

Current code ref(s): N/A

Screen reader comments (JAWS, NVDA & iOS):

"The error message on this page was not placed under a heading as has been consistent throughout the rest of the service."

Solution:

Ensure an error summary is presented to users of assistive technology. For more guidance please refer to the following URL: <https://design-system.service.gov.uk/components/error-summary/>



Missing link in IE11

There is a link missing when browsing on Internet Explorer 11

WCAG Reference:

Usability

Issue ID: DAC-Missing-link-IE11

URL: https://school-experience-research.azurewebsites.net/candidates/school_searches/new

Find school experience

Journey 1 step 2

Screen shot:

Internet Explorer 11

Find school experience

Search by location or postcode

Where?

Distance

Firefox & Google Chrome

Find school experience

Search by location or postcode

Where?

Distance

It was identified that the 'Use my location' link is not present when browsing with Internet Explorer 11. The link is present with Firefox and Google Chrome. This is not an accessibility barrier as the user is still able to use the alternative with no issues.



Current code ref(s):

```
<a class="school-search-form__coords-request" href="#" data-action="click->grab-location#requestLocation">Use my location <i class="fa fa-fw fa-crosshairs" data-target="grab-location.icon"></i></a>
```

Solution:

Consider a consistent approach for all browsers.



Pre-entered input field

Pre-entered text found within the input field caused confusion for screen readers

WCAG Reference:

Usability

Issue ID: DAC-Pre-entered-input-field

URL: https://school-experience-research.azurewebsites.net/schools/on_boarding/experience_outline/new
Outline experience and teacher training

URL: https://school-experience-research.azurewebsites.net/schools/placement_requests/3736/acceptance/confirm_booking
Confirm booking DFE school experience.

Screen shot:

What kind of school experience do you offer candidates?

Tell us about what candidates can expect to do while they're at your school. For example, explain whether candidates will observe lessons or get the chance to interact with pupils and classroom activities.

Manchester Nexus Primary Teacher Taster Day - 8.45am until 2.30pm. Anyone thinking about going into Primary teaching and/or wants some more experience. Come along to meet our pupils and team; find out why our school-led teacher training is excellent We have vast experience at

Current code ref(s): N/A

Screen reader comments:

"I was confused by the example text in the 3 fields of the page and had to ask for confirmation from a member of the support team that these were example texts. In

DAC | Accessibility Report



particular, the first field looks like a form that users might try to fill out. I would find it helpful if examples of this type were placed outside the editable fields.”

Solution:

Ensure that the textarea is clear to allow users to enter their own data and display any text related to the input elsewhere on the page.



Clickable elements NVDA

Headings on the page are announced as being clickable

WCAG Reference:

Check

Issue ID: DAC-Clickable-elements-NVDA

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/subject_preference/new

We need some more details.

Journey 1 step 7

Screen shot:

The following will be used to help schools offer you school experience.

You'll be given a chance to check and change the details you enter before sending off your request.

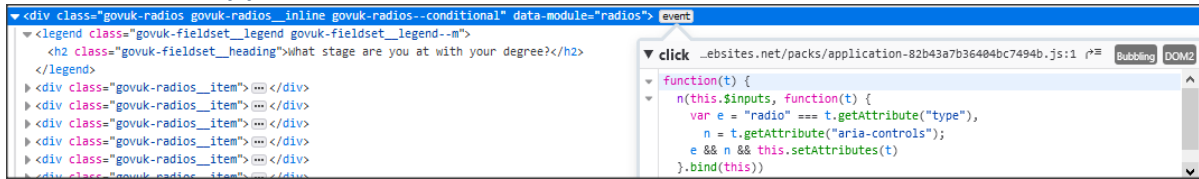
What stage are you at with your degree?

- ☐ I don't have a degree and am not studying for one
- ☐ Graduate or postgraduate
- ☐ Final year
- ☐ Second year
- ☐ First year
- ☒ Other

The H2's on the page are announced to NVDA users as being clickable, which was confusing and disorientating. A click event handler has been used, which appears to interfere with NVDA software. The only heading which this issue is not consistent on is the H1 (What subject do you want to teach?) which has no scripting associated with it.



Current code ref(s):



Screen reader comments:

“The 2 headings at level 1 ‘what stage are you at with your degree’ and ‘which of the following teaching stages are you at’ are marked as being clickable, but cannot be interacted with which may confuse some users.”

Solution:

Please refer to the GOV.UK Design System for guidance on how to mark-up pages with headings and radio buttons. URL: <https://design-system.service.gov.uk/>



Missing 'back' link

The page is quite lengthy and may benefit from a quick way to return to the top of the page

WCAG Reference:

Usability & GDS requirement

Issue ID: DAC-Missing-back-link

URL: https://school-experience-research.azurewebsites.net/candidates/schools/137840/registrations/contact_information/new

Screen Shot:



BETA This is a new service. [Give feedback](#)

Enter your contact details

Your details will be used by schools to contact you about school experience once you've sent them a request.

UK telephone number

Address

Building and street

Town or city

County

Postcode

When navigating away from the 'Check if we already have your details' page it was noted that there was no 'Back' link available for users. This will help users quickly navigate to the previous page.

Solution:

Implement the 'Back' link on all question pages. Please refer to the following URL for more guidance: <https://design-system.service.gov.uk/components/back-link/>



End of Report



Appendix I

Journeys



Appendix II

Classification of Accessibility Issues

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

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



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



Audio Description (Pre-recorded): 1.2.5 Audio description is provided for all pre-recorded video content in synchronized media . (Level AA)	Not Applicable
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
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
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
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
Info and Relationships: 1.3.1 Information, structure , and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)	Fail (H)
Meaningful Sequence: 1.3.2 When the sequence in which content is presented affects it's meaning, a correct reading sequence can be programmatically determined . (Level A)	Pass (P)
Sensory Characteristics: 1.3.3 Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound.	Pass (P)



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



<p>Audio Control: 1.4.2 If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)</p>	<p>Not Applicable</p>
<p>Contrast (Minimum): 1.4.3 The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:</p> <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>Pass (P)</p>
<p>Resize text: 1.4.4 Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)</p>	<p>Pass (P)</p>
<p>Images of Text: 1.4.5 If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: Understanding Success Criterion 1.4.5</p> <ul style="list-style-type: none"> • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p>Pass (P)</p>



(Level AA)	
<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>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>	Pass (P)
<p>Low or No Background Audio: 1.4.7 For pre-recorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true:</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>	Not Applicable
<p>Visual Presentation: 1.4.8 For the visual presentation of blocks of text, a mechanism is available to achieve the following: Understanding Success Criterion 1.4.8</p> <ol style="list-style-type: none"> 1. Foreground and background colours can be selected by the user. 	Pass (P)



<ol style="list-style-type: none"> 2. Width is no more than 80 characters or glyphs (40 if CJK). 3. Text is not justified (aligned to both the left and the right margins). 4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. 5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text <u>on a full-screen window</u>. <p>(Level AAA)</p>	
<p>Images of Text (No Exception): 1.4.9 Images of text are only used for <u>pure decoration</u> or where a particular presentation of <u>text</u> is <u>essential</u> to the information being conveyed.</p> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Reflow: (WCAG 2.1) 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 <u>CSS pixels</u>; • Horizontal scrolling content at a height equivalent to 256 <u>CSS pixels</u>. <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p> <p>Note: 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For web content which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024px at 400% zoom.</p> <p>Note: Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content.</p> <p>(Level AA)</p>	
<p>Non-text Contrast (WCAG 2.1) 1.4.11 The visual <u>presentation</u> of the following have a <u>contrast ratio</u> of at least 3:1 against adjacent color(s):</p>	<p>Fail (M)</p>



<p>User Interface Components</p> <p>Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author;</p> <p>Graphical Objects</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>	<p>Fail (M)</p>
<p>Content on Hover or Focus (WCAG 2.1)</p> <p>1.4.13 Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <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>Pass (P)</p>



<p>If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing;</p> <p>Persistent</p> <p>The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid.</p> <p>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p> <p>Note</p> <p>Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML title attribute.</p> <p>Note</p> <p>Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.</p> <p>(Level AA)</p>	
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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>	<p>Fail (H)</p>
<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>	<p>Pass (P)</p>
<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>	<p>Pass (P)</p>
<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>	<p>Pass (P)</p>



<p>Turn off A mechanism is available to turn the shortcut off;</p> <p>Remap A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc);</p> <p>Active only on focus The keyboard shortcut for a user interface component is only active when that component has focus.</p> <p>(Level A)</p>	
<p>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>Pass (P)</p>
<p>Pause, Stop, Hide: 2.2.2 For moving, blinking, scrolling, or auto-updating information, all of the following are true:</p>	<p>Not Applicable</p>



<p>Understanding Success Criterion 2.2.2</p> <p>Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and</p> <p>Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.</p> <p>Note 1: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>Note 2: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.</p> <p>Note 3: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>Note 4: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p> <p>(Level A)</p>	
<p>No Timing: 2.2.3 Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)</p>	<p>Not Applicable</p>



Interruptions: 2.2.4 Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency . (Level AAA)	Pass (P)
Re-authenticating: 2.2.5 When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating. (Level AAA)	Pass (P)
Timeouts (WCAG 2.1): 2.2.6 Users are warned of the duration of any user inactivity that could cause data loss, unless the data is preserved for more than 20 hours when the user does not take any actions. Note Privacy regulations may require explicit user consent before user identification has been authenticated and before user data is preserved. In cases where the user is a minor, explicit consent may not be solicited in most jurisdictions, countries or regions. Consultation with privacy professionals and legal counsel is advised when considering data preservation as an approach to satisfy this success criterion. (Level AAA)	Not Applicable
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)	Not Applicable
Three Flashes: 2.3.2 Web pages do not contain anything that flashes more than three times in any one-second period. (Level AAA)	Not Applicable



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
Bypass Blocks: 2.4.1 A mechanism is available to bypass blocks of content that are repeated on multiple Web pages . (Level A)	Pass (P)
Page Titled: 2.4.2 Web pages have titles that describe topic or purpose. (Level A)	Pass (P)
Focus Order: 2.4.3 If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)	Fail (H)
Link Purpose (In Context): 2.4.4 The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context , except where the purpose of the link would be ambiguous to users in general . (Level A)	Fail (H)
Multiple Ways: 2.4.5 More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process . (Level AA)	Pass (P)
Headings and Labels: 2.4.6 Headings and labels describe topic or purpose. (Level AA)	Fail (M)



Focus Visible: 2.4.7 Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)	Pass (P)
Location: 2.4.8 Information about the user's location within a set of Web pages is available. (Level AAA)	Pass (P)
Link Purpose (Link Only): 2.4.9 A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general . (Level AAA)	Fail (L)
Section Headings: 2.4.10 Section headings are used to organize the content. Note 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 (P)



<p>Pointer Cancellation (WCAG 2.1): 2.5.2 For functionality that can be operated using a single pointer, at least one of the following is true:</p> <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 (P)</p>
<p>Label in Name (WCAG 2.1): 2.5.3 For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p> <p>Note A best practice is to have the text of the label at the start of the name.</p> <p>(Level A)</p>	<p>Pass (P)</p>
<p>Motion Actuation (WCAG 2.1): 2.5.4 Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:</p> <p>Supported Interface</p>	<p>Pass (P)</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>	<p>Pass (P)</p>
<p>Concurrent Input Mechanisms (WCAG 2.1): 2.5.6 Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings. (Level AAA)</p>	<p>Pass (P)</p>



Principle 3: Understandable – Information and the operation of user interface must be understandable.	
Language of Page: 3.1.1 The default human language of each Web page can be programmatically determined . (Level A)	Pass (P)
Language of Parts: 3.1.2 The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)	Not Applicable
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
Abbreviations: 3.1.4 A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)	Fail (L)
Reading Level: 3.1.5 When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content , or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)	Not Applicable
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



On Focus: 3.2.1 When any component receives focus, it does not initiate a change of context . (Level A)	Pass (P)
On Input: 3.2.2 Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behaviour before using the component. (Level A)	Fail (H)
Consistent Navigation: 3.2.3 Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)	Pass (P)
Consistent Identification: 3.2.4 Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)	Pass (P)
Change on Request: 3.2.5 Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)	Pass (P)
Error Identification: 3.3.1 If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)	Pass (P)
Labels or Instructions: 3.3.2 Labels or instructions are provided when content requires user input. (Level A)	Pass (P)
Error Suggestion: 3.3.3 If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.	Fail (M)



(Level AA)	
<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. 	Not Applicable
<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. 	Pass (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>	Not Applicable



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>	Pass (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>	Pass (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>	Fail (M)



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.

