http://prado.ugr.es/moodle - WCAG 2.0 AAA

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Group

• Compliance Level A

All issues

The priority set of WCAG 2.0 criteria. Generally these requirements are the most important and will have the widest impact on the accessibility of your site.

• Criterion 1.1.1 [Non-text Content]

The intent of this Success Criterion is to make information conveyed by non-text content accessible through the use of a text alternative. Text alternatives are a primary way for making information accessible because they can be rendered through any sensory modality (for example, visual, auditory or tactile) to match the needs of the user. Providing text alternatives allows the information to be rendered in a variety of ways by a variety of user agents. For example, a person who cannot see a picture can have the text alternative read aloud using synthesized speech. A person who cannot hear an audio file can have the text alternative displayed so that he or she can read it. In the future, text alternatives will also allow information to be more easily translated into sign language or into a simpler form of the same language.

■ ¥H2 Combine adjacent image and text links for the same resource

This objective of this technique is to avoid unnecessary duplication that occurs when adjacent text and iconic versions of a link are contained in a

- Adjacent links for same resource found
 - https://prado.ugr.es/moodle/
 - Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
 - Line 140, column 91, a element, HREF = "https://ga3.ugr.es/video/216"
- F3 Failure of Success Criterion 1.1.1 due to using CSS to include images that co...

The CSS background-image property provides a way to include images in the document with CSS without any reference in the HTML code. The CSS background-image property was designed for decorative purposes and it is not possible to associate text alternatives with images that are included via CSS. Text alternatives are necessary for people who cannot see images that convey important information. Therefore, it is a failure to use this property to add images to convey important information.

■ Ensure that image used in background-url for element is not conveying information

- https://prado.ugr.es/moodle/
 - Line 2, column 1, HTML element
 - Line 48, column 1, BODY element
 - Line 58, column 1, DIV element
 - Line 62, column 1, DIV element
 - Line 80, column 9, DIV element
 - Line 89, column 132, div element
 - Line 119, column 78, div element
 - Line 119, column 234, div element
 - Line 131, column 129, div element
 - Line 131, column 319, div element
 - Enic 131, column 313, div cicinent
 - Line 131, column 847, div element
 - Line 131, column 1011, div element
 - Line 136, column 82, div element
 - Line 145, column 127, div element
 - Line 145, column 498, caption element
 - Line 145, column 1205, span element
 - Line 193, column 5, FOOTER element
- ©H37 Use alt attributes on img elements

When using the img element, specify a short text alternative with the alt attribute. Note. The value of this attribute is referred to as "alt text".

- ☑IMG element contains empty ALT attribute but with text defined with Anchor.
 - https://prado.ugr.es/moodle/
 - Line 131, column 584, img element, SRC = "https://prado.ugr.es/moodle/theme/image.php / s/archaius/forum/1512468285/icon"
- ✓ All IMG elements have valid ALT attributes.
 - https://prado.ugr.es/moodle/
- ¥F30 Failure of Success Criterion 1.1.1 and 1.2.1 due to using text alternatives t...

This describes a failure condition for all techniques involving text alternatives. If the text in the "text alternative" cannot be used in place of the non-text content without losing information or function then it fails because it is not, in fact, an alternative to the non-text content. For example the alt text is the same as the item image name is graph.jpg and the alt text is graph.jpg

- ✓Image has descriptive alt text
 - https://prado.ugr.es/moodle/
- ■ H44 Use label elements to associate text labels with form controls

The objective of this technique is to use the label element to explicitly associate a form control with a label. A label is attached to a specific form control through the use of the for attribute. The value of the for attribute must be the same as the value of the id attribute of the form control.

- ✓ LABEL element 'FOR' attribute has unique ID's and matches all controls.
 - https://prado.ugr.es/moodle/
- ■F67 Failure of Success Criterion 1.1.1 and 1.2.1 due to providing long descriptio...

The objective of this technique is to describe the failure that occurs when the long deion for non-text content does not serve the same purpose or does not present the same information as the non-text content. This can cause problems for people who cannot interpret the non-text content because they rely on the long deion to provide the necessary information conveyed by the non-text content. Without a long deion that provides complete information, a person may not be able to comprehend or interact with the Web page.

- ■Images were found; however none had a long description attribute.
 - https://prado.ugr.es/moodle/
- G144 Ensuring that the Web Page contains another CAPTCHA serving the same purpose ...

The purpose of this technique is to reduce occasions in which a user with a disability cannot complete a CAPTCHA task. Because there are alternate CAPTCHA tasks that use different modalities, a user is more likely to be able to complete one of the tasks successfully.

- No CAPTCHA element found.
 - https://prado.ugr.es/moodle/
- ■H24 Provide text alternatives for the area elements of image maps

The objective of this technique is to provide text alternatives that serve the same purpose as the selectable regions of an image map. An image map is an image divided into selectable regions defined by area elements. Each area is a link to another Web page or another part of the current Web page. The alt attribute of each area element serves the same purpose as the selectable area of the image.

- Page has no AREA elements.
 - https://prado.ugr.es/moodle/
- H27 Provide text and non-text alternatives for object

If object is used, provide a text alternative in the content of the element:

- ■No objects on page
 - https://prado.ugr.es/moodle/
- ■ H35 Provide text alternatives on applet elements

Provide a text alternative for an applet by using the alt attribute to label an applet and providing the text alternative in the body of the applet element. Both mechanisms are required due to the varying support of the alt attribute and applet body text by user agents.

- ■No APPLET elements found.
 - https://prado.ugr.es/moodle/
- ■H36 Use alt attributes on images used as submit buttons

For input elements of type 'image', the alt attribute of the input element is used to provide a functional label. This label indicates the button's function, but does not attempt to describe the image. The label is especially important if there are multiple submit buttons on the page that each lead to different results.

- No INPUT image elements found in document.
 - https://prado.ugr.es/moodle/
- ■H45 Use longdesc

The objective of this technique is to provide information in a file designated by the longdesc attribute when a short text alternative does not adequately convey the function or information provided in the image. The longdesc attribute is a <u>URI</u>, the target of which contains a long deion of the non-text content.

- ■No IMG elements with LONGDESC attribute found
 - https://prado.ugr.es/moodle/
- ■ H46 When EMBED elements are used, the NOEMBED element is required in the page

EMBED elements present functionality not available to all users. The NOEMBED element can be used to provide a deion.

- Page does not have EMBED elements.
 - https://prado.ugr.es/moodle/
- ■H53 Use the body of the object element

The objective of this technique is to provide a text alternative for content rendered using the object element. The body of the object element can be used to provide a complete text alternative for the object or may contain additional non-text content with text alternatives.

- Page does not have OBJECT elements.
 - https://prado.ugr.es/moodle/
- ■H65 Use the title attribute to identify form controls when the label element ...

The objective of this technique is to use the title attribute to label form controls when the visual design cannot accommodate the label (for example, if there is no text on the screen

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that can be identified as a label) or where it might be confusing to display a label. User agents, including assistive technology, can speak the title attribute.

- ■No controls found that require labels
 - https://prado.ugr.es/moodle/
- ■H67 Use null alt text and no title attribute on img elements for images that AT s...

The purpose of this technique is to show how images can be marked so that they can be ignored by Assistive Technology.

- Page does not contain images from decorative image list.
 - https://prado.ugr.es/moodle/
- o **►**Criterion 2.4.4 [Link Purpose (In Context)]

The intent of this Success Criterion is to help users understand the purpose of each link so they can decide whether they want to follow the link. Whenever possible, provide link text that identifies the purpose of the link without needing additional context. Assistive technology has the ability to provide users with a list of links that are on the Web page. Link text that is as meaningful as possible will aid users who want to choose from this list of links. Meaningful link text also helps those who wish to tab from link to link. Meaningful links help users choose which links to follow without requiring complicated strategies to understand the page.

■ ¥H30 Providing link text that describes the purpose of a link for anchor elements

The objective of this technique is to describe the purpose of a link by providing deive text as the content of the a element. The deion lets a user distinguish this link from other links in the Web page and helps the user determine whether to follow the link. The URI of the destination is generally not sufficiently deive. When an image is the only content of a link, the text alternative for the image describes the unique function of the link. When the content of a link contains both text and one or more images, if the text is sufficient to describe the purpose of the link, the images may have an empty text alternative. (See Using null alt text and no title attribute on img elements for images that assistive technology should ignore.) When the images convey information beyond the purpose of the link, they must also have appropriate alt text.

- Anchor element does not have alternative text which describes purpose of the link.
 - https://prado.ugr.es/moodle/
 - Line 140, column 91, a element, HREF = "https://ga3.ugr.es/video/216"
- ©Confirm ALT or TITLE attribute text describes the purpose of the link.
 - https://prado.ugr.es/moodle/
 - Line 198, column 62, a element, HREF = "http://www.ugr.es"
- OConfirm anchor element text describes the purpose of the link.

- https://prado.ugr.es/moodle/
 - Line 49, column 24, a element, HREF = "#mainContent"
 - Line 79, column 64, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 337, a element, HREF = "http://cevug.ugr.es/contactar.html"
 - Line 89, column 466, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 89, column 629, a element, HREF = "https://prado1718.ugr.es/moodle/auth/saml/index.php"
 - Line 110, column 49, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"
 - Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
 - Line 119, column 25, a element, HREF = "#sb-1"
 - Line 122, column 13, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 123, column 5, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 126, column 5, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 127, column 5, a element, HREF = "https://docs.moodle.org/all/es/Manuales de Moodle"
 - Line 130, column 5, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
 - Line 131, column 69, a element, HREF = "#sb-2"
 - Line 131, column 503, a element, HREF = "https://prado.ugr.es/moodle/mod/forum /view.php?id=8780"
 - Line 131, column 791, a element, HREF = "#sb-3"
 - Line 131, column 1318, a element, HREF = "https://prado.ugr.es/moodle/"
 - Line 131, column 1526, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
 - Line 136, column 25, a element, HREF = "#sb-5"
 - Line 138, column 5, a element, HREF = "http://cevug.ugr.es/old_web/FAQ_simple /docs/Asignatura_Visible_Ocultar.png"
 - Line 139, column 5, a element, HREF = "https://prado.ugr.es/moodle/pluginfile.php/29...tent /desmatriculacion_manual.png"
 - Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
 - Line 141, column 5, a element, HREF = "https://ga3.ugr.es/video/224"
 - Line 142, column 5, a element, HREF = "https://ga3.ugr.es/video/270"
 - $\blacksquare \ \, \text{Line 143, column 5, a element, HREF = "http://cevug.ugr.es/descargas/guias/Tablon-PRADO.pdf"} \\$
 - Line 145, column 71, a element, HREF = "#sb-6"
 - Line 145, column 538, a element, HREF = "https://prado.ugr.es/moodle/?time=1522533600"
 - Line 145, column 817, a element, HREF = "https://prado.ugr.es/moodle/calendar/view.php...w=month&time=1527266557&course=1"

- Line 145, column 983, a element, HREF = "https://prado.ugr.es/moodle/?time=1527804000"
- Line 178, column 88, a element, HREF = "#"
- Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo publicacion materiales"
- Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
- Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- ©H33 Supplement link text with the title attribute

The objective of this technique is to demonstrate how to use a title attribute on an anchor element to provide additional text describing a link. The title attribute is used to provide additional information to help clarify or further describe the purpose of a link. If the supplementary information provided through the title attribute is something the user should know before following the link, such as a warning, then it should be provided in the link text rather than in the title attribute.

- Verify that title attribute and link text describe purpose of link
 - https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 337, a element, HREF = "http://cevug.ugr.es/contactar.html"
 - Line 89, column 466, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 89, column 629, a element, HREF = "https://prado1718.ugr.es/moodle/auth/saml/index.php"
 - Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"
 - Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
 - Line 122, column 13, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 131, column 503, a element, HREF = "https://prado.ugr.es/moodle/mod/forum /view.php?id=8780"
 - Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
 - Line 140, column 91, a element, HREF = "https://ga3.ugr.es/video/216"
 - Line 145, column 538, a element, HREF = "https://prado.ugr.es/moodle/?time=1522533600"
 - Line 145, column 817, a element, HREF = "https://prado.ugr.es/moodle/calendar /view.php...w=month&time=1527266557&course=1"
 - Line 145, column 983, a element, HREF = "https://prado.ugr.es/moodle/?time=1527804000"
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo publicacion materiales"
 - Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
- ©H79 Identifying the purpose of a link in a data table using the link text combine...

The objective of this technique is to identify the purpose of a link from the link in its data

table context. This context is the table cell enclosing the link and the cell's associated table header cells. The data table context provides the purpose for an otherwise unclear link when the table cell is the nearest enclosing block-level ancestor element. It lets a user distinguish this link from other links in the Web page that lead to other destinations and helps the user determine whether to follow the link. Note that simply providing the URI of the destination is not sufficiently deive for people with disabilities, especially those with cognitive disabilities.

- ©Ensure that A href elements describe the purpose of link in a data table.
 - https://prado.ugr.es/moodle/
 - Line 178, column 1, TD element
- H24 Provide text alternatives for the area elements of image maps

The objective of this technique is to provide text alternatives that serve the same purpose as the selectable regions of an image map. An image map is an image divided into selectable regions defined by area elements. Each area is a link to another Web page or another part of the current Web page. The alt attribute of each area element serves the same purpose as the selectable area of the image.

- Page has no AREA elements.
 - https://prado.ugr.es/moodle/
- Criterion 1.3.1 [Info and Relationships]

The intent of this Success Criterion is to ensure that information and relationships that are implied by visual or auditory formatting are preserved when the presentation format changes. For example, the presentation format changes when the content is read by a screen reader or when a user style sheet is substituted for the style sheet provided by the author.

■ **OH85** Use OPTGROUP to group OPTION elements inside a SELECT

The objective of this technique is to group items in a selection list. A selection list is a set of allowed values for a form control such as a multi-select list or a combo box. Often, selection lists have groups of related options. Those groups should be semantically identified, rather than simply delimiting the groups with "dummy" list entries. This allows user agents to collapse the options by group to support quicker skimming of the options, and to indicate in what group an option of interest is located. It also helps to visually break up long lists so that users can more easily locate the option(s) they are interested in.

- Examine set of options to determine if they should be arranged into logical groups.
 - https://prado.ugr.es/moodle/
 - Line 60, column 227, select element, NAME = "lang"
- ■ H97 Grouping related links using the nav element

The objective of this technique is to group navigation links using the HTML5 nav element.

The nav element is one of several sectioning elements in HTML5. Use of this markup can make groups of links easier to locate and skip past by users of assistive technology such as screen readers. Using semantic structures allow custom style sheets to be used to change the presentation of groups of links while preserving their relationship. When the nav element is employed more than once on a page, distinguish the navigation groups by using an arialabel or aria-labelledby attribute.

- Page doesn't have Nav element.
 - https://prado.ugr.es/moodle/
 - Line 1, column 1, #document element, #content = "<!doctype html>"
- ☑H39 Use caption elements to associate data table captions with data tables

The objective of this technique is to programmatically associate captions for data tables where captions are provided in the presentation. The caption for a table is a table identifier and acts like a title or heading for the table.

- ☑Data table has caption
 - https://prado.ugr.es/moodle/
- ► H42 Use h1-h6 to identify headings

The objective of this technique is to use HTML and XHTML heading markup to convey the structure of the content.

- Page uses headers according to specification.
 - https://prado.ugr.es/moodle/
- ► H44 Use label elements to associate text labels with form controls

The objective of this technique is to use the label element to explicitly associate a form control with a label. A label is attached to a specific form control through the use of the for attribute. The value of the for attribute must be the same as the value of the id attribute of the form control.

- ✓ LABEL element 'FOR' attribute has unique ID's and matches all controls.
 - https://prado.ugr.es/moodle/
- ► H51 Use table markup to present tabular information

The objective of this technique is to present tabular information in a way that preserves relationships within the information even when users cannot see the table or the presentation format is changed. Information is considered tabular when logical relationships among text, numbers, images, or other data exist in two dimensions (vertical and horizontal). These relationships are represented in columns and rows, and the columns and rows must be recognizable in order for the logical relationships to be perceived.

- Data table is using proper markup
 - https://prado.ugr.es/moodle/
- ¥H63 Use the scope attribute to associate header cells and data cells in data ...

The objective of this technique is to associate header cells with data cells using the scope attribute. The scope attribute may be used to clarify the scope of any cell used as a header. The scope identifies whether the cell is a header for a row, column, or group of rows or columns. The values row, col, rowgroup, and colgroup identify these possible scopes respectively.

- Table has scope attribute set and valid attribute value
 - https://prado.ugr.es/moodle/
- ■ H43 Use id and headers attributes to associate data cells with header cells in ...

The objective of this technique is to associate each data cell (in a data table) with the appropriate headers. This technique adds a headers attribute to each data cell (td element). It also adds an id attribute to any cell used as a header for other cells. The headers attribute of a cell contains a list of the id attributes of the associated header cells. If there is more than one id, they are separated by spaces.

- Page does not contain complex data tables.
 - https://prado.ugr.es/moodle/
- ■ H65 Use the title attribute to identify form controls when the label element ...

The objective of this technique is to use the title attribute to label form controls when the visual design cannot accommodate the label (for example, if there is no text on the screen that can be identified as a label) or where it might be confusing to display a label. User agents, including assistive technology, can speak the title attribute.

- ■No controls found that require labels
 - https://prado.ugr.es/moodle/
- ■H73 Use the summary attribute of the table element to give an overview of data ...

The objective of this technique is to provide a brief overview of how data has been organized into a table or a brief explanation of how to navigate the table. The summary attribute of the table element makes this information available to people who use screen readers; the information is not displayed visually.

- Summary attribute is not supported in HTML5.
 - https://prado.ugr.es/moodle/
- ©Criterion 1.3.2 [Meaningful Sequence]

The intent of this Success Criterion is to enable a user agent to provide an alternative

presentation of content while preserving the reading order needed to understand the meaning. It is important that it be possible to programmatically determine at least one sequence of the content that makes sense. Content that does not meet this Success Criterion may confuse or disorient users when assistive technology reads the content in the wrong order, or when alternate style sheets or other formatting changes are applied.

- ©C27 Making the DOM order match the visual order
 - ©Elements displayed with absolute positioning may be out of logical DOM order
 - https://prado.ugr.es/moodle/
 - Line 49, column 24, a element, HREF = "#mainContent"
 - Line 60, column 179, span element
 - Line 119. column 25. a element. HREF = "#sb-1"
 - Line 131, column 69, a element, HREF = "#sb-2"
 - Line 131, column 791, a element, HREF = "#sb-3"
 - Line 136, column 25, a element, HREF = "#sb-5"
 - Line 145, column 71, a element, HREF = "#sb-6"
 - Line 145, column 678, span element
 - Line 145, column 1082, span element
 - Line 178, column 33, span element
- ■ H56 Use the dir attribute on an inline element to resolve problems with ...

The objective of this technique is to identify changes in the text direction of text that includes nested directional runs by providing the dir attribute on inline elements. A nested directional run is a run of text that includes mixed directional text, for example, a paragraph in English containing a quoted Hebrew sentence which in turn includes an English phrase. Use of the dir attribute on an enclosing span or other inline element may be necessary because the Unicode bidirectional algorithm can produce undesirable results when mixed directional text contains spaces or punctuation. The concepts used in this technique are described in What you need to know about the bidi algorithm and inline markup.

- Verify reading direction is expressed correctly
 - https://prado.ugr.es/moodle/
 - Line 2, column 1, HTML element
- ©Criterion 1.3.3 [Sensory Characteristics]

The intent of this Success Criterion is to ensure that all users can access instructions for using the content, even when they cannot perceive shape or size or use information about spatial location or orientation. Some content relies on knowledge of the shape or position of objects that are not available from the structure of the content (for example, "round button" or "button to the right"). Some users with disabilities are not able to perceive shape or position due to the nature of

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the assistive technologies they use. This Success Criterion requires that additional information be provided to clarify anything that is dependent on this kind of information.

■ F14 Failure of Success Criterion 1.3.3 due to identifying content only by its sha...

The objective of this technique is to show how identifying content only by its shape or location makes content difficult to understand and operate. When only visual identification or location is used, users with visual disabilities may find it difficult to locate content since they cannot see the screen or may perceive only a small portion of the screen at one time. Also, location of content can vary if page layout varies due to variations in font, window, or screen size.

- Overify page does not use shape or location to explain instructions
 - https://prado.ugr.es/moodle/
- Criterion 1.4.1 [Use of Color]

The intent of this Success Criterion is to ensure that all users can access information that is conveyed by color differences, that is, by the use of color where each color has a meaning assigned to it. If the information is conveyed through color differences in an image (or other non-text format), the color may not be seen by users with color deficiencies. In this case, providing the information conveyed with color through another visual means ensures users who cannot see color can still perceive the information.

■ ©G14 Ensure that information conveyed by color differences is also available in text

The objective of this technique is to ensure that when color differences are used to convey information, such as required form fields, the information conveyed by the color differences are also conveyed explicitly in text.

- Page references an external style-sheet. Visual check required.
 - https://prado.ugr.es/moodle/
- Criterion 2.2.1 [Timing Adjustable]

The intent of this Success Criterion is to ensure that users with disabilities are given adequate time to interact with Web content whenever possible. People with disabilities such as blindness, low vision, dexterity impairments, and cognitive limitations may require more time to read content or to perform functions such as filling out on-line forms. If Web functions are time-dependent, it will be difficult for some users to perform the required action before a time limit occurs. This may render the service inaccessible to them. Designing functions that are not time-dependent will help people with disabilities succeed at completing these functions. Providing options to disable time limits, customize the length of time limits, or request more time before a time limit occurs helps those users who require more time than expected to successfully complete tasks. These options are listed in the order that will be most helpful for the user. Disabling time

limits is better than customizing the length of time limits, which is better than requesting more time before a time limit occurs.

■ SCR1 Allow the user to extend the default time limit

The objective of this technique is to allow user to extend the default time limit by providing a mechanism to extend the time when s provide functionality that has default time limits. In order to allow the user to request a longer than default time limit, the can provide a form (for example) allowing the user to enter a larger default time limit. Making this available as a preference setting allows users to indicate their requirements in advance. If warning the user a time limit is about to expire (see SCR16: Providing a that warns the user a time limit is about to expire (Scripting)), this form can be made available from the warning dialog.

- OVerify that if timeout occurs, user has method to extend time
 - https://prado.ugr.es/moodle/
- Criterion 2.3.1 [Three Flashes or Below Threshold]

The intent of this Success Criterion is to allow users to access the full content of a site without inducing seizures due to photosensitivity.

■ ©G19 Ensure that no component of the content flashes more than three times in any ...

The objective of this technique is to avoid flashing at rates that are known to cause seizures if the flashes are bright and large enough. Since some users may be using screen enlargers, this technique limits the flashing of any size content to no more than three flashes in any 1-second period.

- • Page may contain elements that cause flickering.
 - https://prado.ugr.es/moodle/
- ©Criterion 2.4.2 [Page Titled]

The intent of this Success Criterion is to help users find content and orient themselves within it by ensuring that each Web page has a deive title. Titles identify the current location without requiring users to read or interpret page content. When titles appear in site maps or lists of search results, users can more quickly identify the content they need. User agents make the title of the page easily available to the user for identifying the page. For instance, a user agent may display the page title in the window title bar or as the name of the tab containing the page.

- 2H25 Pages are required to use the TITLE element
 - OTITLE is short. Verify that it identifies page.
 - https://prado.ugr.es/moodle/
 - Line 4, column 5, title element, #content = "PRADO"
- Criterion 2.4.3 [Focus Order]

The intent of this Success Criterion is to ensure that when users navigate sequentially through content, they encounter information in an order that is consistent with the meaning of the content and can be operated from the keyboard. This reduces confusion by letting users form a consistent mental model of the content. There may be different orders that reflect logical relationships in the content. For example, move through components in a table one row at a time or one column at a time both reflect the logical relationships in the content. Either order may satisfy this Success Criterion.

- ©C27 Making the DOM order match the visual order
 - © Elements displayed with absolute positioning may be out of logical DOM order
 - https://prado.ugr.es/moodle/
 - Line 49, column 24, a element, HREF = "#mainContent"
 - Line 60, column 179, span element
 - Line 119, column 25, a element, HREF = "#sb-1"
 - Line 131, column 69, a element, HREF = "#sb-2"
 - Line 131, column 791, a element, HREF = "#sb-3"
 - Line 136, column 25, a element, HREF = "#sb-5"
 - Line 145, column 71, a element, HREF = "#sb-6"
 - Line 145, column 678, span element
 - Line 145, column 1082, span element
 - Line 178, column 33, span element
- ☑H4 Create a logical tab order through links, form controls, and objects

The objective of this technique is to provide a logical tab order when the default tab order does not suffice. Often, G59: Placing the interactive elements in an order that follows sequences and relationships within the content is sufficient and this technique is not necessary. It can be very easy to introduce usability bugs when setting the tab order explicitly.

- ©Ensure that content is in logical tab order.
 - https://prado.ugr.es/moodle/
- ©Criterion 3.3.1 [Error Identification]

The intent of this Success Criterion is to ensure that users are aware that an error has occurred and can determine what is wrong. The error message should be as specific as possible. In the case of an unsuccessful form submission, re-displaying the form and indicating the fields in error is insufficient for some users to perceive that an error has occurred. Screen reader users, for example, will not know there was an error until they encounter one of the indicators. They may abandon the form altogether before encountering the error indicator, thinking that the page simply is not functional.

■ **©**G83 Provide text descriptions to identify required fields that were not completed

The objective of this technique is to notify the user when a field that must be completed has not been completed. When users fail to provide input for any mandatory form fields, information is provided in text to enable the users to identify which fields were omitted. One approach is to use client-side validation and provide an dialog box identifying the mandatory fields which were omitted. Another approach, using server-side validation, is to re-display the form (including any previously entered data), with either a text deion at the location of the omitted mandatory field, or a text deion that identifies the omitted mandatory fields.

- Verify that all required fields are exposed to assistive technology.
 - https://prado.ugr.es/moodle/
 - Line 60, column 41, form element, ACTION = "https://prado.ugr.es/moodle/"
- SCR18 Provide client-side validation and alert

The objective of this technique is to validate user input as values are entered for each field, by means of client-side ing. If errors are found, an dialog describes the nature of the error in text. Once the user dismisses the dialog, it is helpful if the positions the keyboard focus on the field where the error occurred.

- ②If validation is performed on input verify the information communicated is accessible to assistive technologies
 - https://prado.ugr.es/moodle/
- Criterion 4.1.1 [Parsing]

The intent of this Success Criterion is to ensure that user agents, including assistive technologies, can accurately interpret and parse content. If the content cannot be parsed into a data structure, then different user agents may present it differently or be completely unable to parse it. Some user agents use "repair techniques" to render poorly coded content.

■ ©G134 Validate Web pages

The objective of this technique is to avoid ambiguities in Web pages that often result from code that does not validate against formal specifications. Each technology's mechanism to specify the technology and technology version is used, and the Web page is validated against the formal specification of that technology. If a validator for that technology is available, the developer can use it.

- OVerify page has been run through W3C validator
 - https://prado.ugr.es/moodle/
- o ☑Criterion 2.1.1 [Keyboard]

The intent of this Success Criterion is to ensure that, wherever possible, content can be operated through a keyboard or keyboard interface (so an alternate keyboard can be used). When content

can be operated through a keyboard or alternate keyboard, it is operable by people with no vision (who cannot use devices such as mice that require eye-hand coordination) as well as by people who must use alternate keyboards or input devices that act as keyboard emulators. Keyboard emulators include speech input software, sip-and-puff software, on-screen keyboards, scanning software and a variety of assistive technologies and alternate keyboards. Individuals with low vision also may have trouble tracking a pointer and find the use of software much easier (or only possible) if they can control it from the keyboard.

- SCR2 Using redundant keyboard and mouse event handlers
 - ■No elements on page using mouse event handlers but no corresponding keyboard handlers
 - https://prado.ugr.es/moodle/
- Criterion 3.1.1 [Language of Page]

The intent of this Success Criterion is to ensure that content developers provide information in the Web page that user agents need to present text and other linguistic content correctly. Both assistive technologies and conventional user agents can render text more accurately when the language of the Web page is identified. Screen readers can load the correct pronunciation rules. Visual browsers can display characters and s correctly. Media players can show captions correctly. As a result, users with disabilities will be better able to understand the content.

■ ✓H57 Use language attributes on the html element

The objective of this technique is to identify the default language of a document by providing the lang and/or xml:lang attribute on the html element.

- ✓HTML element specifies the LANG attribute.
 - https://prado.ugr.es/moodle/
- o ✓ Criterion 3.2.2 [On Input]

The intent of this Success Criterion is to ensure that entering data or selecting from a control has predictable effects. Changes in context can confuse users who do not easily perceive the change or are easily distracted by changes. Changes of context are appropriate only when it is clear that such a change will happen when a field is selected or a button is pressed.

■ H32 Provide submit buttons

The objective of this technique is to provide a mechanism that allows users to explicitly request changes of context. The intended use of a submit button is to generate an HTTP request that submits data entered in a form, so it is an appropriate control to use for causing a change of context.

- ✓All forms provide submit buttons
 - https://prado.ugr.es/moodle/

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■ ► H84 Use a button with a select element to perform an action

The objective of this technique is to allow the user to control when an action is performed, rather than having the action occur as a side effect of choosing a value for the select element. The user may inspect the different values of the select element, or may accidentally choose the wrong value, without causing the action to occur. When the user is satisfied with their choice, they select the button to perform the action.

- Selection is controlled through other mechanism than onchange.
 - https://prado.ugr.es/moodle/
- Criterion 3.3.2 [Labels or Instructions]

The intent of this Success Criterion is to help users avoid making mistakes when their input is required. To help avoid mistakes it is good user interface design to provide simple instructions and cues for entering information. Some users with disabilities may be more likely to make mistakes than users without disabilities or recovery from mistakes may be more difficult, making mistake avoidance an important strategy for users with disabilities. People with disabilities rely on well documented forms and procedures to interact with a page. Blind users need to know exactly what information should be entered into form fields and what the available choices are. Simple instructions visually connected to form controls can assist users with cognitive disabilities or those accessing a page using a screen magnifier.

■ ☑H44 Use label elements to associate text labels with form controls

The objective of this technique is to use the label element to explicitly associate a form control with a label. A label is attached to a specific form control through the use of the for attribute. The value of the for attribute must be the same as the value of the id attribute of the form control.

- ✓ LABEL element 'FOR' attribute has unique ID's and matches all controls.
 - https://prado.ugr.es/moodle/
- ■G89 Provide expected data format and example

The objective of this technique is to help the user avoid input errors by informing them about restrictions on the format of data that they must enter. This can be done by describing characteristics of the format or providing a sample of the format the data should have.

- No INPUT fields of type text on page
 - https://prado.ugr.es/moodle/
- ■H65 Use the title attribute to identify form controls when the label element ...

The objective of this technique is to use the title attribute to label form controls when the visual design cannot accommodate the label (for example, if there is no text on the screen

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that can be identified as a label) or where it might be confusing to display a label. User agents, including assistive technology, can speak the title attribute.

- ■No controls found that require labels
 - https://prado.ugr.es/moodle/
- o ✓ Criterion 4.1.2 [Name, Role, Value]

The intent of this Success Criterion is to ensure that Assistive Technologies (AT) can gather information about, activate(or set) and keep up to date on the status of user interface controls in the content.

■ ► H44 Use label elements to associate text labels with form controls

The objective of this technique is to use the label element to explicitly associate a form control with a label. A label is attached to a specific form control through the use of the for attribute. The value of the for attribute must be the same as the value of the id attribute of the form control.

- ✓ LABEL element 'FOR' attribute has unique ID's and matches all controls.
 - https://prado.ugr.es/moodle/
- ■ H64 Using the title attribute of the frame and iframe elements

The objective of this technique is to demonstrate the use of the title attribute of the frame or iframe element to describe the contents of each frame. This provides a label for the frame so users can determine which frame to enter and explore in detail. It does not label the individual page (frame) or inline frame (iframe) in the frameset. Note that the title attribute labels frames, and is different from the title element which labels documents. Both should be provided, since the first facilitates navigation among frames and the second clarifies the user's current The title attribute is not interchangeable with the name attribute. The title labels the frame for users; the name labels it for ing and window targeting. The name is not presented to the user, only the title is.

- ■No FRAME elements found in document body.
 - https://prado.ugr.es/moodle/
- ■ H65 Use the title attribute to identify form controls when the label element ...

The objective of this technique is to use the title attribute to label form controls when the visual design cannot accommodate the label (for example, if there is no text on the screen that can be identified as a label) or where it might be confusing to display a label. User agents, including assistive technology, can speak the title attribute.

- ■No controls found that require labels
 - https://prado.ugr.es/moodle/

■ ■HS4 DEMO: Verifying compliant toolbar

For all user interface components (including but not limited to: form elements, links and components generated by s), 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.

- No toolbars on page
 - https://prado.ugr.es/moodle/
- Criterion 1.2.1 [Audio-only and Video-only (Prerecorded)]

The intent of this Success Criterion is to make information conveyed by prerecorded audio-only and prerecorded video-only content available to all users. Text alternatives used to make information accessible because they can be rendered through any sensory modality (for example, visual, auditory or tactile) to match the needs of the user.

■ G158 Provide a full text transcript for the audio

The purpose of this technique is to provide an accessible alternative way of presenting the information in an audio-only presentation.

- Page does not contain audio
 - https://prado.ugr.es/moodle/
- G159 Provide a full text transcript of the video content

The purpose of this technique is to provide an accessible alternative way of presenting the information in an video-only presentation.

- ■No videos on page
 - https://prado.ugr.es/moodle/
- ■ H96 Using the track element to provide audio descriptions

The objective of this technique is to use the HTML5 track element to specify a deions timed text track for a video element. Audio deion timed text tracks contain textual deions of the video component of the media resource, intended for audio synthesis when the visual component is obscured, unavailable, or not usable. The user agent makes the cues available to the user in a non-visual fashion, for instance, by synthesizing them into speech.

- Page does not contain video elements.
 - https://prado.ugr.es/moodle/
- Criterion 1.2.2 [Captions (Prerecorded)]

The intent of this Success Criterion is to enable people who are deaf or hard of hearing to watch

synchronized media presentations. Captions provide the part of the content available via the audio track. Captions not only include dialogue, but identify who is speaking and include non-speech information conveyed through sound, including meaningful sound effects.

■ **G87** Provide closed captions

The objective of this technique is to provide a way for people who have hearing impairments or otherwise have trouble hearing the dialog in synchronized media material to be able to view the material and see the dialog and sounds - without requiring people who are not deaf to watch the captions. With this technique all of the dialog and important sounds are embedded as text in a fashion that causes the text not to be visible unless the user requests it. As a result they are visible only when needed. This requires special support for captioning in the user agent.

- No videos on page
 - https://prado.ugr.es/moodle/
- ■H95 Using the track element to provide captions

The objective of this technique is to use the HTML5 track element to specify a captions timed text track for a video element. Caption timed text tracks contain transon or translation of the dialogue, sound effects, relevant musical cues, and other relevant audio information, suitable for when sound is unavailable or not clearly audible.

- Page does not contain video elements.
 - https://prado.ugr.es/moodle/
- Criterion 1.2.3 [Audio Description or Full Text Alternative]

The intent of this Success Criterion is to provide people who are blind or visually impaired access to the visual information in a synchronized media presentation. This Success Criterion describes two approaches, either of which can be used.

■ G69 Provide a full synchronized media text alternative including any interaction

The purpose of this technique is to provide an accessible alternative way of presenting the information in a synchronized media presentation.

- No videos on page
 - https://prado.ugr.es/moodle/
- G78 Provide a sound track that includes audio description

The objective of this technique is to provide an audio (spoken) version of information that is provided visually so that it is possible for people who cannot see to be able to understand audio-visual material better.

■ No videos on page

- https://prado.ugr.es/moodle/
- ■G8 Create an extended audio description for the synchronized media content

The objective of this technique is to all additional audio deion to be inserted into a synchronized media presentation when there is not enough time in the gaps int the dialog. This is done by simply freezing the image so that additional audio deion of the video can be played. When the deion is finished, the synchronized media continues.

- Page does not contain video
 - https://prado.ugr.es/moodle/
- ■ H53 Use the body of the object element

The objective of this technique is to provide a text alternative for content rendered using the object element. The body of the object element can be used to provide a complete text alternative for the object or may contain additional non-text content with text alternatives.

- Page does not have OBJECT elements.
 - https://prado.ugr.es/moodle/
- Criterion 1.4.2 [Audio Control]

Individuals who use screen reading software can find it hard to hear the speech output if there is other audio playing at the same time. This difficulty is exacerbated when the screen reader's speech output is software based (as most are today) and is controlled via the same volume control as the sound. Therefore, it is important that the user be able to turn off the background sound. Note: Having control of the volume includes being able to reduce its volume to zero.

■ ■G60 Ensure all autostart sounds turns off automatically within three seconds

The purpose of this technique is to allow authors to play a sound on their Web page but avoid the problem of users not being able to use their screen readers due to interference by the content sound. It also allows the author to avoid putting controls on the Web page to control the sound - and the problem faced by users with screen readers in finding the control (when unable to hear their screen reader).

- No audio on page
 - https://prado.ugr.es/moodle/
- Criterion 2.1.2 [No Keyboard Trap]

The intent of this Success Criterion is to ensure that that content does not "trap" keyboard focus within subsections of content on a Web page. This is a common problem when multiple formats are combined within a page and rendered using plug-ins or embedded applications.

■ ■F10 Failure of Success Criterion 2.1.2 and Conformance Requirement 5 due to combi...

When content includes multiple formats, one or more user agents or plug-ins are often

needed in order to successfully present the content to users. For example, a page that includes XHTML, SVG, SMIL and XForms may require a browser to load as many as three different plug-ins in order for a user to successfully interact with the content. Some plug-ins create a common situation in which the keyboard focus can become "stuck" in a plug-in, leaving a keyboard-only user with no way to return to the other content.

- Page does not contain keyboard handlers
 - https://prado.ugr.es/moodle/
- Criterion 2.2.2 [Pause, Stop, Hide]

The intent of this Success Criterion is to avoid distracting users during their interaction with a Web page.

■ F4 Failure of Success Criterion 2.2.2 due to using text-decoration:blink without...

CSS defines the blink value for the text-decoration property. When used, it causes any text in elements with this property to blink at a predetermined rate. This cannot be interrupted by the user, nor can it be disabled as a user agent preference. The blinking continues as long as the page is displayed. Therefore, content that uses text-decoration:blink fails the Success Criterion because blinking can continue for more than three seconds.

- No usages of text-decoration:blink found on page
 - https://prado.ugr.es/moodle/
- Criterion 2.4.1 [Bypass Blocks]

The intent of this Success Criterion is to allow people who navigate sequentially through content more direct access to the primary content of the Web page. Web pages and applications often have content that appears on other pages or screens. Examples of repeated blocks of content include but are not limited to navigation links, heading graphics, and advertising frames. Small repeated sections such as individual words, phrases or single links are not considered blocks for the purposes of this provision.

■ ■H64 Using the title attribute of the frame and iframe elements

The objective of this technique is to demonstrate the use of the title attribute of the frame or iframe element to describe the contents of each frame. This provides a label for the frame so users can determine which frame to enter and explore in detail. It does not label the individual page (frame) or inline frame (iframe) in the frameset. Note that the title attribute labels frames, and is different from the title element which labels documents. Both should be provided, since the first facilitates navigation among frames and the second clarifies the user's current The title attribute is not interchangeable with the name attribute. The title labels the frame for users; the name labels it for ing and window targeting. The name is not

presented to the user, only the title is.

- No FRAME elements found in document body.
 - https://prado.ugr.es/moodle/
- Criterion 3.2.1 [On Focus]

The intent of this Success Criterion is to ensure that functionality is predictable as visitors navigate their way through a Any component that is able to trigger an event when it receives focus must not change the context. Examples of changing context when a component receives focus include, but are not limited to:

■ G107 Use "activate" rather than "focus" as a trigger for changes of context

The objective of this technique is to provide a method for activating things that is predictable by the user. Users with cognitive disabilities and people using screen readers or screen magnifiers may be confused by an unexpected event such as automatic form submission or activation of a function that causes a change of context.

- Page does not use focus to activate content
 - https://prado.ugr.es/moodle/
- Compliance Level AA

The next level of conformance to the WCAG 2.0 guidelines. To declare AA conformance with WCAG 2.0 all criteria in Level A must also be met.

◦ Criterion 1.4.3 [Contrast (Minimum)]

The intent of this Success Criterion is to provide enough contrast between text and its background so that it can be read by people with moderately low vision (who do not use contrast-enhancing assistive technology). For people without color deficiencies, hue and saturation have minimal or no effect on legibility as assessed by reading performance (Knoblauch et al., 1991). Color deficiencies can affect luminance contrast somewhat. Therefore, in the recommendation, the contrast is calculated in such a way that color is not a key factor so that people who have a color vision deficit will also have adequate contrast between the text and the background.

■ SG18 Ensuring that a contrast ratio of at least 4.5:1 exists between text (and ima...

The objective of this technique is to make sure that users can read text that is presented over a background. For Success Criterion 1.4.3, this technique describes the minimum contrast ratio for text that is less than 18 point (if not bold) and less than 14 point (if bold). For Success Criterion 1.4.5, this technique relaxes the 7:1 contrast ratio requirement for text that is at least 18 point (if not bold) or at least 14 point (if bold). If the background is a solid color (or all black or all white) then the relative luminance of the text can be maintained by making sure that each of the text letters have 4.5:1 contrast ratio with the background. If the

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background or the letters vary in relative luminance (or are patterned) then the background around the letters can be chosen or shaded so that the letters maintain a 4.5:1 contrast ratio with the background behind them even if they do not have that contrast ratio with the entire background. The contrast ratio can sometimes be maintained by changing the relative luminance of the letters as the relative luminance of the background changes across the page. Another method is to provide a halo around the text that provides the necessary contrast ratio if the background image or color would not normally be sufficiently different in relative luminance.

- Content has invalid contrast ratio (color:#009, background:#006291)
 - https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 772, strong element
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo_publicacion_materiales"
 - Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Content has invalid contrast ratio (color:#009, background:#024d7d, pseudo-class: hover)
 - https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 337, a element, HREF = "http://cevug.ugr.es/contactar.html"
 - Line 89, column 466, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
- Content has invalid contrast ratio (color:#08c, background:#006291, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo_publicacion_materiales"
 - Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Content has invalid contrast ratio (color:#08c, background:#006291, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo publicacion materiales"
 - Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Content has invalid contrast ratio (color:#08c, background:#f5f5f5, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 145, column 817, a element, HREF = "https://prado.ugr.es/moodle/calendar /view.php...w=month&time=1527266557&course=1"

- Content has invalid contrast ratio (color:#08c, background:#f5f5f5, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 145, column 817, a element, HREF = "https://prado.ugr.es/moodle/calendar/view.php...w=month&time=1527266557&course=1"
- Content has invalid contrast ratio (color:#08c, background:#fff, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 49, column 24, a element, HREF = "#mainContent"
 - Line 110, column 49, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"
 - Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
 - Line 119, column 25, a element, HREF = "#sb-1"
 - Line 122, column 13, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 123, column 5, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 126, column 5, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 127, column 5, a element, HREF = "https://docs.moodle.org/all/es/Manuales_de_Moodle"
 - Line 130, column 5, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
 - Line 131, column 69, a element, HREF = "#sb-2"
 - Line 131, column 503, a element, HREF = "https://prado.ugr.es/moodle/mod/forum /view.php?id=8780"
 - Line 131, column 791, a element, HREF = "#sb-3"
 - Line 131, column 1318, a element, HREF = "https://prado.ugr.es/moodle/"
 - Line 131, column 1526, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
 - Line 136, column 25, a element, HREF = "#sb-5"
 - Line 138, column 5, a element, HREF = "http://cevug.ugr.es/old_web/FAQ_simple /docs/Asignatura Visible Ocultar.png"
 - Line 139, column 5, a element, HREF = "https://prado.ugr.es/moodle/pluginfile.php/29...tent /desmatriculacion manual.png"
 - Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
 - Line 141, column 5, a element, HREF = "https://ga3.ugr.es/video/224"
 - Line 142, column 5, a element, HREF = "https://ga3.ugr.es/video/270"
 - Line 143, column 5, a element, HREF = "http://cevug.ugr.es/descargas/guias/Tablon-PRADO.pdf"
 - Line 145, column 71, a element, HREF = "#sb-6"
 - Line 178, column 88, a element, HREF = "#"
- Content has invalid contrast ratio (color:#08c, background:#fff, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 49, column 24, a element, HREF = "#mainContent"

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■ Line 110, column 49, a element, HREF = "http://cevug.ugr.es/contactar"
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- Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"
- Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
- Line 119, column 25, a element, HREF = "#sb-1"
- Line 122, column 13, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
- Line 123, column 5, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
- Line 126, column 5, a element, HREF = "http://cevug.ugr.es/contactar"
- Line 127, column 5, a element, HREF = "https://docs.moodle.org/all/es/Manuales de Moodle"
- Line 130, column 5, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
- Line 131, column 69, a element, HREF = "#sb-2"
- Line 131, column 503, a element, HREF = "https://prado.ugr.es/moodle/mod/forum /view.php?id=8780"
- Line 131, column 791, a element, HREF = "#sb-3"
- Line 131, column 1318, a element, HREF = "https://prado.ugr.es/moodle/"
- Line 131, column 1526, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
- Line 136, column 25, a element, HREF = "#sb-5"
- Line 138, column 5, a element, HREF = "http://cevug.ugr.es/old_web/FAQ_simple /docs/Asignatura Visible Ocultar.png"
- Line 139, column 5, a element, HREF = "https://prado.ugr.es/moodle/pluginfile.php/29...tent /desmatriculacion_manual.png"
- Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
- Line 141, column 5, a element, HREF = "https://ga3.ugr.es/video/224"
- Line 142, column 5, a element, HREF = "https://ga3.ugr.es/video/270"
- Line 143, column 5, a element, HREF = "http://cevug.ugr.es/descargas/guias/Tablon-PRADO.pdf"
- Line 145, column 71, a element, HREF = "#sb-6"
- Line 178, column 88, a element, HREF = "#"
- Content has invalid contrast ratio (color:#222, background:#006291)
 - https://prado.ugr.es/moodle/
 - Line 60, column 179, span element
 - Line 60, column 227, select element, NAME = "lang"
- Content has invalid contrast ratio (color:#fff, background:#fff)
 - https://prado.ugr.es/moodle/
 - Line 79, column 11, DIV element
- Content has invalid contrast ratio (color:whitesmoke, background:#fff, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 79, column 64, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"

- Content has invalid contrast ratio (color:whitesmoke, background:#fff, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 79, column 64, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- ©G145 Ensure that a contrast ratio of at least 3:1 exists between text (and images ...

The objective of this technique is to make sure that users can read text that is presented over a background. This technique relaxes the 5:1 contrast ratio requirement for text that is at least 18 point (if not bold) or at least 14 point (if bold).

- OUse inspection tools to verify that contrast ratio is valid
 - https://prado.ugr.es/moodle/
- F24 Failure of Success Criterion 1.4.3, 1.4.6 and 1.4.8 due to specifying foregro...

Users with vision loss or cognitive challenges often require specific foreground (text) and background color combinations. For instance, many people with low vision find it much easier to see a Web page that has white text on a black background, so they may have set their user agent to create this contrast. If the author specifies that the text must be black, then it may override the settings of the user agent and render a page that has black text (specified by the author) on black background (that was set in the user agent). This principle also works in reverse. If the Webmaster forces the background to be white, then the white background specified by the author would be the same color as the white text (which was set in the user agent) rendering the page unusable to the user. Therefore, if the author specifies a foreground (text) color then they should also specify a background color which has sufficient contrast (link) with the foreground and vice versa.

- ■Page contain no elements that specific foreground color but no background color or vice versa
 - https://prado.ugr.es/moodle/
- ©Criterion 1.4.5 [Images of Text]

The intent of this Success Criterion is to encourage authors who are using technologies that are capable of achieving a specific visual presentation to enable people who require a particular visual presentation of text to be able to adjust the text presentation as required. This includes people who require the text in a particular font size, foreground and background color, font family, line spacing or alignment.

■ ©C30 Using CSS to replace text with images of text and providing user interface co...

The objective of this technique is to demonstrate how CSS can be used to replace structured HTML text with images of text in a way that makes it possible for users to view content according to their preferences. To use this technique, an author starts by creating an HTML page that uses semantic elements to mark up the structure of the page. The author then designs two or more stylesheets for that page. One stylesheet presents the HTML text as text

and the second uses CSS features to replace some of the HTML text with images of text. Finally, through the use of server-side or client-side ing, the author provides a control that allows the user to switch between the available views.

- •• Verify that if background information conveys information it supplies a text alternative
 - https://prado.ugr.es/moodle/
 - Line 62. column 1. DIV element
 - Line 89, column 132, div element
- ●HS2 Ensure images are not used instead of text except for specific cases

If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text

- • Verify if any images are of text. If so evaluate whether content should be exposed as text instead.
 - https://prado.ugr.es/moodle/
- © Criterion 2.4.6 [Headings and Labels]

The intent of this Success Criterion is to help users understand what information is contained in Web pages and how that information is organized. When headings are clear and deive, users can find the information they seek more easily, and they can understand the relationships between different parts of the content more easily. Deive labels help users identify specific components within the content.

■ ©G130 Provide descriptive headings

The objective of this technique is to make section headings within Web content deive. Deive headings and titles (see G88: Providing deive titles for Web pages) work together to give users an overview of the content and its organization. Deive headings identify sections of the content in relation both to the Web page as a whole and to other sections of the same Web page.

- Verify header identifies its section of content
 - https://prado.ugr.es/moodle/
 - Line 119, column 121, h2 element
 - Line 119, column 305, h2 element
 - Line 131, column 172, h2 element
 - Line 131, column 390, h2 element
 - Line 131, column 890, h2 element
 - Line 131, column 1082, h2 element
 - Line 136. column 125. h2 element
 - T: 400 1 044 10 1
 - Line 136, column 314, h2 element
 - Line 145, column 170, h2 element

■ Line 145, column 373, h2 element

• ©Criterion 2.4.7 [Focus Visible]

The intent of this Success Criterion is to ensure that there is at least one mode of operation where the keyboard focus indicator can be visually located.

■ ©G149 Using user interface components that are highlighted by the user agent when t...

The objective of this technique is to ensure that the focused component can be visually identified by the user by relying on user agent support. It is common for user agents to highlight standard controls in some way when they receive focus. UAAG-conformant user agents do so when they satisfy checkpoint 10.2 "Highlight selection, content focus, enabled elements, visited links". When authors use standard controls for which the user agent provides this support, users are informed of the focus location in a standard, predictable way.

- Set focus to all interactive elements on this page and verify that focus can be discerned visually
 https://prado.ugr.es/moodle/
- Criterion 3.1.2 [Language of Parts]

The intent of this Success Criterion is to ensure that user agents can correctly present content written in multiple languages and so that assistive technologies that helps users understand text use appropriate language-specific knowledge and resources. This applies to graphical browsers as well as screen readers, braille displays, and other voice browsers.

■ **OH58** Use language attributes to identify changes in the human language

The objective of this technique is to clearly identify any changes in language on a page by using the lang or xml:lang attribute, as appropriate for the HTML or XHTML version you use.

- OIf language can change on webpage ensure areas of content are marked up.
 - https://prado.ugr.es/moodle/
- Criterion 3.2.3 [Consistent Navigation]

The intent of this Success Criterion is to encourage the use of consistent presentation and layout for users who interact with repeated content within a set of Web pages and need to locate specific information or functionality more than once. Individuals with low vision who use screen magnification to display a small portion of the screen at a time often use visual cues and page boundaries to quickly locate repeated content. Presenting repeated content in the same order is also important for visual users who use spatial memory or visual cues within the design to locate repeated content.

■ **©**F66 Failure of Success Criterion 3.2.3 due to presenting navigation links in a di...

This describes a failure condition for all techniques involving navigation mechanisms that are

All issues Group

> repeated on multiple Web pages within a set of Web pages (Success Criterion 3.2.3). If the mechanism presents the order of links in a different order on two or more pages, then the failure is triggered.

- Verify that the page is consistent in the presentation of site navigation, position on page, link colours etc. between all pages on site
 - https://prado.ugr.es/moodle/
- ©Criterion 3.2.4 [Consistent Identification]

The intent of this Success Criterion is to ensure consistent identification of functional components that appear repeatedly within a set of Web pages. A strategy that people who use screen readers use when operating a Web site is to rely heavily on their familiarity with functions that may appear on different Web pages. If identical functions have different labels on different Web pages, the site will be considerably more difficult to use. It may also be confusing and increase the cognitive load for people with cognitive limitations. Therefore, consistent labeling will help.

■ ©G197 Using labels, names, and text alternatives consistently for content that has ...

The purpose of this technique is to help for users with cognitive disabilities, blindness and vision loss to understand what will happen when they interact with a function on a Web page. If there are different labels on user interface components (i.e., elements, links, JavaScript objects, etc.) that have the same function, the user will not know that they have encountered a component with the same function and will not know what to expect. This could lead to many unnecessary errors. It is also recommended that this approach to consistent labelling be applied across the Web site.

- ©Ensure functionality is referred to with identical text alternatives on each page
 - https://prado.ugr.es/moodle/
- ©Criterion 3.3.3 [Error Suggestion]

The intent of this Success Criterion is to ensure that users receive appropriate suggestions for correction of an input error if it is possible.

■ SCR18 Provide client-side validation and alert

The objective of this technique is to validate user input as values are entered for each field, by means of client-side ing. If errors are found, an dialog describes the nature of the error in text. Once the user dismisses the dialog, it is helpful if the positions the keyboard focus on the field where the error occurred.

- Of validation is performed on input verify the information communicated is accessible to assistive technologies
 - https://prado.ugr.es/moodle/
- Criterion 3.3.4 [Error Prevention (Legal, Financial, Data)]

The intent of this Success Criterion is to help users with disabilities avoid serious consequences as the result of a mistake when performing an action that cannot be reversed. For example, purchasing non-refundable airline tickets or submitting an order to purchase stock in a brokerage account are financial transactions with serious consequences. If a user has made a mistake on the date of air travel, he or she could end up with a ticket for the wrong day that cannot be exchanged. If the user made a mistake on the number of stock shares to be purchased, he or she could end up purchasing more stock than intended. Both of these types of mistakes involve transactions that take place immediately and cannot be altered afterwards, and can be very costly. Likewise, it may be an unrecoverable error if users unintentionally modify or delete data stored in a database that they later need to access, such as their travel profile in a travel services Web site. Test data is included in this provision because, in order for tests to be valid, users are not allowed to modify their answers once submitted; so users need to be able to ensure that their submission is correct.

■ ©G98 Provide the ability for the user to review and correct answers before submitting

The objective of this technique is to provide users with a way to ensure their input is correct before completing an irreversible transaction. Testing, financial, and legal applications permit transactions to occur which cannot be "undone". It is therefore important that there be no errors in the data submission, as the user will not have the opportunity to correct the error once the transaction has been committed.

- Verify that user has ability to review and correct answers before submitting
 - https://prado.ugr.es/moodle/
- SCR18 Provide client-side validation and alert

The objective of this technique is to validate user input as values are entered for each field, by means of client-side ing. If errors are found, an dialog describes the nature of the error in text. Once the user dismisses the dialog, it is helpful if the positions the keyboard focus on the field where the error occurred.

- If validation is performed on input verify the information communicated is accessible to assistive technologies
 - https://prado.ugr.es/moodle/
- o ✓ Criterion 1.4.4 [Resize text]

The intent of this Success Criterion is to ensure that visually rendered text, including text-based controls (text characters that have been displayed so that they can be seen [vs. text characters that are still in data form such as ASCII]) can be scaled successfully so that it can be read directly by people with mild visual disabilities, without requiring the use of assistive technology such as a screen magnifier. Users may benefit from scaling all content on the Web page, but text is most critical.

■ C12 Use percent, em, or named font size for font sizes

The objective of this technique is to specify text font size proportionally so that user agents can scale content effectively. If a font-size is specified for the body element, all other elements inherit that value, unless overridden by a more specific selector.

- No elements found with font size specified with pt/px.
 - https://prado.ugr.es/moodle/
- C17 Scaling form elements which contain text

The objective of this technique is to ensure text-based form controls resize when text size is changed in the user agent. This will allow users to enter text and read what they have entered in input boxes because the text is displayed at the size required by the user. Text-based form controls include input boxes (text and textarea) as well as buttons.

- ■No input elements on page
 - https://prado.ugr.es/moodle/
- Criterion 1.2.4 [Captions (Live)]

The intent of this Success Criterion is to enable people who are deaf or hard of hearing to watch **real-time** presentations. Captions provide the part of the content available via the audio track. Captions not only include dialogue, but also identify who is speaking and notate sound effects and other significant audio.

■ ■G9 Create captions for live synchronized media

The objective of this technique is to allow users who cannot hear to be able to access real-time synchronized media broadcasts. It is more difficult to create accurate real-time captions because there is little time to correct mistakes or to listen a second time or consult someone to be sure the words are accurately reproduced. It is also harder to simplify or paraphrase information if it is flowing too quickly.

- No videos on page
 - https://prado.ugr.es/moodle/
- Criterion 1.2.5 [Audio Description]

The intent of this Success Criterion is to provide people who are blind or visually impaired access to the visual information in a synchronized media presentation. The audio deion augments the audio portion of the presentation with the information needed when the video portion is not available. During existing pauses in dialogue, audio deion provides information about actions, characters, scene changes, and on-screen text that are important and are not described or spoken in the main sound track.

■ ■G78 Provide a sound track that includes audio description

The objective of this technique is to provide an audio (spoken) version of information that is provided visually so that it is possible for people who cannot see to be able to understand audio-visual material better.

- ■No videos on page
 - https://prado.ugr.es/moodle/
- ■G8 Create an extended audio description for the synchronized media content

The objective of this technique is to all additional audio deion to be inserted into a synchronized media presentation when there is not enough time in the gaps int the dialog. This is done by simply freezing the image so that additional audio deion of the video can be played. When the deion is finished, the synchronized media continues.

- Page does not contain video
 - https://prado.ugr.es/moodle/
- Criterion 2.4.5 [Multiple Ways]

The intent of this Success Criterion is to make it possible for users to locate content in a manner that best meets their needs. Users may find one technique easier or more comprehensible to use than another.

■ ■H59 Use the link element and navigation tools

The objective of this technique is to describe how the link element can provide metadata about the position of an HTML page within a set of Web pages or can assist in locating content with a set of Web pages. The value of the rel attributes indicates what type of relation is being described, and the href attribute provides a link to the document having that relation. Multiple link elements can provide multiple relationships. Several values of rel are useful:

- ■ Link is not used for document navigation
 - https://prado.ugr.es/moodle/
- Compliance Level AAA

The lowest priority set of criteria. To declare AAA conformance all criteria in levels A and AA must also be met. These requirements generally require the most effort to implement.

• Criterion 1.4.6 [Contrast (Enhanced)]

The intent of this Success Criterion is to provide enough contrast between text and its background so that it can be read by people with moderately low vision (who do not use contrast-enhancing assistive technology). For people without color deficiencies, hue and saturation have minimal or no effect on legibility as assessed by reading performance (Knoblauch et al., 1991). Color deficiencies can affect luminance contrast somewhat. Therefore, in the recommendation,

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the contrast is calculated in such a way that color is not a key factor so that people who have a color vision deficit will also have adequate contrast between the text and the background.

■ SG17 Ensure that a contrast ratio of at least 7:1 exists between text (and images ...

The objective of this technique is to make sure that users can read text that is presented over a background. This technique goes beyond the 5:1 contrast technique to provide a higher level of contrast to make it easier for people with low vision to read.

- Page uses invalid contrast ratios (color:#009, background:#006291)
 - https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo publicacion materiales"
 - Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Page uses invalid contrast ratios (color:#009, background:#024d7d, pseudo-class: hover)
 - https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 337, a element, HREF = "http://cevug.ugr.es/contactar.html"
 - Line 89, column 466, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
- Page uses invalid contrast ratios (color:#08c, background:#006291, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo publicacion materiales"
 - Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Page uses invalid contrast ratios (color:#08c, background:#006291, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo_publicacion_materiales"
 - Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Page uses invalid contrast ratios (color:#08c, background:#f5f5f5, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 145, column 817, a element, HREF = "https://prado.ugr.es/moodle/calendar /view.php...w=month&time=1527266557&course=1"
- Page uses invalid contrast ratios (color:#08c, background:#f5f5f5, pseudo-class: visited)
 - https://prado.ugr.es/moodle/

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■ Line 145, column 817, a element, HREF = "https://prado.ugr.es/moodle/calendar /view.php...w=month&time=1527266557&course=1"
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- Page uses invalid contrast ratios (color:#08c, background:#fff, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 49, column 24, a element, HREF = "#mainContent"
 - Line 110, column 49, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"
 - Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
 - Line 119, column 25, a element, HREF = "#sb-1"
 - Line 122, column 13, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 123, column 5, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 126, column 5, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 127, column 5, a element, HREF = "https://docs.moodle.org/all/es/Manuales de Moodle"
 - Line 130, column 5, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
 - Line 131, column 69, a element, HREF = "#sb-2"
 - Line 131, column 503, a element, HREF = "https://prado.ugr.es/moodle/mod/forum /view.php?id=8780"
 - Line 131, column 791, a element, HREF = "#sb-3"
 - Line 131, column 1318, a element, HREF = "https://prado.ugr.es/moodle/"
 - Line 131, column 1526, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
 - Line 136, column 25, a element, HREF = "#sb-5"
 - Line 138, column 5, a element, HREF = "http://cevug.ugr.es/old_web/FAQ_simple /docs/Asignatura Visible Ocultar.png"
 - Line 139, column 5, a element, HREF = "https://prado.ugr.es/moodle/pluginfile.php/29...tent /desmatriculacion manual.png"
 - Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
 - Line 141, column 5, a element, HREF = "https://ga3.ugr.es/video/224"
 - Line 142, column 5, a element, HREF = "https://ga3.ugr.es/video/270"
 - Line 143, column 5, a element, HREF = "http://cevug.ugr.es/descargas/guias/Tablon-PRADO.pdf"
 - Line 145, column 71, a element, HREF = "#sb-6"
 - Line 178, column 88, a element, HREF = "#"
- Page uses invalid contrast ratios (color:#08c, background:#fff, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 49, column 24, a element, HREF = "#mainContent"
 - Line 110, column 49, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"

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■ Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
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- Line 119, column 25, a element, HREF = "#sb-1"
- Line 122, column 13, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
- Line 123, column 5, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
- Line 126, column 5, a element, HREF = "http://cevug.ugr.es/contactar"
- Line 127, column 5, a element, HREF = "https://docs.moodle.org/all/es/Manuales de Moodle"
- Line 130, column 5, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
- Line 131, column 69, a element, HREF = "#sb-2"
- Line 131, column 503, a element, HREF = "https://prado.ugr.es/moodle/mod/forum /view.php?id=8780"
- Line 131, column 791, a element, HREF = "#sb-3"
- Line 131, column 1318, a element, HREF = "https://prado.ugr.es/moodle/"
- Line 131, column 1526, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
- Line 136, column 25, a element, HREF = "#sb-5"
- Line 138, column 5, a element, HREF = "http://cevug.ugr.es/old_web/FAQ_simple /docs/Asignatura Visible Ocultar.png"
- Line 139, column 5, a element, HREF = "https://prado.ugr.es/moodle/pluginfile.php/29...tent /desmatriculacion manual.png"
- Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
- Line 141, column 5, a element, HREF = "https://ga3.ugr.es/video/224"
- Line 142, column 5, a element, HREF = "https://ga3.ugr.es/video/270"
- Line 143, column 5, a element, HREF = "http://cevug.ugr.es/descargas/guias/Tablon-PRADO.pdf"
- Line 145, column 71, a element, HREF = "#sb-6"
- Line 178, column 88, a element, HREF = "#"
- Page uses invalid contrast ratios (color:#222, background:#006291)
 - https://prado.ugr.es/moodle/
 - Line 60, column 179, span element
 - Line 60, column 227, select element, NAME = "lang"
- Page uses invalid contrast ratios (color:#fff, background:#006291)
 - https://prado.ugr.es/moodle/
 - Line 196, column 21, P element
 - Line 202, column 9, DIV element
- Page uses invalid contrast ratios (color:#fff, background:#fff)
 - https://prado.ugr.es/moodle/
 - Line 79, column 11, DIV element
- Page uses invalid contrast ratios (color:whitesmoke, background:#006291, pseudo-class: link)

- https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 337, a element, HREF = "http://cevug.ugr.es/contactar.html"
 - Line 89, column 466, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
- Page uses invalid contrast ratios (color:whitesmoke, background:#006291, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 337, a element, HREF = "http://cevug.ugr.es/contactar.html"
 - Line 89, column 466, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
- Page uses invalid contrast ratios (color:whitesmoke, background:#fff, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 79, column 64, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Page uses invalid contrast ratios (color:whitesmoke, background:#fff, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 79, column 64, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- G18 Ensuring that a contrast ratio of at least 4.5:1 exists between text (and ima...

The objective of this technique is to make sure that users can read text that is presented over a background. For Success Criterion 1.4.3, this technique describes the minimum contrast ratio for text that is less than 18 point (if not bold) and less than 14 point (if bold). For Success Criterion 1.4.5, this technique relaxes the 7:1 contrast ratio requirement for text that is at least 18 point (if not bold) or at least 14 point (if bold). If the background is a solid color (or all black or all white) then the relative luminance of the text can be maintained by making sure that each of the text letters have 4.5:1 contrast ratio with the background. If the background or the letters vary in relative luminance (or are patterned) then the background around the letters can be chosen or shaded so that the letters maintain a 4.5:1 contrast ratio with the background behind them even if they do not have that contrast ratio with the entire background. The contrast ratio can sometimes be maintained by changing the relative luminance of the letters as the relative luminance of the background changes across the page. Another method is to provide a halo around the text that provides the necessary contrast ratio if the background image or color would not normally be sufficiently different in relative luminance.

- Content has invalid contrast ratio (color:#009, background:#006291)
 - https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 772, strong element

- Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo_publicacion_materiales"
- Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Content has invalid contrast ratio (color:#009, background:#024d7d, pseudo-class: hover)
 - https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 337, a element, HREF = "http://cevug.ugr.es/contactar.html"
 - Line 89, column 466, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
- Content has invalid contrast ratio (color:#08c, background:#006291, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo publicacion materiales"
 - Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Content has invalid contrast ratio (color:#08c, background:#006291, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo publicacion materiales"
 - Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 202, column 62, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Content has invalid contrast ratio (color:#08c, background:#f5f5f5, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 145, column 817, a element, HREF = "https://prado.ugr.es/moodle/calendar /view.php...w=month&time=1527266557&course=1"
- Content has invalid contrast ratio (color:#08c, background:#f5f5f5, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 145, column 817, a element, HREF = "https://prado.ugr.es/moodle/calendar /view.php...w=month&time=1527266557&course=1"
- Content has invalid contrast ratio (color:#08c, background:#fff, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 49, column 24, a element, HREF = "#mainContent"
 - Line 110, column 49, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"
 - Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
 - Line 119, column 25, a element, HREF = "#sb-1"
 - Line 122, column 13, a element, HREF = "https://prado.ugr.es/moodle/course

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/index.php?categoryid=1041"

- Line 123, column 5, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categorvid=1041"
- Line 126, column 5, a element, HREF = "http://cevug.ugr.es/contactar"
- Line 127, column 5, a element, HREF = "https://docs.moodle.org/all/es/Manuales de Moodle"
- Line 130, column 5, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
- Line 131, column 69, a element, HREF = "#sb-2"
- Line 131, column 503, a element, HREF = "https://prado.ugr.es/moodle/mod/forum /view.php?id=8780"
- Line 131, column 791, a element, HREF = "#sb-3"
- Line 131, column 1318, a element, HREF = "https://prado.ugr.es/moodle/"
- Line 131, column 1526, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
- Line 136, column 25, a element, HREF = "#sb-5"
- Line 138, column 5, a element, HREF = "http://cevug.ugr.es/old_web/FAQ_simple /docs/Asignatura_Visible_Ocultar.png"
- Line 139, column 5, a element, HREF = "https://prado.ugr.es/moodle/pluginfile.php/29...tent /desmatriculacion_manual.png"
- Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
- Line 141, column 5, a element, HREF = "https://ga3.ugr.es/video/224"
- Line 142, column 5, a element, HREF = "https://ga3.ugr.es/video/270"
- Line 143, column 5, a element, HREF = "http://cevug.ugr.es/descargas/guias/Tablon-PRADO.pdf"
- Line 145, column 71, a element, HREF = "#sb-6"
- Line 178, column 88, a element, HREF = "#"
- Content has invalid contrast ratio (color:#08c, background:#fff, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 49, column 24, a element, HREF = "#mainContent"
 - Line 110, column 49, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"
 - Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
 - Line 119, column 25, a element, HREF = "#sb-1"
 - Line 122, column 13, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 123, column 5, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 126, column 5, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 127, column 5, a element, HREF = "https://docs.moodle.org/all/es/Manuales_de_Moodle"
 - Line 130, column 5, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
 - Line 131, column 69, a element, HREF = "#sb-2"

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■ Line 131, column 503, a element, HREF = "https://prado.ugr.es/moodle/mod/forum /view.php?id=8780"
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- Line 131. column 791. a element. HREF = "#sb-3"
- Line 131, column 1318, a element, HREF = "https://prado.ugr.es/moodle/"
- Line 131, column 1526, a element, HREF = "https://prado.ugr.es/moodle/course/index.php"
- Line 136, column 25, a element, HREF = "#sb-5"
- Line 138, column 5, a element, HREF = "http://cevug.ugr.es/old_web/FAQ_simple /docs/Asignatura Visible Ocultar.png"
- Line 139, column 5, a element, HREF = "https://prado.ugr.es/moodle/pluginfile.php/29...tent /desmatriculacion manual.png"
- Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
- Line 141, column 5, a element, HREF = "https://ga3.ugr.es/video/224"
- Line 142, column 5, a element, HREF = "https://ga3.ugr.es/video/270"
- Line 143, column 5, a element, HREF = "http://cevug.ugr.es/descargas/guias/Tablon-PRADO.pdf"
- Line 145, column 71, a element, HREF = "#sb-6"
- Line 178, column 88, a element, HREF = "#"
- Content has invalid contrast ratio (color:#222, background:#006291)
 - https://prado.ugr.es/moodle/
 - Line 60, column 179, span element
 - Line 60, column 227, select element, NAME = "lang"
- Content has invalid contrast ratio (color:#fff, background:#fff)
 - https://prado.ugr.es/moodle/
 - Line 79, column 11, DIV element
- Content has invalid contrast ratio (color:whitesmoke, background:#fff, pseudo-class: link)
 - https://prado.ugr.es/moodle/
 - Line 79, column 64, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- Content has invalid contrast ratio (color:whitesmoke, background:#fff, pseudo-class: visited)
 - https://prado.ugr.es/moodle/
 - Line 79, column 64, a element, HREF = "https://prado.ugr.es/moodle/login/index.php"
- ©G145 Ensure that a contrast ratio of at least 3:1 exists between text (and images ...

The objective of this technique is to make sure that users can read text that is presented over a background. This technique relaxes the 5:1 contrast ratio requirement for text that is at least 18 point (if not bold) or at least 14 point (if bold).

- Ouse inspection tools to verify that contrast ratio is valid
 - https://prado.ugr.es/moodle/
- ▼F24 Failure of Success Criterion 1.4.3, 1.4.6 and 1.4.8 due to specifying foregro...

Users with vision loss or cognitive challenges often require specific foreground (text) and background color combinations. For instance, many people with low vision find it much easier to see a Web page that has white text on a black background, so they may have set their user agent to create this contrast. If the author specifies that the text must be black, then it may override the settings of the user agent and render a page that has black text (specified by the author) on black background (that was set in the user agent). This principle also works in reverse. If the Webmaster forces the background to be white, then the white background specified by the author would be the same color as the white text (which was set in the user agent) rendering the page unusable to the user. Therefore, if the author specifies a foreground (text) color then they should also specify a background color which has sufficient contrast (link) with the foreground and vice versa.

- Page contain no elements that specific foreground color but no background color or vice versa https://prado.ugr.es/moodle/
- Criterion 2.4.9 [Link Purpose (Link Only)]

The intent of this Success Criterion is to help users understand the purpose of each link in the content, so they can decide whether they want to follow it. Links with the same destination should have the same deions (per Success Criterion 3.2.4), but links with different purposes and destinations should have different deions. Because the purpose of a link can be identified from its link text, links can be understood when they are out of context, such as when the user agent provides a list of all the links on a page.

■ ■ H2 Combine adjacent image and text links for the same resource

This objective of this technique is to avoid unnecessary duplication that occurs when adjacent text and iconic versions of a link are contained in a

- Adjacent links for same resource found
 - https://prado.ugr.es/moodle/
 - Line 140, column 5, a element, HREF = "https://ga3.ugr.es/video/216"
 - Line 140, column 91, a element, HREF = "https://ga3.ugr.es/video/216"
- **©**H33 Supplement link text with the title attribute

The objective of this technique is to demonstrate how to use a title attribute on an anchor element to provide additional text describing a link. The title attribute is used to provide additional information to help clarify or further describe the purpose of a link. If the supplementary information provided through the title attribute is something the user should know before following the link, such as a warning, then it should be provided in the link text rather than in the title attribute.

■ • Verify that title attribute and link text describe purpose of link

- https://prado.ugr.es/moodle/
 - Line 89, column 193, a element, HREF = "https://prado.ugr.es/moodle/auth/saml/index.php"
 - Line 89, column 337, a element, HREF = "http://cevug.ugr.es/contactar.html"
 - Line 89, column 466, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 89, column 629, a element, HREF = "https://prado1718.ugr.es/moodle/auth/saml/index.php"
 - Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"
 - Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
 - Line 122, column 13, a element, HREF = "https://prado.ugr.es/moodle/course /index.php?categoryid=1041"
 - Line 131, column 503, a element, HREF = "https://prado.ugr.es/moodle/mod/forum/view.php?id=8780"
 - Line 140, column 5, a element, HREF = "https://qa3.ugr.es/video/216"
 - Line 140, column 91, a element, HREF = "https://ga3.ugr.es/video/216"
 - Line 145, column 538, a element, HREF = "https://prado.ugr.es/moodle/?time=1522533600"
 - Line 145, column 817, a element, HREF = "https://prado.ugr.es/moodle/calendar/view.php...w=month&time=1527266557&course=1"
 - Line 145, column 983, a element, HREF = "https://prado.ugr.es/moodle/?time=1527804000"
 - Line 196, column 191, a element, HREF = "http://detic.ugr.es/pages/las_guias_en_detic /protocolo publicacion materiales"
 - Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
- F84 Failure of Success Criterion 2.4.9 due to using a non-specific link such as "...

This failure describes a common condition where links such as "click here" or "more" are used as anchor elements where you need to have the surrounding text to understand their purpose and where there isn't any mechanism to make the destination clear by itself, such as a button to expand the link text. Many blind people who use screen readers call up a dialog box that has a list of links from the page. They use this list of links to decide where they will go. But if many of the links in that list simply say "click here" or "more" they will be unable to use this feature in their screen reader, which is a core navigation strategy. That's why it's a failure of 2.4.9 to not provide any way of allowing them to know the destination from the link text alone. It is also true for people who tab through links. If all they hear as they tab through the document is "click here, click here, click here etc." they will become confused.

- ■ No Anchor elements found on the page.
 - https://prado.ugr.es/moodle/
- H24 Provide text alternatives for the area elements of image maps

The objective of this technique is to provide text alternatives that serve the same purpose as the selectable regions of an image map. An image map is an image divided into selectable

regions defined by area elements. Each area is a link to another Web page or another part of the current Web page. The alt attribute of each area element serves the same purpose as the selectable area of the image.

- Page has no AREA elements.
 - https://prado.ugr.es/moodle/
- Criterion 3.2.5 [Change on Request]

The intent of this Success Criterion is to encourage design of Web content that gives users full control of changes of context. This Success Criterion aims to eliminate potential confusion that may be caused by unexpected changes of context such as automatic launching of new windows, automatic submission of forms after selecting an item from a list, etcetera. Such unexpected changes of context may cause difficulties for people with motor impairments, people with low vision, people who are blind, and people with certain cognitive limitations.

■ ¥H83 Use the target attribute to open a new window on user request and indicating ...

The objective of this technique is to avoid confusion that may be caused by the appearance of new windows that were not requested by the user. Suddenly opening new windows can disorientate or be missed completely by some users. In HTML 4.01 Transitional and XHTML 1.0 Transitional, the target attribute can be used to open a new window, instead of automatic pop-ups. (The target attribute is deleted from HTML 4.01 Strict and XHTML 1.0 Strict.) Note that not using the target allows the user to decide whether a new window should be opened or not. Use of the target attribute provides an unambiguously machine-readable indication that a new window will open. User agents can inform the user, and can also be configured not to open the new window. For those not using assistive technology, the indication would also be available from the link text.

- Link must indicate what action it will perform
 - https://prado.ugr.es/moodle/
 - Line 110, column 49, a element, HREF = "http://cevug.ugr.es/contactar"
 - Line 111, column 4, a element, HREF = "http://abierta.ugr.es/"
 - Line 111, column 438, a element, HREF = "http://es.wikipedia.org/wiki/MOOC"
 - Line 127, column 5, a element, HREF = "https://docs.moodle.org/all/es/Manuales_de_Moodle"
 - Line 139, column 5, a element, HREF = "https://prado.ugr.es/moodle/pluginfile.php/29...tent /desmatriculacion manual.png"
 - Line 196, column 755, a element, HREF = "http://cevug.ugr.es/contactar"
- ullet SCR24 Use the target attribute to open a new window on user request and indicating ...

The objective of this technique is to avoid confusion that may be caused by the appearance of new windows that were not requested by the user. Suddenly opening new windows can

disorientate or be missed completely by some users. In HTML 4.01 Transitional and XHTML 1.0 Transitional, the target attribute can be used to open a new window, instead of automatic pop-ups. (The target attribute is deleted from HTML 4.01 Strict and XHTML 1.0 Strict.) Note that not using the target allows the user to decide whether a new window should be opened or not. Use of the target attribute provides an unambiguously machine-readable indication that a new window will open. User agents can inform the user, and can also be configured not to open the new window. For those not using assistive technology, the indication would also be available from the link text.

- Overify that if link opens new window it indicates it.
 - https://prado.ugr.es/moodle/
- ■H76 Use meta refresh to create an instant client-side redirect (copy)

The objective of this technique is to enable redirects on the client side without confusing the user. Redirects are preferably implemented on the server side (see SVR1: Implementing automatic redirects on the server side instead of on the client side (SERVER)), but authors do not always have control over server-side technologies.

- No meta tags with refresh attribute
 - https://prado.ugr.es/moodle/
- o **C**riterion 3.3.5 [Help]

The intent of this Success Criterion is to help users avoid making mistakes. Some users with disabilities may be more likely to make mistakes than users without disabilities. Using context-sensitive help, users find out how to perform an operation without losing track of what they are doing.

■ SG71 Provide a help link on every Web page

The objective of this technique is to provide context sensitive help for users as they enter data in forms by providing at least one link to the help information on each Web page. The link targets a help page with information specific to that Web page. Another approach is to provide a help link for every interactive control. Positioning this link immediately before or after the control allows users to easily tab to it if they have problems in the control. Displaying the help information in a new browser window ensures that any data that has already been entered into the form will not be lost. NOTE: A link is not the only means to provide help.

- No help link found on page
 - https://prado.ugr.es/moodle/
- ■G89 Provide expected data format and example

The objective of this technique is to help the user avoid input errors by informing them about

restrictions on the format of data that they must enter. This can be done by describing characteristics of the format or providing a sample of the format the data should have.

- ■No INPUT fields of type text on page
 - https://prado.ugr.es/moodle/
- ©Criterion 1.4.9 [Images of Text (No Exception)]

The intent of this Success Criterion is to enable people who require a particular visual presentation of text to be able to adjust the text presentation as required. This includes people who require the text in a particular font size, foreground and background color, font family, line spacing or alignment.

■ ©C30 Using CSS to replace text with images of text and providing user interface co...

The objective of this technique is to demonstrate how CSS can be used to replace structured HTML text with images of text in a way that makes it possible for users to view content according to their preferences. To use this technique, an author starts by creating an HTML page that uses semantic elements to mark up the structure of the page. The author then designs two or more stylesheets for that page. One stylesheet presents the HTML text as text and the second uses CSS features to replace some of the HTML text with images of text. Finally, through the use of server-side or client-side ing, the author provides a control that allows the user to switch between the available views.

- • Verify that if background information conveys information it supplies a text alternative
 - https://prado.ugr.es/moodle/
 - Line 62, column 1, DIV element
 - Line 89, column 132, div element
- ©Criterion 2.1.3 [Keyboard (No Exception)]

The intent of this Success Criterion is to ensure that **all** content is operable from the keyboard. This is the same as Success Criterion 2.1.1, except that no exceptions are allowed. This does not mean that content where the underlying function requires input that depends on the path of the user's movement and not just the endpoints (excluded from the requirements of 2.1.1) must be made keyboard accessible. Rather, it means that content that uses analog, time-dependent input cannot conform to this Success Criterion and therefore cannot meet Guideline 2.1 at Level AAA.

- **OHS5** All functionality of the content is operable through a keyboard interface wit...
 - OVerify specific timing is not required for individual keystrokes
 - https://prado.ugr.es/moodle/
- Criterion 2.2.3 [No Timing]

The intent of this Success Criterion is to minimize the occurrence of content that requires timed

interaction. This enables people with blindness, low vision, cognitive limitations, or motor impairments to interact with content. This differs from the Level A Success Criterion in that the only exception is for real-time events.

■ **©**G5 Allow users to complete an activity without any time limit

The objective of this technique is to provide users with all the time they need to complete an activity. This technique involves providing a specified activity which does not require timed interaction. Users are allowed as much time as they need to interact with the activity.

- Verify user can complete activity without time limit
 - https://prado.ugr.es/moodle/
- o Criterion 2.2.4 [Interruptions]

The intent of this Success Criterion is to allow users to turn off updates from the author/server except in emergencies. Emergencies would include civil emergency messages or any other messages that warn of danger to health, safety, or property, including data loss, loss of connection, etcetera.

■ ©G75 Provide a mechanism to postpone any updating of content

The objective of this technique is to ensure that users can postpone automatic updates of content, or other non-emergency interruptions. This can be accomplished either through a preference or by ing users of an imminent update and allowing them to suppress it. If a preference is provided, automatic content update can be disabled by default and users can specify the frequency of automatic content updates if they choose to enable the setting.

- Verify if mechanism exists to postpone updating of content
 - https://prado.ugr.es/moodle/
 - Line 17, column 1441, #document element, #content = "ajax"
 - Line 17, column 1873, #document element, #content = "ajax"
 - Line 17, column 3892, #document element, #content = "ajax"
 - Line 42, column 45, #document element, #content = "ajax"
 - Line 42, column 65, #document element, #content = "ajax"
 - Line 236, column 1, #document element, #content = "setTimeout"
 - Line 284, column 11, #document element, #content = "setTimeout"
- ©Criterion 2.2.5 [Re-authenticating]

The intent of this Success Criterion is to allow all users to complete authenticated transactions that have inactivity time limits. For security reasons, many sites implement an authentication time limit after a certain period of inactivity. These time limits may cause problems for persons with disabilities because it may take longer for them to complete the activity. These users must be given the ability to re-authenticate and continue with the transaction without the loss of any data

already entered.

■ ©G105 Save data so that it can be used after a user re-authenticates

Web servers that require user authentication often terminate the session after a set period of time if there is no activity from the user. If the user is unable to input the data quickly enough and the session times out before they submit, the server will require reauthentication before proceeding. When this happens, the server stores the data in a temporary cache while the user logs in, and when the user has re-authenticated, the data is made available from the cache and the form is processed as if there had never been a session time-out. The server does not keep the cache indefinitely, merely long enough to ensure success after re-authentication in a single user session, such as one day.

- Verify that data is saved if form is not successfully submitted
 - https://prado.ugr.es/moodle/
- o Criterion 2.3.2 [Three Flashes]

The purpose of this Success Criterion is to further reduce the chance of seizures. Seizures cannot be completely eliminated since some people are so sensitive. However, by eliminating all 3-persecond flashing over any area of the screen, the chances of a person having a seizure are further reduced than when just meeting the measures ordinarily used today in standards internationally, as we do at Level A.

■ ©G19 Ensure that no component of the content flashes more than three times in any ...

The objective of this technique is to avoid flashing at rates that are known to cause seizures if the flashes are bright and large enough. Since some users may be using screen enlargers, this technique limits the flashing of any size content to no more than three flashes in any 1-second period.

- Page may contain elements that cause flickering.
 - https://prado.ugr.es/moodle/
- ©Criterion 3.1.3 [Unusual Words]

Certain disabilities make it difficult to understand nonliteral word usage and specialized words or usage. Certain disabilities make it difficult to understand figurative language or specialized usage. Providing such mechanisms is vital for these audiences. Specialized information intended for non-specialist readers is encouraged to satisfy this Success Criterion, even when claiming only Single-A or Double-A conformance.

■ ● H60 Use the link element to link to a glossary

The objective of this technique is to provide a mechanism for locating a glossary. When terms in the content are defined on a separate glossary page, the glossary is referenced using a

link element in the head element of the document that uses the glossary. The rel attribute of the link element is set to "glossary", and the href attribute contains the URI of the glossary page. User agents can then assist users in accessing the glossary quickly and easily.

- • Verify if glossary exists and provide link to it
 - https://prado.ugr.es/moodle/
- **G62** Provide a glossary

The objective of this technique is to make the definition of a word, phrase, or abbreviation available by providing the definition in a glossary. A glossary is an alphabetical list of words, phrases, and abbreviations with their definitions. Glossaries are most appropriate when the words, phrases, and abbreviations used within the content relate to a specific discipline or technology area. A glossary can also provide the pronunciation of a word or phrase.

- Page does not contain significant content.
 - https://prado.ugr.es/moodle/
- ©Criterion 3.1.4 [Abbreviations]

The intent of this Success Criterion is to ensure that users can access the expanded form of abbreviations.

■ OH60 Use the link element to link to a glossary

The objective of this technique is to provide a mechanism for locating a glossary. When terms in the content are defined on a separate glossary page, the glossary is referenced using a link element in the head element of the document that uses the glossary. The rel attribute of the link element is set to "glossary", and the href attribute contains the URI of the glossary page. User agents can then assist users in accessing the glossary quickly and easily.

- OVerify if glossary exists and provide link to it
 - https://prado.ugr.es/moodle/
- VH28 Provide definitions for abbreviations by using the abbr and acronym elements

The objective of this technique is to provide expansions or definitions for abbreviations by using the abbr and acronym elements.

- Title provided for ABBR/ACRONYM
 - https://prado.ugr.es/moodle/
- **G62** Provide a glossary

The objective of this technique is to make the definition of a word, phrase, or abbreviation available by providing the definition in a glossary. A glossary is an alphabetical list of words, phrases, and abbreviations with their definitions. Glossaries are most appropriate when the words, phrases, and abbreviations used within the content relate to a specific discipline or

technology area. A glossary can also provide the pronunciation of a word or phrase.

- Page does not contain significant content.
 - https://prado.ugr.es/moodle/
- ©Criterion 3.1.5 [Reading Level]

Content should be written as clearly and simply as possible. The intent of this Success Criterion is:

■ ©G79 Provide a spoken version of the text

Some users who have difficulty sounding out (decoding) words in written text find it very helpful to hear the text read aloud. This service can now be provided easily using either recorded human speech or synthetic speech. For example, there are a number of products that authors can use to convert text to synthetic speech, then save the spoken version as an audio file. A link to the spoken version can then be provided within the content. Cost depends in part on the quality of the voice used and whether the text is likely to change frequently.

- •• Verify if user is able to play spoken version of text
 - https://prado.ugr.es/moodle/
- Criterion 3.3.6 [Error Prevention (All)]

The intent of this Success Criterion is to help users with disabilities avoid consequences that may result from making a mistake when submitting form data. This criterion builds on Success Criterion 3.3.4 in that it applies to all forms that require users to submit information.

■ **©**G98 Provide the ability for the user to review and correct answers before submitting

The objective of this technique is to provide users with a way to ensure their input is correct before completing an irreversible transaction. Testing, financial, and legal applications permit transactions to occur which cannot be "undone". It is therefore important that there be no errors in the data submission, as the user will not have the opportunity to correct the error once the transaction has been committed.

- Overify that user has ability to review and correct answers before submitting
 - https://prado.ugr.es/moodle/
- Criterion 1.4.8 [Visual Presentation]

The intent of this Success Criterion is to ensure that visually rendered text is presented in such a manner that it can be perceived without its layout interfering with its readability. People with some cognitive, language and learning disabilities and some low vision users cannot perceive the text and/or lose their reading place if the text is presented in a manner that is difficult for them to read.

■ **F**24 Failure of Success Criterion 1.4.3, 1.4.6 and 1.4.8 due to specifying foregro...

Users with vision loss or cognitive challenges often require specific foreground (text) and background color combinations. For instance, many people with low vision find it much easier to see a Web page that has white text on a black background, so they may have set their user agent to create this contrast. If the author specifies that the text must be black, then it may override the settings of the user agent and render a page that has black text (specified by the author) on black background (that was set in the user agent). This principle also works in reverse. If the Webmaster forces the background to be white, then the white background specified by the author would be the same color as the white text (which was set in the user agent) rendering the page unusable to the user. Therefore, if the author specifies a foreground (text) color then they should also specify a background color which has sufficient contrast (link) with the foreground and vice versa.

- Page contain no elements that specific foreground color but no background color or vice versa https://prado.ugr.es/moodle/
- C17 Scaling form elements which contain text

The objective of this technique is to ensure text-based form controls resize when text size is changed in the user agent. This will allow users to enter text and read what they have entered in input boxes because the text is displayed at the size required by the user. Text-based form controls include input boxes (text and textarea) as well as buttons.

- No input elements on page
 - https://prado.ugr.es/moodle/
- Criterion 2.4.10 [Section Headings]

The intent of this Success Criterion is to provide headings for sections of a Web page, when the page is organized into sections. For instance, long documents are often divided into a variety of chapters, chapters have subtopics and subtopics are divided into various sections, sections into paragraphs, etc. When such sections exist, they need to have headings that introduce them. This clearly indicates the organization of the content, facilitates navigation within the content, and provides mental "handles" that aid in comprehension of the content. Other page elements may complement headings to improve presentation (e.g., horizontal rules and boxes), but visual presentation is not sufficient to identify document sections.

■ G141 Organize a page using headings

The objective of this technique is to ensure that sections have headings that identify them. Success Criterion 1.3.1 requires that the headings be marked such that they can be programmatically identified.

- Page uses headers according to specification.
 - https://prado.ugr.es/moodle/

• Criterion 1.2.6 [Sign Language]

The intent of this Success Criterion is to enable people who are deaf or hard of hearing and who are fluent in a sign language to understand the content of the audio track of synchronized media presentations. Written text, such as that found in captions, is often a second language. Because sign language provides the ability to provide intonation, emotion and other audio information that is reflected in sign language interpretation, but not in captions, sign language interpretation provides richer and more equivalent access to synchronized media. People who communicate extensively in sign language are also faster in sign language and synchronized media is a time-based presentation.

■ ■G54 Include a sign language interpreter in the video stream

The objective of this technique is to allow users who cannot hear or read text rapidly to be able to access synchronized media material.

- ■No videos on page
 - https://prado.ugr.es/moodle/
- Criterion 1.2.7 [Audio Description (Extended)]

The intent of this Success Criterion is to provide people who are blind or visually impaired access to a synchronized media presentation beyond that which can be provided by standard audio deion. This is done by periodically freezing the synchronized media presentation and playing additional audio deion. The synchronized media presentation is then resumed.

■ ■G8 Create an extended audio description for the synchronized media content

The objective of this technique is to all additional audio deion to be inserted into a synchronized media presentation when there is not enough time in the gaps int the dialog. This is done by simply freezing the image so that additional audio deion of the video can be played. When the deion is finished, the synchronized media continues.

- Page does not contain video
 - https://prado.ugr.es/moodle/
- Criterion 1.2.8 [Full Text Alternative]

The intent of this Success Criterion is to make audio visual material available to individuals whose vision is too poor to reliably read captions and whose hearing is too poor to reliably hear dialogue and audio deion. This is done by providing a full text alternative for synchronized media including any interaction.

■ G159 Provide a full text transcript of the video content

The purpose of this technique is to provide an accessible alternative way of presenting the information in an video-only presentation.

- No videos on page
 - https://prado.ugr.es/moodle/
- G69 Provide a full synchronized media text alternative including any interaction

The purpose of this technique is to provide an accessible alternative way of presenting the information in a synchronized media presentation.

- ■No videos on page
 - https://prado.ugr.es/moodle/
- ■ H46 When EMBED elements are used, the NOEMBED element is required in the page

EMBED elements present functionality not available to all users. The NOEMBED element can be used to provide a deion.

- Page does not have EMBED elements.
 - https://prado.ugr.es/moodle/
- H53 Use the body of the object element

The objective of this technique is to provide a text alternative for content rendered using the object element. The body of the object element can be used to provide a complete text alternative for the object or may contain additional non-text content with text alternatives.

- Page does not have OBJECT elements.
 - https://prado.ugr.es/moodle/
- Criterion 1.2.9 [Live Audio-only]

The intent of this Success Criterion is to make information conveyed by live audio, such as video conferencing, live speeches and radio Webcasts, accessible through the use of a text alternative. A live text caption service will enable live audio to be accessible to people who are Deaf or hard of hearing, or who cannot otherwise hear the audio. Such services use a trained human operator who listens in to what is being said and uses a special keyboard to enter the text with only a small delay. They are able to capture a live event with a high degree of fidelity, and also to insert notes on any non spoken audio which is essential to understanding the event. A tran is sometimes a possibility if the live audio is following a set; but a live caption service is preferred because it plays out at the same pace as the audio itself, and can adapt to any deviations from the that might occur.

■ G151 Provide a link to a text transcript of a prepared statement or script if the ...

The objective of this technique is to provide a tran or if the live audio content is following a set . Because it is prepared in advance, the can be more accurate and complete than live tranion. However, the will not be synchronized with the audio as it plays. Live audio should not deviate from the for this technique.

- No live audio content on page
 - https://prado.ugr.es/moodle/
- Criterion 1.4.7 [Low or No Background Audio]

The intent of this Success Criterion is to ensure that any non-speech sounds are low enough that a user who is hard of hearing can separate the speech from background sounds or other noise Background sound that meets this requirement will be approximately four times quieter than foreground speech content.

■ G56 Mix audio files so that non-speech sounds are at least 20 decibels ...

The objective of this technique is to allow authors to include sound behind speech without making it too hard for people with hearing problems to understand the speech. Making sure that the foreground speech is 20 db louder than the backgound sound makes the speech 4 times louder than the background audio. For information on Decibels (dB), refer to About Decibels.

- ■No audio content on page
 - https://prado.ugr.es/moodle/
- Criterion 2.4.8 [Location]

The intent of this Success Criterion is to provide a way for the user to orient herself within a set of Web pages, a Web site, or a Web application and find related information.

■ ■H59 Use the link element and navigation tools

The objective of this technique is to describe how the link element can provide metadata about the position of an HTML page within a set of Web pages or can assist in locating content with a set of Web pages. The value of the rel attributes indicates what type of relation is being described, and the href attribute provides a link to the document having that relation. Multiple link elements can provide multiple relationships. Several values of rel are useful:

- ■Link is not used for document navigation
 - https://prado.ugr.es/moodle/
- Criterion 3.1.6 [Pronunciation]

The intent of this Success Criterion is to help people who are blind, people who have low vision, and people with reading disabilities to understand content in cases where meaning depends on pronunciation. Often words or characters have different meanings, each with its own pronunciation. The meaning of such words or characters can usually be determined from the context of the sentence. However, for more complex or ambiguous sentences, or for some languages, the meaning of the word cannot be easily determined or determined at all without

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knowing the pronunciation. When the sentence is read aloud and the screen reader reads the word using the wrong pronunciation, it can be even more difficult to understand than when read visually. When words are ambiguous or indeterminate unless the pronunciation is known, then providing some means of determining the pronunciation is needed.

■ **G62** Provide a glossary

The objective of this technique is to make the definition of a word, phrase, or abbreviation available by providing the definition in a glossary. A glossary is an alphabetical list of words, phrases, and abbreviations with their definitions. Glossaries are most appropriate when the words, phrases, and abbreviations used within the content relate to a specific discipline or technology area. A glossary can also provide the pronunciation of a word or phrase.

- Page does not contain significant content.
 - https://prado.ugr.es/moodle/

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