



Digital Accessibility Centre

Accessibility Audit Report for ACAS Tell service

Company	ACAS Tell Service
Date	3 rd March 2021
DAC Ref.	000762
Version	v1.0
Standard	WCAG 2.1

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Executive Summary

An accessibility audit for **ACAS Tell Service** was carried out by the Digital Accessibility Centre (DAC) user/ technical team on **3rd March 2021**.

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

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

The issues reported are examples of any assistive technology barriers which were encountered during accessibility testing, and information has been provided detailing how to resolve them.

Please note: Additional instances of these barriers may exist in other pages of the site; wherever these barriers are present, they will also need to be resolved.

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

There were numerous access issues affecting users who require audio feedback to navigate and interact with page content. Several instances of focus not being appropriately moved when an error had been created on the page, as users focus did not get placed next to the newly identified error.

Focus had been identified to be illogical, moving from one part of the web page to another unexpectedly.

While overall the colour contrast of the site was good, there were instances of colour used to indicate interactive content. Users with low vision found difficulty in interacting with this content, as there was no alternative method to indicate the interactivity; such as mouse cursor change.

Additional usability comments have also been provided near the end of the report section and describe various aspects of the website that, although do not fail to meet the success criteria, could be improved upon to benefit the overall user experience.



Audit Summary

In order for the website to be eligible for a Digital Accessibility Centre certification, and fall in line with WCAG 2.1 requirements, improvements need to be made in the following areas.



A

[Redundant link \(A\)](#)

[Error status \(A\)](#)

[Error prevention \(A\)](#)

[Focus order \(A\)](#)

[Landmark issue \(A\)](#)

[Duplicated Landmark \(A\)](#)



AA

[Colour contrast \(AA\)](#)

[Ambiguous button label \(AA\)](#)



AAA

[Illogical heading structure \(AAA\)](#)



Scope

Tasks

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

URL: <https://tellcontent.acas.bbdtest.co.uk>

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



Browser matrix and Assistive Technology (AT) combinations

Desktop

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

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

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

Mobile/ Tablet

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

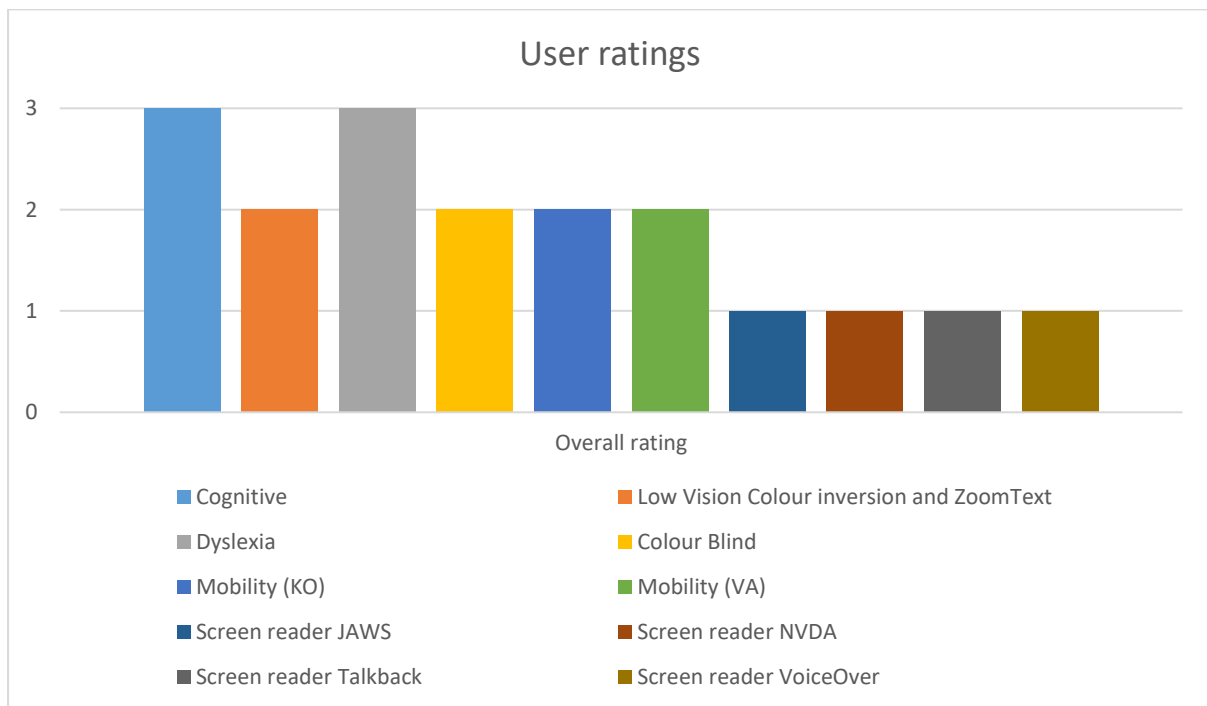


Summary Graphs

Analyst Feedback

Our analysts provided their overall feedback on the website.
This was rated from 0 – could not complete to 3 – Completed independently, no issues.

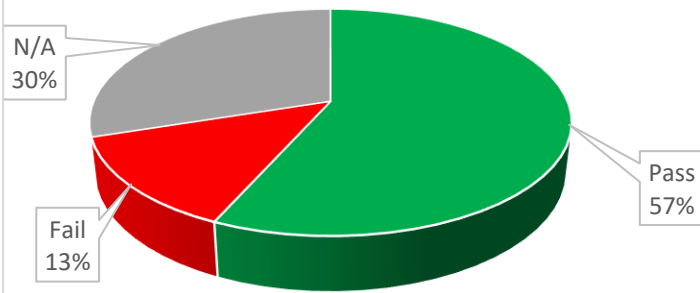
Key:	
0	Could not complete on my own
1	Completed independently but with major issues
2	Completed independently but with minor issues
3	Completed independently, no issues

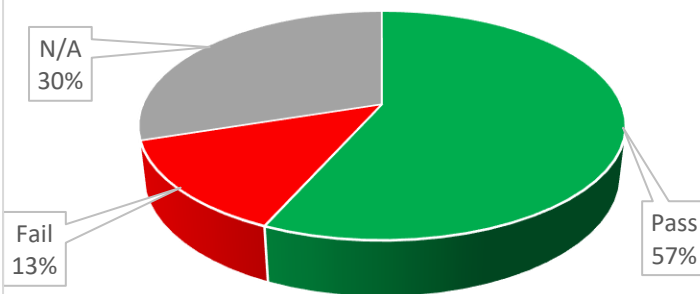


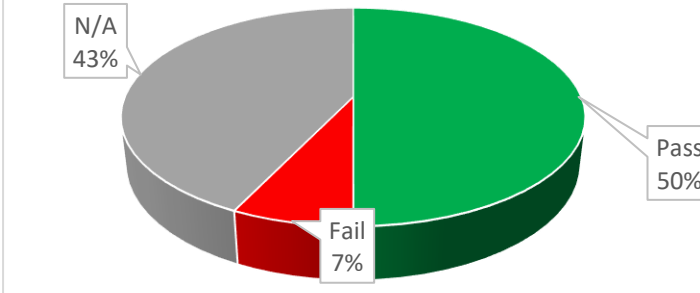
WCAG 2.1 Breakdown

The graphs below detail the number of checkpoints that passed, failed or were not applicable to the website.

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

A								
Priority Level	Number	Percentage: High Priority Results						
Number of checkpoints 'Passed'	17 (57%)	<div>WCAG 2.1 High Priority Breakdown</div>  <table><tr><td>Pass</td><td>57%</td></tr><tr><td>N/A</td><td>30%</td></tr><tr><td>Fail</td><td>13%</td></tr></table>	Pass	57%	N/A	30%	Fail	13%
Pass	57%							
N/A	30%							
Fail	13%							
Number of checkpoints 'Failed'	4 (13%)							
Number of checkpoints 'Not Applicable (N/A)'	9 (30%)							

AA								
Priority Level	Number	Percentage: Medium Priority Results						
Number of checkpoints 'Passed'	15 (75%)	<div>WCAG 2.1 Medium Priority Breakdown</div>  <table><tr><td>Pass</td><td>75%</td></tr><tr><td>N/A</td><td>30%</td></tr><tr><td>Fail</td><td>10%</td></tr></table>	Pass	75%	N/A	30%	Fail	10%
Pass	75%							
N/A	30%							
Fail	10%							
Number of checkpoints 'Failed'	3 (15%)							
Number of checkpoints 'Not Applicable (N/A)'	2 (10%)							

AAA								
Priority Level	Number	Percentage: Low Priority Results						
Number of checkpoints 'Passed'	14 (50%)	<div>WCAG 2.1 Low Priority Breakdown</div>  <table><tr><td>Pass</td><td>50%</td></tr><tr><td>N/A</td><td>43%</td></tr><tr><td>Fail</td><td>7%</td></tr></table>	Pass	50%	N/A	43%	Fail	7%
Pass	50%							
N/A	43%							
Fail	7%							
Number of checkpoints 'Failed'	2 (7%)							
Number of checkpoints 'Not Applicable (N/A)'	12 (43%)							



Audit Results

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

Each area contains a reference to the WCAG success criteria, a brief overview of the issue encountered, a description of issues found along with user testing commentaries and solutions.



Redundant link (A)

Links used did not serve a purpose for any users groups.

WCAG Reference:

Success Criterion 2.4.4 Link Purpose (In Context) (Level A)

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

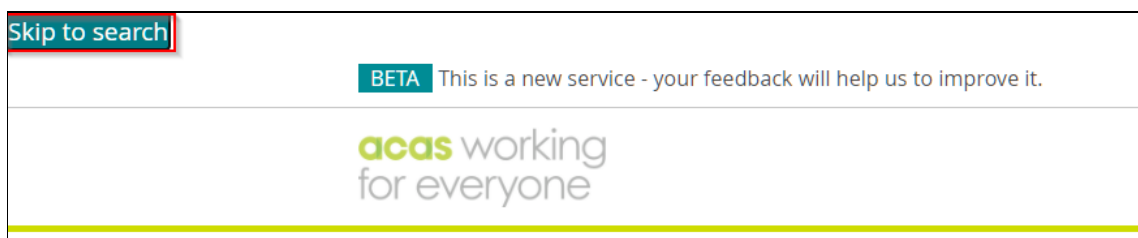
Issue ID: DAC_Redundant_link_issue1

URL: <https://tellcontent.acas.bbdtest.co.uk/>

Page title: Find a solution to an employment dispute | Tell Acas

Journey: Task 1, step 1

Screenshot:



A 'skip to search' link had been provided; however, there is no search feature presented on the page, this may confuse screen reader users and keyboard users as these two users groups would expect all links on the page to function as intended.

Current Code Ref(s):

```
<a href="#block-exposedformsolr-search-contentpage-1" class="visually-hidden focusable skip-link">
  Skip to search
</a>
```

Solution:

In this instance we would recommend removing the skip to search link, as it serves no purpose.



Error status (A)

Upon errors appearing on the page users of assistive technologies were not made aware of this content appearing.

WCAG Reference:

Success Criterion 2.4.3 Focus Order (Level A)

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

Success Criterion 4.1.3 Status Messages (Level AA)

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

Issue ID: DAC_Error_status_issue1

URL: <https://tellcontent.acas.bbdtest.co.uk/notification-form-conciliate?page=1#no-back>

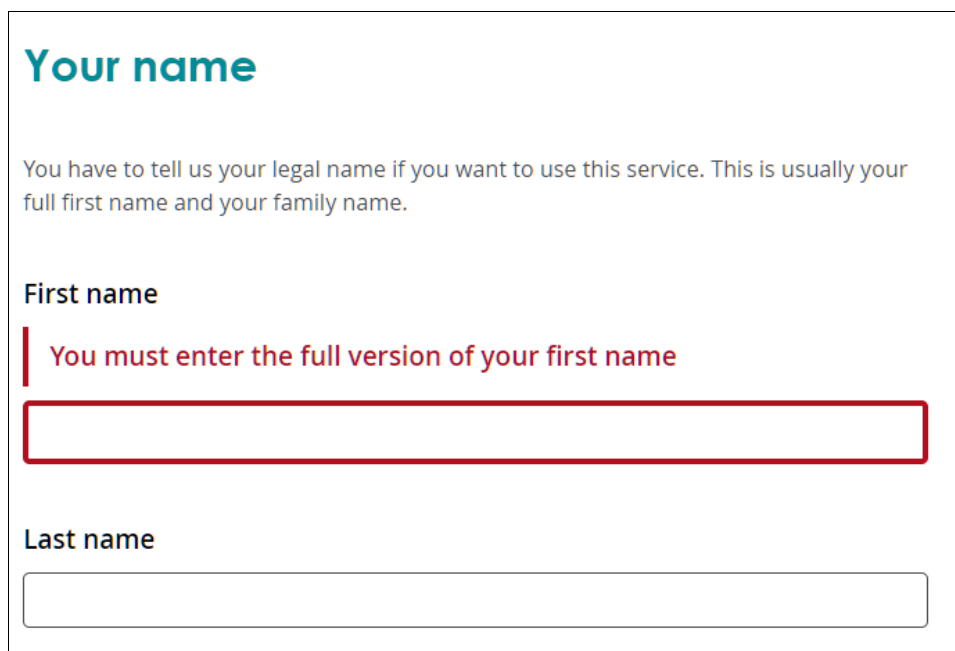
This also appeared on the following URLs:

<https://tellcontent.acas.bbdtest.co.uk/notification-form-no-conciliation#no-back>

Page title: Find a solution to your employment dispute and start early conciliation | Tell Acas

Journey: Task 3, step 9

Screenshot:



Your name

You have to tell us your legal name if you want to use this service. This is usually your full first name and your family name.

First name

You must enter the full version of your first name

Last name

Upon leaving the form field blank on the page and activating the 'continue' button the error handling is triggered; however, screen reader users are not made aware of this error and may become confused as to what has happened on the page.

Screen reader users would expect their focus to be placed back in the form field and the error message to be read out alongside the content.



Current Code Ref(s):

```
<div class="invalid-feedback">You must enter the full version of your first name</div>
```

```
<input data-webform-required-error="You must enter the full version of your first name" data-drupal-selector="edit-acas-firstname" class="form-text required form-control invalid" type="text" id="edit-acas-firstname" name="acas_firstname" value="test" size="60" maxlength="50" required="required" aria-required="true">
```

Solution:

Ensure that newly appearing content is announced to screen reader users and is associated with the form field. This can be done through the use of `aria-describedby` as this will announce the error alongside the input field.

Additionally, it must be ensured focus is placed back within the first form field on the page that contains error, this can be done through the use of JavaScript.

We would also recommend that users are alerted of this message through the use of a role of alert, as this will ensure that the newly appearing content is announced.

An additional example can be found on the GOV.UK design system website under [error message](#).

Example:

```
<div id="firstname-error" class="invalid-feedback" role="alert">You must enter the full version of your first name</div>
```

```
<input aria-describedby="firstname-error" data-webform-required-error="You must enter the full version of your first name" data-drupal-selector="edit-acas-firstname" class="form-text required form-control invalid" type="text" id="edit-acas-firstname" name="acas_firstname" value="test" size="60" maxlength="50" required="required" aria-required="true">
```



URL: <https://tellcontent.acas.bbdtest.co.uk/notification-form-conciliate?page=1#no-back>

This also appeared on the following URLs:

<https://tellcontent.acas.bbdtest.co.uk/notification-form-no-conciliation#no-back>

Page title: Find a solution to your employment dispute and start early conciliation | Tell Acas

Journey: Task 3, step 9

Screenshot:

The screenshot shows a form titled 'Enter your UK postcode'. Below the title is a red vertical bar and the text 'Enter a postcode' in red. There is a text input field with a red border and a teal button labeled 'Find address'. Below the input field, there is a line of text: 'You can also type in your address below. You will need to do this if you do not live in the UK.'

Upon intentionally leaving the enter a postcode field blank and activating the find address button, an error message appeared above the postcode field. Although focus is placed into the field, screen reader users are not made aware that an error has occurred and would become confused as to what has happened.

Current Code Ref(s):

```
<div class="find-address-wrapper form-item js-form-item form-type-textfield js-  
form-type-textfield form-item-find-address js-form-item-find-address form-group">  
  <label for="edit-find-address" class="control-label">  
    <span>Enter your UK postcode</span></label>  
    <div class="invalid-feedback" style="">Enter a postcode</div>  
    <input aria-label="Address lookup - enter your UK postcode" data-drupal-  
selector="edit-find-address" aria-describedby="edit-find-address--description"  
class="form-text form-control invalid" type="text" id="edit-find-address"  
name="find_address" value="" size="15" maxlength="10"><button type="button"  
class="find_address btn-primary">Find address</button>  
    <div class="description help-block">  
      <section id="edit-find-address--description" class="webform-element-  
description form-group">  
        You can also type in your address below. You will need to do this if you  
do not live in the UK.  
      </section>  
    </div>  
</div>
```



Screen reader comments:

If an invalid postcode is entered, I was advised that no address could be found. However, I had to manually look for this message, and it appears to be dynamically introduced without reloading the page. I would expect an alert to be pushed to the screen reader to make sure the user is aware of the problem."

Solution:

Ensure that upon an error being created on the page that screen reader users are made aware of its presence. This can be done through the use of role of alert, as this will announce the error when added to the page.

Example:

```
<div class="find-address-wrapper form-item js-form-item form-type-textfield js-  
form-type-textfield form-item-find-address js-form-item-find-address form-group">  
  <label for="edit-find-address" class="control-label">  
    <span>Enter your UK postcode</span></label>  
    <div role="alert" class="invalid-feedback" style="">Enter a postcode</div>  
    <input aria-label="Address lookup - enter your UK postcode" data-drupal-  
selector="edit-find-address" aria-describedby="edit-find-address--description"  
class="form-text form-control invalid" type="text" id="edit-find-address"  
name="find_address" value="" size="15" maxlength="10"><button type="button"  
class="find_address btn-primary">Find address</button>  
    <div class="description help-block">  
      <section id="edit-find-address--description" class="webform-element-  
description form-group">  
        You can also type in your address below. You will need to do this if you  
do not live in the UK.  
      </section>  
    </div>  
</div>
```



Error prevention (A)

Leaving a form field blank did not trigger an error message preventing screen reader users to identify when a mistake has been made.

WCAG Reference:

Success Criterion 3.3.1 Error Identification (Level A)

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

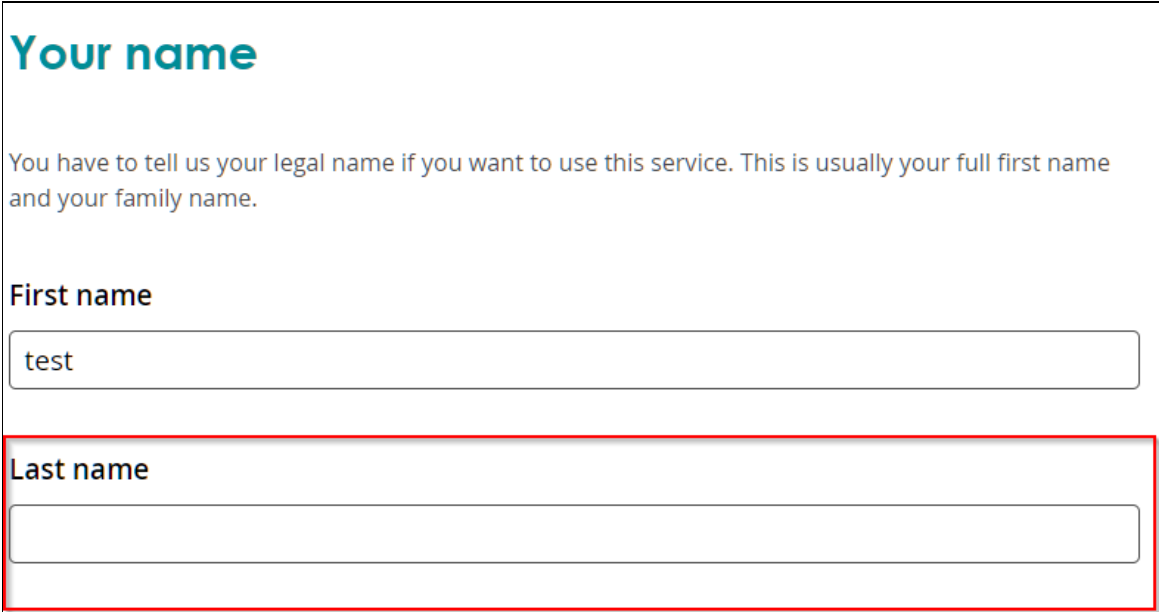
Issue ID: DAC_Error_prevention_issue1

URL: <https://tellcontent.acas.bbdtest.co.uk/notification-form-conciliate?page=1#no-back>

Page title: Find a solution to your employment dispute and start early conciliation | Tell Acas

Journey: Task 3, step 9

Screenshot:



Your name

You have to tell us your legal name if you want to use this service. This is usually your full first name and your family name.

First name

Last name

Users where able to submit the form on the 'find a solution' page; although, the last name field had not been filled in. This is confusing and problematic for screen reader users as they may not be aware that they have left the field blank.



Current Code Ref(s):

```
<div class="form-item js-form-item form-type-textfield js-form-type-textfield
form-item-acas-surname js-form-item-acas-surname form-group">
  <label for="edit-acas-surname" class="control-label">
    <span>Last name</span></label>

  <input data-drupal-selector="edit-acas-surname" class="form-text form-control
valid" type="text" id="edit-acas-surname" name="acas_surname" value="" size="60"
maxlength="50">

</div>
```

Solution:

Ensure that all required form fields that contain a mistake or have been left blank are provided a clear error message that reflects what has gone wrong within the form field and how to fix the problem.



Focus order (A)

Focus order provided was illogical for screen reader users, as well as keyboard users.

WCAG Reference:

Success Criterion 2.4.3 Focus Order (Level A)

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

Issue ID: DAC_Focus_order_issue1

URL: <https://tellcontent.acas.bbdtest.co.uk/notification-form-conciliate?page=4#no-back>

Page title: Find a solution to your employment dispute and start early conciliation - page 4 | Tell Acas

Journey: Task 3, step 13

Screenshot:



Upon creating an error on the 'find a solution ... page 4', screen reader users are informed of the error, however when arrowing down the page focus is then set back to the 'continue' button located at the bottom of the page.

This may easily disorientate screen reader users as they would expect to navigate back down the page to reach the form fields with the errors located.

Current Code Ref(s):

```
<ul class="item-list item-list--messages">
  <li class="item item--message">You must enter the main address of
your employer</li>
  <li class="item item--message">You must enter a city or town</li>
</ul>
```



Solution:

Ensure that focus is programmatically placed within the error summary heading as this will ensure that screen reader users as well as keyboard users navigate through the page to encounter the fields that contain errors.

Additionally, although the error summary is a suitable method provided of identifying an error on the page, we would recommend providing the methods implemented via the GOV.UK Design System website under [error messages](#) and [error summary](#) as both these elements will ensure users have a consistent and accessible experience.



Landmark issue (A)

Landmarks had not been implemented correctly.

WCAG Reference:

1.3.1 Info and Relationships (Level A)

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

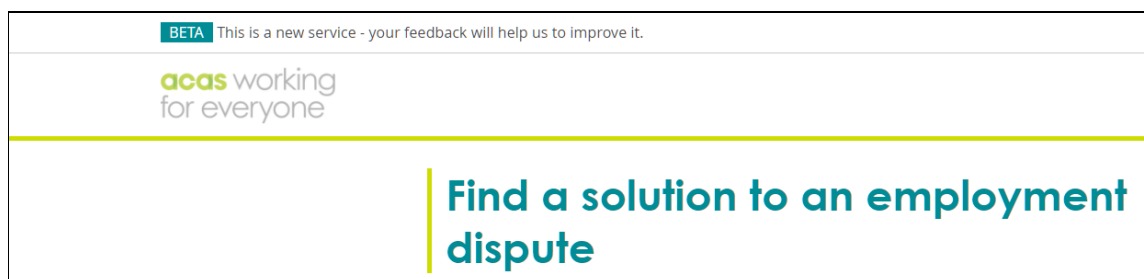
Issue ID: DAC_Landmark_Issue1

URL: <https://tellcontent.acas.bbdtest.co.uk/>

Page title: Find a solution to an employment dispute | Tell Acas

Journey: Task 1, step 1

Screenshot:



Landmarks had not been implemented correctly. The banner landmark is contained within another landmark (header) and should be presented as the top level.

Current Code Ref(s):

```
<header id="header-main">
[...
  <div class="header-main__content" id="navbar" role="banner">
[...
  </nav>
    </div>
</header>
```

Solution:

Ensure that only one banner is present on the page and presented at the top level. The role of banner should be applied to the <header>.

Example:

```
<header id="header-main" role="banner">
```



Duplicated Landmark (A)

Landmarks had been duplicated.

WCAG Reference:

1.3.1 Info and Relationships (Level A)

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

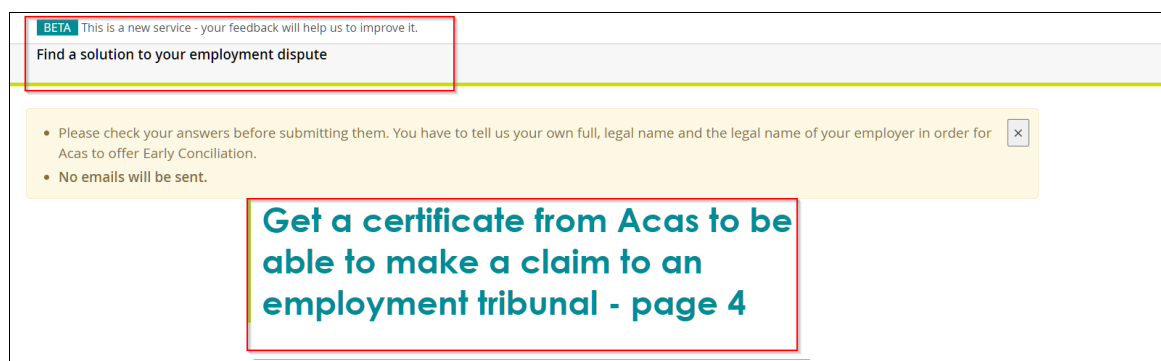
Issue ID: DAC_Duplicated_Landmark_Issue1

URL: <https://tellcontent.acas.bbdtest.co.uk/notification-form-no-conciliation?page=4#no-back>

Page title: Get a certificate from Acas to be able to make a claim to an employment tribunal - page 4 | Tell Acas

Journey: Task 4, step 13

Screenshot:



Landmarks had not been implemented correctly. Multiple headers have been used throughout the page. This is an incorrect use of headers, as only one should be used per page. This may cause confusion to screen reader users as multiple header landmarks may cause disorientation on their position of the page.



Current Code Ref(s):

```
<header id="header-main">
  <div class="region region-top-bar">
    <section id="block-prescribed-betabannerblock" class="block block-general
block-beta-banner clearfix">
      <div class="container">
        <div class="row">
          <div class="col-xs-12">
            [...]
          </div>
        </div>
      </div>
    </div>

    <div class="region region-content">
      <div class="block block-core block-page-title-
block clearfix col-xs-12 col-md-7">
        <h1 class="page-header">Get a certificate from Acas to be able to make a claim
to an employment tribunal
          - page 4
        </h1>
      </div>
    </div>
  </div>
</header>
```

Solution:

Ensure that only a single header is used once per page to introduce the main header of the page content.



Colour contrast (AA)

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

WCAG Reference:

1.4.3 Contrast (Minimum) (Level AA)

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

Issue ID: DAC_Colour_Contrast_Issue1

URL: <https://tellcontent.acas.bbdtest.co.uk/check-user-wants-conciliation>

Page title: Try to find a solution to your dispute before employment tribunal | Tell Acas

Journey: Task 2, step 1

Screen Shot:

Try to find a solution to your dispute before employment tribunal

You can take part in a free service that aims to find a solution to your dispute without going to employment tribunal. The service is called 'early conciliation'.

People use this service because:

- it is less stressful than going through the employment tribunal process
- it is free
- early conciliation can when successful, deliver a quicker result than a tribunal process

Anything you tell us cannot be discussed with the individual or organisation your claim is about without your consent, and cannot be used in an employment tribunal without your consent.

Are you interested in finding a solution to your dispute without going to tribunal?



The contrast between the blue heading text and background colours did not meet the required ratios of 4.5:1 and may prove difficult for low vision and colour-blind users to read. This colour style has been used throughout most of the website on all headings.

Colour ratio:

Foreground: #008C95

Background: #FFFFFF

The contrast ratio is: 4:1

Current Code Ref(s):

HTML

```
<h1 class="page-header"><span property="schema:name">Try to find a solution to  
your dispute before employment tribunal</span>  
</h1>
```

CSS

```
h1, h1 a, .h1, .h1 a, h2, h2 a, .h2, .print-download-email .modal .title, .h2 a,  
.print-download-email .modal .title a, h3, .chapters--search h2, h3 a, .chapters--  
search h2 a, .h3, .h3 a, h4, h4 a, .h4, .print-download-email .modal .close, .h4  
a, .print-download-email .modal .close a, h5, h5 a, .h5, .h5 a, h6, h6 a, .h6, .h6  
a {  
    color: #008C95;  
    font-family: "Century Gothic Bold","AppleGothic",sans-serif;  
}
```

Low Vision user comments:

“When I was reading the information on the webpage, I struggled to read the titles due to the colour scheme used as the font colour blends into the background, which makes it difficult to see and read. When I tested the colour contrast of the colour scheme I found that the colour contrast fails with a ratio of 4.1. This means that some users will struggle to see and read the font.”



Solution:

1. For sites to pass AA, they must comply with WCAG 2.1 checkpoint 1.4.3 for colour contrast, which is 4.5:1.

As far as contrast ratio is concerned, it must at least be:

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

2. For sites to meet AAA, they must comply with WCAG 2.1 checkpoint 1.4.6 for colour contrast.

As far as contrast ratio is concerned, it must at least be:

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



Ambiguous button label (AA)

Although a label has been provided this label is ambiguous in its purpose.

WCAG Reference:

Success Criterion 2.4.6 Headings and Labels (Level AA)

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

Issue ID: DAC_ambiguous_button_label_Issue1

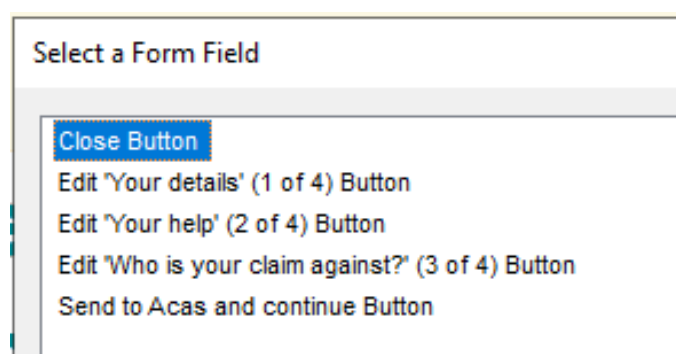
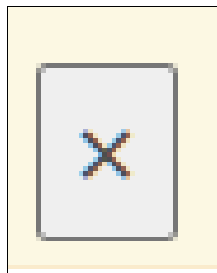
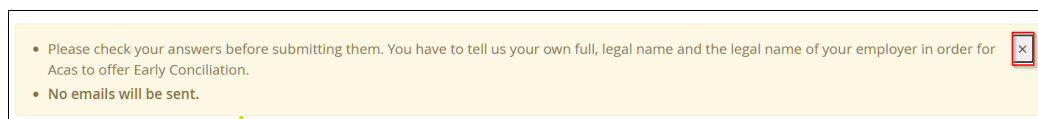
URL: <https://tellcontent.acas.bbdtest.co.uk/notification-form-no-conciliation?page=4#no-back>

This issue appears throughout the website.

Page title: Get a certificate from Acas to be able to make a claim to an employment tribunal - page 4 | Tell Acas

Journey: Task 4, step 13

Screenshot:



The close button is provided to dismiss the warning message; however, when navigating outside of context this button label 'close' was ambiguous and may confuse screen reader users as to what the button is closing on the page.



Current Code Ref(s):

```
<button role="button" class="close" data-dismiss="alert" aria-label="Close"><span  
aria-hidden="true">x</span></button>
```

Solution:

Ensure that the close button is provided a more descriptive label that reflects what will happen upon activation of the button, as this will ensure screen reader users are aware what the button will do.

Example:

```
<button role="button" class="close" data-dismiss="alert" aria-label="Close warning  
message"><span aria-hidden="true">x</span></button>
```



Illogical heading structure (AAA)

Headings on the page are illogical.

WCAG Reference:

Success Criterion 2.4.10 Section Headings (Level AAA)

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

Issue ID: DAC_Illogical_Headings_Issue1

URL: <https://tellcontent.acas.bbdtest.co.uk/check-user-wants-conciliation>

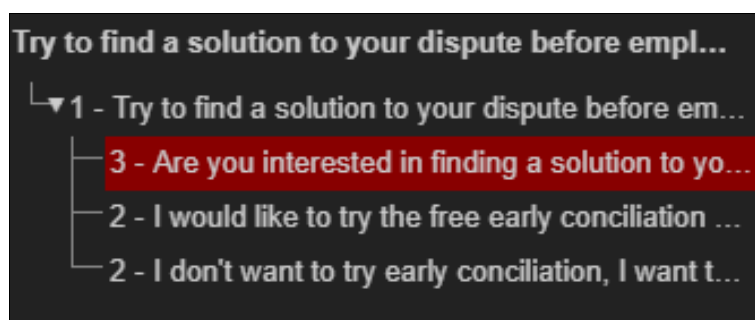
this also appears on

Page title: Try to find a solution to your dispute before employment tribunal | Tell Acas

Journey: Task 2, step 1

Screen Shot:

The screenshot shows a web form with a heading 'Are you interested in finding a solution to your dispute without going to tribunal?' in a red box. Below it are two yellow boxes. The left box has a heading 'I would like to try the free early conciliation service' and a sub-heading 'To see if I can find a solution to this employment dispute without going to tribunal.' The right box has a heading 'I don't want to try early conciliation, I want to take my dispute to tribunal' and a sub-heading 'Notify Acas, and send me an employment tribunal certificate.'



Headings on the page were presented in an illogical order, this made it difficult for screen reader users to determine the layout of the page and relationships between different sections of content.

Upon further inspection the heading level 3 'Are you interested...' appears to be introducing the content marked up as a heading level 2.



Current Code Ref(s):

```
<h1 class="page-header"><span property="schema:name">Try to find a solution to  
your dispute before employment tribunal</span>  
</h1>  
  
<h3>Are you interested in finding a solution to your dispute without going to  
tribunal?&nbsp;</h3>  
  
<h2><span>I would like to try the free early conciliation service </span></h2>  
  
<h2 data-element-id="headingsMap-3"><span>I don't want to try early conciliation,  
I want to take my dispute to tribunal</span></h2>
```

Screen reader user comment:

"After the main heading at level 1, there appears to be a heading at level 3 with the question, then the answers appear to be at level 2. Although this would by no means prevent me from successfully using and understanding the service, the headings are perhaps using incorrect hierarchical order."

Solution:

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

In this instance we would recommend marking up the heading level 2 which appear to be answers to the question presented in the heading level 3 as each a heading level 3 and the question being asked as a heading level 2, as it is introducing the content.

Example:

```
<h1 class="page-header"><span property="schema:name">Try to find a solution to  
your dispute before employment tribunal</span>  
</h1>  
  
<h2>Are you interested in finding a solution to your dispute without going to  
tribunal?&nbsp;</h2>  
  
<h3><span>I would like to try the free early conciliation service </span></h3>  
  
<h3 data-element-id="headingsMap-3"><span>I don't want to try early conciliation,  
I want to take my dispute to tribunal</span></h3>
```



Usability

The following issues contain content that, although do not Fail WCAG 2.1 may cause difficulty for users of assistive technologies.

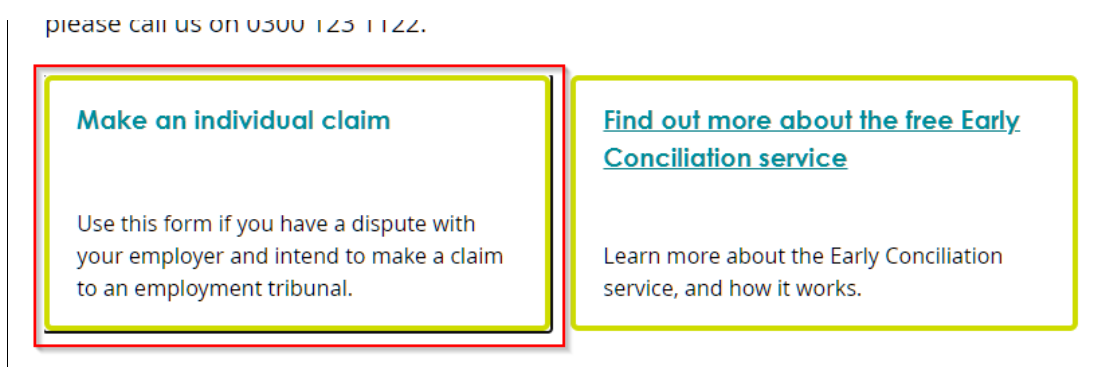
Issue ID: DAC_Usability_issue1

URL: <https://tellcontent.acas.bbdtest.co.uk/>

Page title: Find a solution to an employment dispute | Tell Acas

Journey: Task 1, step 1

Screenshot:



Although, a focus outline is visible and clear against the adjacent colour for the 'make an individual claim' and 'find out more', the whole board of the box did not receive the outline, only partial of the box was given an outline.

This may affect keyboard users that may struggle to see a noticeable change in focus indication.

Current Code Ref(s):

```
<div class="field--item"><a href="/check-user-wants-conciliation">
  <div class="promoted-link__wrapper"><h2><span>Make an individual
claim</span></h2>
  <div class="promoted-link__content">
    <p>Use this form if you have a dispute with your employer and intend to make
a claim to an employment tribunal.</p>
  </div>
</div>
</a>
</div>
```



keyboard comments:

“On this section when tabbing onto this section it did not highlight fully and I could not find where I was on the page at first. Link highlight should be consistent throughout the site, so users are aware of where they are on the page.”

Solution:

We would recommend that the focus highlighting completely surrounds the content on the page, that has received focus via keyboard tab navigation.

End of Report



Appendix I

Journeys

Task 1

Find a solution to an employment dispute :
<https://tellcontent.acas.bbdtest.co.uk>

Task 2

Make an individual claim:
<https://tellcontent.acas.bbdtest.co.uk/check-user-wants-conciliation>



Task 3

I want to try the early conciliation service:

<https://tellcontent.acas.bbdtest.co.uk/find-a-solution-to-your-employment-dispute-and-start-early-conciliation>

1. Open URL
2. Select "I would like to try the free early conciliation service"
3. Select "start now" and begins filling and completing the form.
4. First name. Type "Test"
5. Last name. Type "Test"
6. Phone number. Enter your own number into this field
7. Do you have difficulty using a phone. Select "No".
8. Enter your postcode. Type "SA10 6FG" and select "Find address".
9. Select an address. Select "Unit 15, Llancoed Court, Darcy Business Park", then select "continue".
10. Is someone helping you with your claim. Select "No, there is not"
11. Who is your claim against. Select "a company"
12. Legal name of your organisation. Type "DAC" into available field, then select "continue".
13. Find a solution to your employment dispute and start early conciliation. Select "send to ACAS and continue".
14. Is this claim part of an existing claim. Select "no".
15. Are you one of several employees bringing this dispute to ACAS. Select "I'm not sure"
16. How long have you been employed by your organisation. Select "more than 2 years", then select "continue".
17. Is your employer still in business. Select "I'm not sure", then select "continue".
18. Is your dispute about your dismissal or redundancy. Select "no".
19. Do you think you are owed wages or holiday pay. Select "no", then select "continue".
20. Is your claim about discrimination at work. Select "no", then select "continue"
21. Are you currently employed by this employer. Select "no".
22. Do you or did you have a written contract of employment with this employer. Select "yes".
23. Have you discussed the dispute with your employer. Select "no".
24. When is a good time to speak. Type "14:00" into the field.
25. Are there any days or times to avoid. Type "available for any time".
26. What is the best way to contact you to arrange a conversation. Select "phone call", then select "continue".
27. Employer contact details, Job title. Type "Tech support".
28. First name. Enter "test"
29. Last name. Type "test".



30. Phone number. Type your own phone number into this field.
31. Email address. Type your work email into this field.
32. Select "send to Acas".

Task 4

Don't want to try the early conciliation service

<https://tellcontent.acas.bbdtest.co.uk/confirm-no-conciliation>

1. Open URL
2. Select "I don't want to try early conciliation; I want to take my dispute to tribunal"
3. Select "start now".
4. First name. Type "Test"
5. Last name. Type "Test"
6. Phone number. Enter your own number into this field
7. Do you have difficulty using a phone. Select "No".
8. Enter your postcode. Type "SA10 6FG" and select "Find address".
9. Select an address. Select "Unit 15, Llancoed Court, Darcy Business Park", then select "continue".
10. Is someone helping you with your claim. Select "No, there is not"
11. Who is your claim against. Select "a company".
12. Legal name of your organisation. Type "DAC" into available field, then select "continue".
13. Find a solution to your employment dispute and start early conciliation. Select "send to ACAS and continue".



Appendix II

Classification of Accessibility Issues

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

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



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

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

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

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

<p>Contrast (Minimum): 1.4.3 The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. <p>(Level AA)</p>	<p>Fail (M)</p>
<p>Resize text: 1.4.4 Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality.</p> <p>(Level AA)</p>	<p>Pass (P)</p>
<p>Images of Text: 1.4.5 If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: Understanding Success Criterion 1.4.5</p> <ul style="list-style-type: none"> • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AA)</p>	<p>Pass (P)</p>

<p>Contrast (Enhanced):</p> <p>1.4.6 The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following:</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. <p>(Level AAA)</p>	<p>Fail (L)</p>
<p>Low or No Background Audio:</p> <p>1.4.7 For pre-recorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true:</p> <p>Understanding Success Criterion 1.4.7</p> <ul style="list-style-type: none"> • No Background: The audio does not contain background sounds. • Turn Off: The background sounds can be turned off. • 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. <p>Note: Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>

<p>Visual Presentation:</p> <p>1.4.8 For the visual presentation of blocks of text, a mechanism is available to achieve the following:</p> <p>Understanding Success Criterion 1.4.8</p> <ol style="list-style-type: none"> 1. Foreground and background colours can be selected by the user. 2. Width is no more than 80 characters or glyphs (40 if CJK). 3. Text is not justified (aligned to both the left and the right margins). 4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. 5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window. <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Images of Text (No Exception):</p> <p>1.4.9 Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed.</p> <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Reflow: (WCAG 2.1)</p> <p>1.4.10 Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for :</p> <ul style="list-style-type: none"> • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels. <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p> <p>Note: 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For web content which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024px at 400% zoom.</p> <p>Note: Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content.</p> <p>(Level AA)</p>	<p>Pass (P)</p>

<p>Non-text Contrast: (WCAG 2.1)</p> <p>1.4.11 The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <ul style="list-style-type: none"> • User Interface Components Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; • Graphical Objects Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed. <p>(Level AA)</p>	<p>Pass (P)</p>
<p>Text Spacing: (WCAG 2.1)</p> <p>1.4.12 presentation of graphics is essential to the information being conveyed.</p> <p>In content implemented using mark-up languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property:</p> <ul style="list-style-type: none"> • Line height (line spacing) to at least 1.5 times the font size; • Spacing following paragraphs to at least 2 times the font size; • Letter spacing (tracking) to at least 0.12 times the font size; • Word spacing to at least 0.16 times the font size. <p>Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p> <p>(Level AA)</p>	<p>Pass (P)</p>

Content on Hover or Focus: (WCAG 2.1)

1.4.13 Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:

- **Dismissible**

A [mechanism](#) is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an [input error](#) or does not obscure or replace other content;

- **Hoverable**

If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing;

- **Persistent**

The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid.

Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.

Note: Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML [title attribute](#).

Note: Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.

(Level AA)

Pass (P)

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

Keyboard:

2.1.1 All [functionality](#) of the content is operable through a [keyboard interface](#) without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.

Note: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.

Note: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.

(Level A)

Pass (P)

No Keyboard Trap:

2.1.2 If keyboard focus can be moved to a component of the page using a [keyboard interface](#), then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away.

Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.

(Level A)

Pass (P)

Keyboard (No Exception):

2.1.3 All [functionality](#) of the content is operable through a [keyboard interface](#) without requiring specific timings for individual keystrokes.

(Level AAA)

Pass (P)

<p>Character Key Shortcuts: (WCAG 2.1)</p> <p>2.1.4 If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: A mechanism is available to turn the shortcut off; • Remap: A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc); • Active only on focus: The keyboard shortcut for a user interface component is only active when that component has focus. <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Timing Adjustable:</p> <p>2.2.1 For each time limit that is set by the content, at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: The user is allowed to turn off the time limit before encountering it; • Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; • Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; • Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; • Essential Exception: The time limit is essential and extending it would invalidate the activity; • 20 Hour Exception: The time limit is longer than 20 hours. <p>Note: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with Success Criterion 3.2.1, which puts limits on changes of content or context as a result of user action.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>

<p>Pause, Stop, Hide: 2.2.2 For moving, blinking, scrolling, or auto-updating information, all of the following are true: Understanding Success Criterion 2.2.2</p> <ul style="list-style-type: none"> • Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and • Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. <p>Note: For requirements related to flickering or flashing content, refer to Guideline 2.3. Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. Note: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so. Note: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken. (Level A)</p>	<p>Not Applicable (N/A)</p>
<p>No Timing: 2.2.3 Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)</p>	<p>Not Applicable (N/A)</p>

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

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

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

<p>Pointer Cancellation: (WCAG 2.1) 2.5.2 For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> • No Down-Event The down-event of the pointer is not used to execute any part of the function; • Abort or Undo Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion; • Up Reversal The up-event reverses any outcome of the preceding down-event; • Essential Completing the function on the down-event is essential. <p>Note: Functions that emulate a keyboard or numeric keypad key press are considered essential. Note: This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology). (Level A)</p>	<p>Pass (P)</p>
<p>Label in Name: (WCAG 2.1) 2.5.3 For user interface components with labels that include text or images of text, the name contains the text that is presented visually. Note: A best practice is to have the text of the label at the start of the name. (Level A)</p>	<p>Pass (P)</p>



<p>Motion Actuation: (WCAG 2.1) 2.5.4 Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:</p> <ul style="list-style-type: none"> • Supported Interface The motion is used to operate functionality through an accessibility supported interface; • Essential The motion is essential for the function and doing so would invalidate the activity. <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Target Size (WCAG 2.1): 2.5.5 The size of the target for pointer inputs is at least 44 by 44 CSS pixels except when:</p> <ul style="list-style-type: none"> • Equivalent The target is available through an equivalent link or control on the same page that is at least 44 by 44 CSS pixels; • Inline The target is in a sentence or block of text; • User Agent Control The size of the target is determined by the user agent and is not modified by the author; • Essential A particular presentation of the target is essential to the information being conveyed. <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Concurrent Input Mechanisms (WCAG 2.1): 2.5.6 Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings.</p> <p>(Level AAA)</p>	<p>Pass (P)</p>

Principle 3: Understandable – Information and the operation of user interface must be understandable.

Language of Page: 3.1.1 The default human language of each Web page can be programmatically determined . (Level A)	Pass (P)
Language of Parts: 3.1.2 The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)	Pass (P)
Unusual Words: 3.1.3 A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way , including idioms and jargon . (Level AAA)	Not Applicable (N/A)
Abbreviations: 3.1.4 A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)	Pass (P)
Reading Level: 3.1.5 When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content , or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)	Pass (P)
Pronunciation: 3.1.6 A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)	Not Applicable (N/A)

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

<p>Error Prevention (Legal, Financial, Data): 3.3.4 For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. <p>(Level AA)</p>	<p>Pass (P)</p>
<p>Help 3.3.5 Context-sensitive help is available.</p> <ul style="list-style-type: none"> • Provide instructions and cues in context to help inform completion and submission. <p>(Level AAA)</p>	<p>Pass (P)</p>
<p>Error Prevention (All): 3.3.6 For Web pages that require the user to submit information, at least one of the following is true:</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. <p>(Level AAA)</p>	<p>Pass (P)</p>

Principle 4: Robust – Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

Parsing:

4.1.1 In content implemented using mark-up languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.

Note: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.

(Level A)

Pass (P)

Name, Role, Value:

4.1.2 For all [user interface components](#) (including but not limited to: form elements, links and components generated by scripts), the [name](#) and [role](#) can be [programmatically determined](#); states, properties, and values that can be set by the user can be [programmatically set](#); and notification of changes to these items is available to [user agents](#), including [assistive technologies](#).

Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.

(Level A)

Pass (P)

Status Messages (WCAG 2.1)

4.1.3 In content implemented using mark-up languages, [status messages](#) can be [programmatically determined](#) through [role](#) or properties such that they can be presented to the user by [assistive technologies](#) without receiving focus.

(Level AA)

Fail (M)

Appendix III

The Process

The website is measured against the Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines 2.1 (WCAG 2.1) to give an accurate feedback on any non-compliant issues. To attain our standard accreditation all A and AA criteria must be achieved.

To give a more accurate review of the website the DAC team employ two differing testing processes.

The first is a manual technical audit using automated tools and the second a dedicated team of user testers with differing disabilities test using a range of adaptive technologies. The findings of both testing teams are then combined to give the client far more accurate feedback on the website.

By using the testing team in conjunction with an automated procedure a more accurate set of results are made available.

This report combines technical auditing with disabled user feedback. The test does not list each specific area that requires change but highlights patterns of problems where they exist. Each section of the report includes a qualifying statement of pass, fail or recommendation to help developers quickly identify which parts of the website need the most urgent attention.

CRITERIA

High

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

Medium

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

Low

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

Usability

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

DAC Testing Procedure

The website is tested by a team of experienced auditors and analysts, many of who are disabled individuals and users of adaptive technology. The combination of subjective pan-disability user feedback and comprehensive technical auditing allows us to measure how the website performs technically and practically, thereby offering an essential added dimension to our test results that other methods of testing cannot provide.

User Testing

Manual accessibility checking was conducted by a team of disabled individuals, using a range of adaptive technologies (hardware and software designed to facilitate the use of computers by people with disabilities). This may include:

NVDA: a screen reader and application used by those who are blind.

ZoomText: a magnification application used by those with low vision.

JAWS: a screen reader used by blind people to access pages.

Dragon Naturally Speaking: voice activated software used by those that do not use a conventional input device such as a keyboard or mouse.

Switch Access: used by those with severe mobility impairments to input commands to a computer.

Keyboard Only: some users with mobility impairments have difficulty making precise movements required by pointing devices such as a mouse; therefore, a keyboard is used as the exclusive input device.

Readability: Manual checks were made to assess the suitability of a page for those with colour blindness and dyslexia.

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

Learning difficulties: Manual checks were made to assess the suitability of a page for those with learning difficulties.

Technical Auditing

Technical auditing involves the experienced application of a number of technical auditing and standards compliance assessment tools. This combined with an extensive knowledge of WCAG, its application and wider global practice provides the DAC website with further credibility and quality.