



# Digital Accessibility Centre

## Accessibility Audit Report

Company	British Council
Date	24 <sup>th</sup> August 2018
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## Document Control

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## Executive Summary

An accessibility audit for British **Council website** was carried out by the Digital Accessibility Centre (DAC) user/technical team on **13<sup>th</sup> August 2018**. This document incorporates the findings regarding any accessibility barriers identified during the process.

Testing highlighted a number of areas that impact users of assistive technology, these areas have been briefly outlined below.

Captcha was found to be inaccessible for screen reader users. Security methods such as captcha are common; however they commonly pose an issue for screen reader users. If these methods are brought in from a third-party source an alternative should be provided.

Videos were present on the pages tested that do not contain alternatives for hearing-impaired users. Captions need to be made available for users with hearing impairments.

Screen reader users found that after implementing the media controls the controls disappear leaving screen reader users unable to interact with them once they had disappeared. It was also noted that some links leading to videos were not obvious that they were videos.

Some of the colour combinations found on the site are low contrast and are likely to be difficult for people with low vision to read.

Part of our audit process includes the use of automated testing software. The high number of errors found during the automated code check on some of the pages tested indicates that there may be some validation issues on pages that could cause poor rendering of content by some assistive technologies.

Some areas of the pages tested were not easily understood by some users. The main area that posed a problem is an error message relating to captcha, it is recommended that this be reworded to make the message easier to understand.

Although a skip link is present, currently it does not work as expected on some of the pages tested. Skip links allow users to skip past large blocks of navigation and provide quicker access to the main content of the page.

Links to non-HTML documents lacked appropriate labelling, leaving screen reader users unaware that they would be opening a non-HTML document. Other links were found to be a little ambiguous when taken out of the context of the page and require additional information.

One of the options from a dropdown box causes the page to refresh as soon as a user tries to cycle through the options. This caused confusion for screen reader users as they were unaware of the page refreshing and that new content had appeared on the page.

The heading mark-up being used currently is neither as logical or hierarchical as preferred. The underlying purpose of headers is to convey the structure of the page. For sighted users, the same purpose can be achieved by using different sizes of text. This is not helpful for users of screen readers, as a screen reader identifies a header only if it is marked up as such. When headers are properly used, the page becomes much easier to navigate for screen reader users and sighted users alike.

PDF documents lacked appropriate mark-up for screen reader to navigate easily. Whilst an accessibility link is present, the content currently held within the page does not aid users with disabilities in navigating the website.

## Audit Summary

In order for the site 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.

Below shows a list of the problematic areas of concern categorised by priority:



### High Priority

[Audio and Video](#)

[Colour contrast](#)

[Compatibility](#)

[Skip link](#)

[Search](#)

[Scripts](#)

[Forms](#)



### Medium Priority

[Colour contrast](#)

[Multimedia](#)

[Content readable](#)

[Forms](#)

[Headings](#)

[Non-html](#)



### Low Priority

[Multimedia](#)

[Links](#)

[Links \(New window\)](#)

## Scope

URL: <https://www.britishcouncil.org/>

### **Task 1 - Homepage**

1. Contact us
2. Contact us form
3. Thank you

### **Task 2 – Blog**

1. Voices
2. 10 activities to practice in the English classroom

### **Task 3 – Search**

1. Homepage > search results

### **Task 4 – Learn English**

1. Learn English
2. English for kids and teens
3. Learning time with Shaun and Timmy
4. Benefits of learning with us

### **Task 5 – take an exam**

1. Take an exam
2. English test aptis
3. English test for organisations
4. English test for corporates



## Browser matrix and Assistive Technology (AT) combinations

### Desktop

User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	Windows	IE11	Jaws 16
			Firefox	NVDA
		MAC	Safari	VoiceOver
Mobility (iii)	VA	Windows	IE11	Dragon Voice Activation
Mobility (iii)	KO	Windows	Chrome	Keyboard
			IE11	Keyboard
Deaf (i)	D	Windows/Mac	Firefox	-
Colour blind (ii)	CB	Windows	Chrome	System inverted colours
Dyslexia (ii)	DX	Windows	Chrome	-
Low Vision	LV	Windows	IE11	Screen Magnification
Asperger's (i)	A	Windows/Mac	Firefox	-
Cognitive Impaired/ Panic/Anxiety	Cog	Windows 10	IE11	-

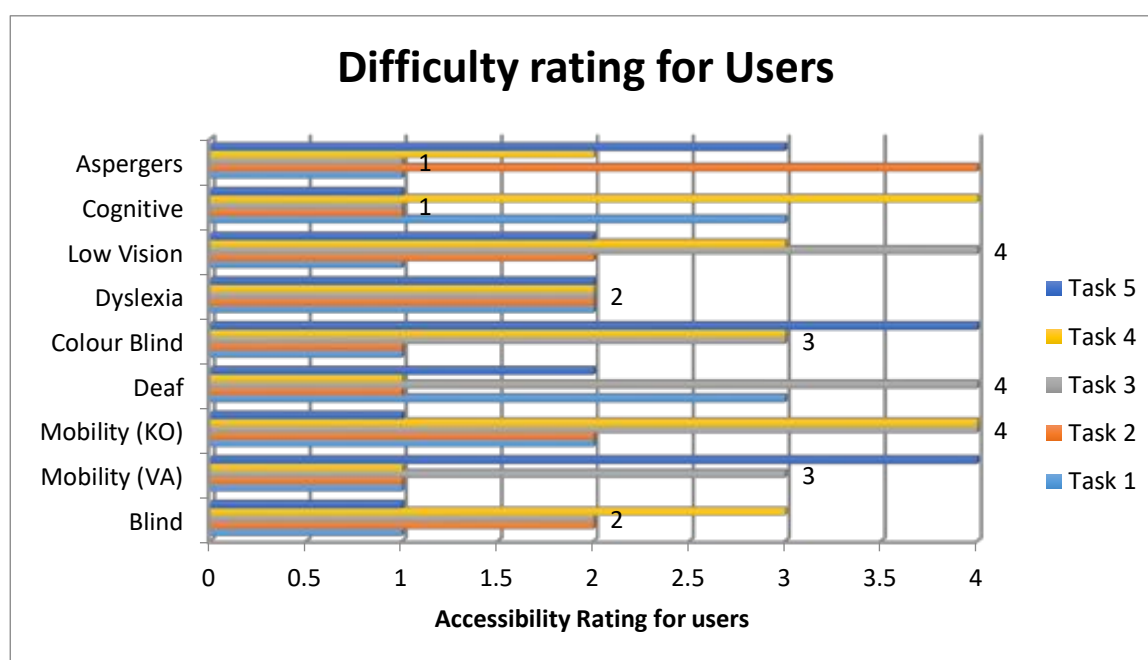
## Mobile/Tablet

User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	iOS	Safari	VoiceOver
		Android	Firefox	Talkback
Mobility	KO	iOS	Safari	-
Mobility	KO	Android	Android Browser	-
Deaf	D	Android/iOS	Android browser/safari	
Colour blind/Dyslexia	CB/DX	Android/iOS	Android browser/safari	System inverted colours/colour blind checks
Low Vision	LV	Android/iOS	Android browser/safari	Screen Magnification/Resizing content

## Summary Graphs

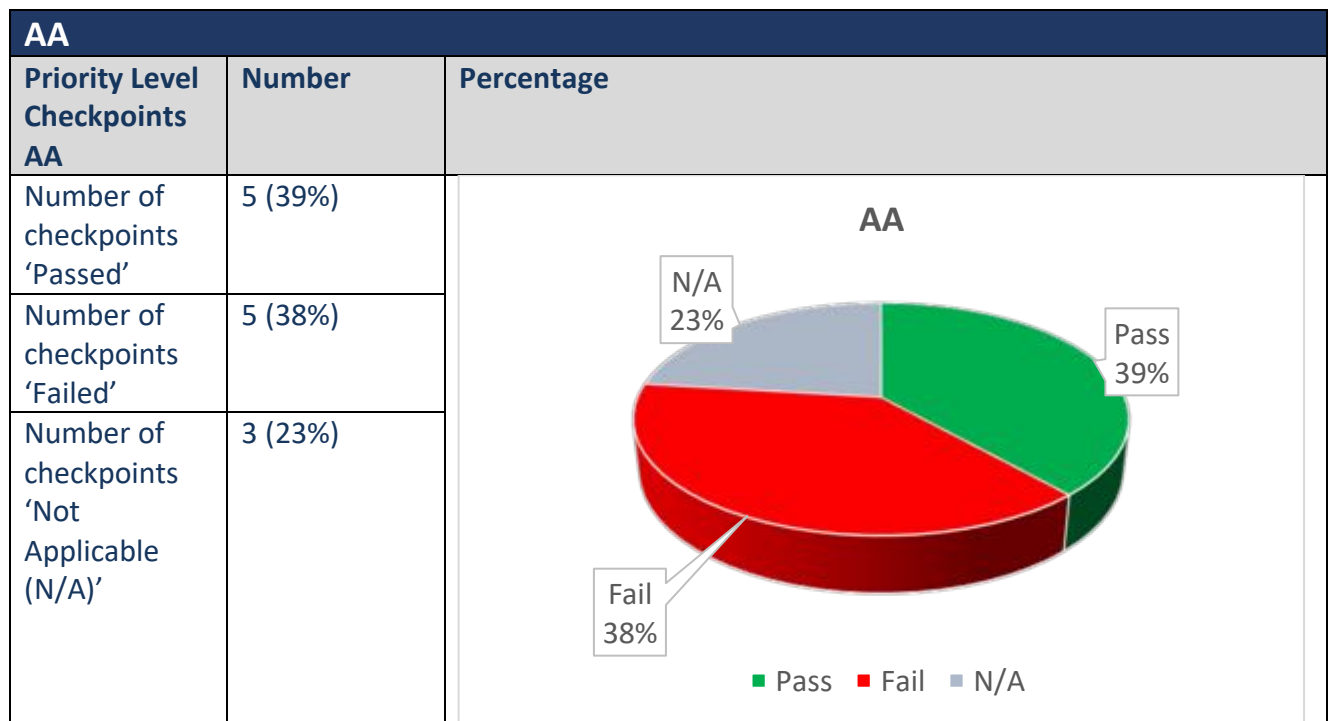
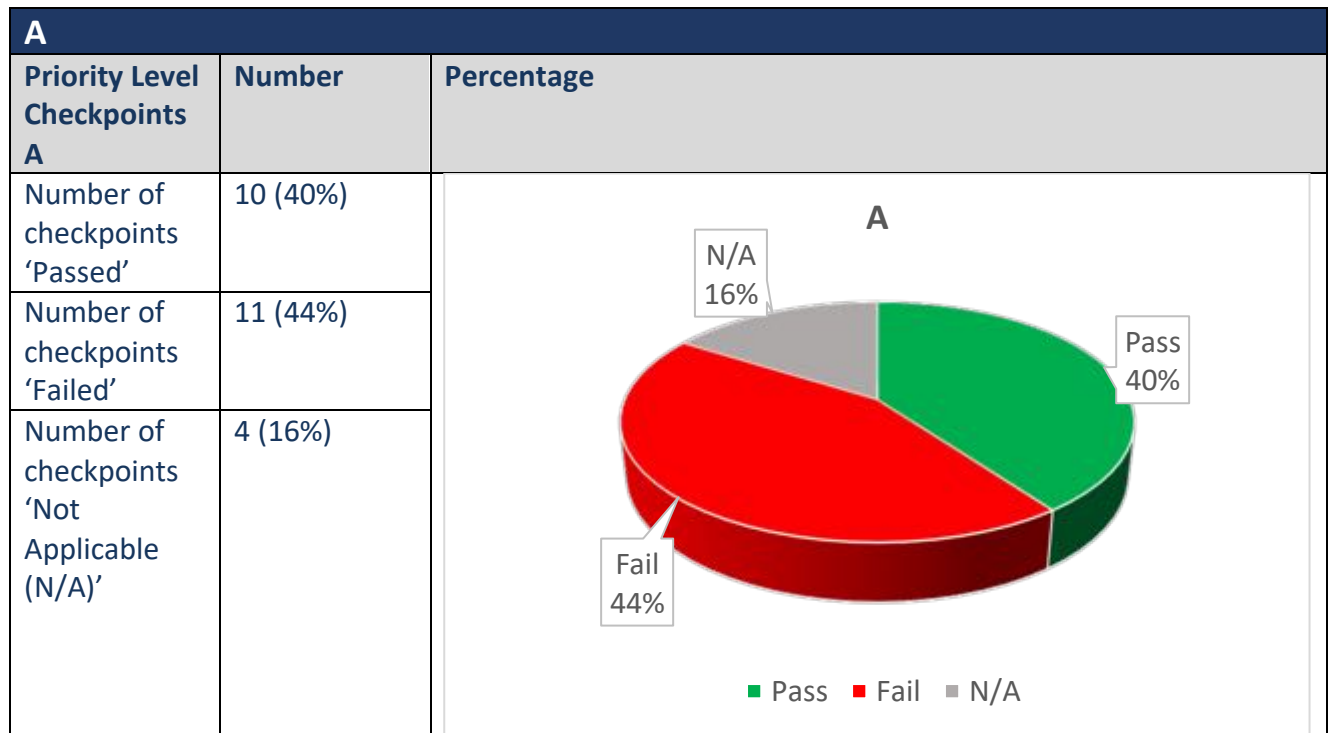
Our analysts provided their overall feedback on the service.  
This was rated from 1 – could not complete to 5 – Good user experience.

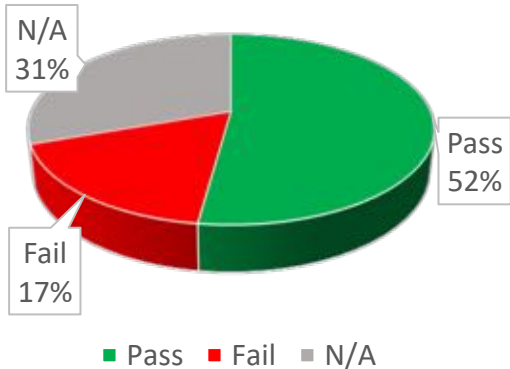
Key:	
Could not complete	1
Required Assistance	2
Completed with difficulty	3
Completed with minor issues	4
Good user experience	5



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

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



AAA														
Priority Level Checkpoints AAA	Number	Percentage												
Number of checkpoints 'Passed'	12 (52%)	<div><p>AAA</p><p>A 3D pie chart titled 'AAA' showing the distribution of checkpoint results. The chart is divided into three segments: a green segment representing 'Pass' at 52%, a red segment representing 'Fail' at 17%, and a grey segment representing 'N/A' at 31%. Each segment has a callout box with its label and percentage. A legend at the bottom identifies the colors: green for Pass, red for Fail, and grey for N/A.</p><table><tr><th>Category</th><th>Count</th><th>Percentage</th></tr><tr><td>Pass</td><td>12</td><td>52%</td></tr><tr><td>Fail</td><td>4</td><td>17%</td></tr><tr><td>N/A</td><td>7</td><td>31%</td></tr></table></div>	Category	Count	Percentage	Pass	12	52%	Fail	4	17%	N/A	7	31%
Category	Count		Percentage											
Pass	12		52%											
Fail	4	17%												
N/A	7	31%												
Number of checkpoints 'Failed'	4 (17%)													
Number of checkpoints 'Not Applicable (N/A)'	7 (31%)													

## Audit Results

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

Each section contains a brief overview of the accreditation requirements followed by the result, a description of issues found (if any) along with user testing commentaries and solutions.

## Audio and video

### WCAG 2.0 References:

Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.

[WCAG 2.0 reference 1.1 - Text Alternatives](#)

Provide synchronized alternatives for synchronized time-based media.

[WCAG 2.0 reference 1.2 - Time-Based Media](#)

Make it easier for users to see and hear content including separating foreground from background.

[WCAG 2.0 reference 1.4 - Distinguishable Content](#)

Make all functionality available from a keyboard.

[WCAG 2.0 reference 2.1 - Keyboard Accessible](#)

Make Web pages appear and operate in predictable ways.

[WCAG 2.0 reference 3.2 - Predictable](#)

## Ensure that audio and video has a text alternative.

Information conveyed with sound or video must have appropriate alternative text so that deaf and hearing-impaired users are able to read equivalents of audio information.

Result = **Fail**

There are a number of videos present on the pages tested, which do not contain alternatives for hearing-impaired users. Captions need to be made available for users with hearing impairments.

An alternative also needs to be provided for the captcha feature as this is not easy to understand.

**Issue ID: DAC-USER-LV-AW-T4-04**

**1) What type of issue did you experience?**

Multimedia

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/english/kids-teens>

<https://www.britishcouncil.org/english/timmy/about>

<https://www.britishcouncil.org/exam/aptis>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

I have noticed while watching this video that there is no Captioning/TTS or Transcription and there are a few colour contrast issues in this video.

**Solution**

1. Provide appropriate captions for any audible content that is within British Council's control.
2. If third party video are present certain content can be provided an exclusion statement on the accessibility page to inform users that video contained on the site is not within British Council's control.



**Issue ID: DAC-USER-SRNVDACM-T1-07**

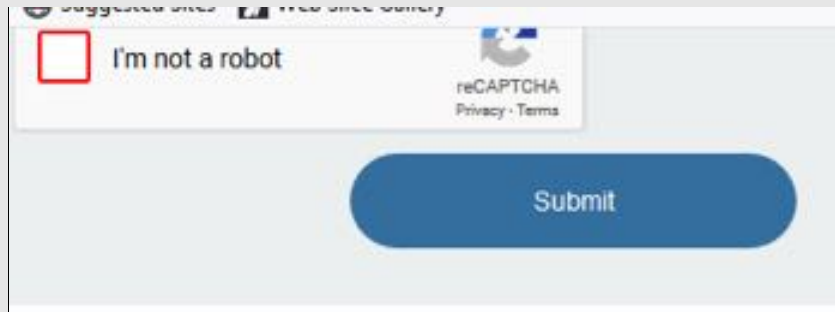
**1) What type of issue did you experience?**

Audio captcha.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/contact/webform>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The contact form contains a captcha, which must be completed in order to submit an enquiry. Unlike browsing the site using JAWS with Internet explorer, it is possible to check the box in order to launch the captcha when using NVDA with Firefox. It is possible to locate the button to receive an audio challenge. However, after trying two different audio challenges, it is clear that the quality of the sound of the audio challenge varies in terms of the sound clarity and was very difficult to understand.

**Solution:**

Provide an alternative captcha option to enable a screen reader user to understand and interact with it.





**Issue ID: DAC-USER-LV-AW-T2-05**

**1) What type of issue did you experience?**

Multimedia

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/voices-magazine/few-discussion-activities-english-language-students>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

I found that this video was unwatchable after a minute. I feel that the background colour is distracting, especially with the lady with the red hair clashing with it. I found that there was a lot of unnecessary movement which was incredibly quick, and text that appeared as a mind map was difficult to read.

**Solution**

Consider the impact for low vision user on using a background such as the one in the video above.



## Colour contrast

### WCAG 2.0 References:

Make it easier for users to see and hear content including separating foreground from background.

[WCAG 2.0 reference 1.4 - Distinguishable content](#)

If colour is used to convey information e.g. to identify if items are out of stock, then another way of conveying that information that is accessible to people who cannot perceive colour must be presented.

Contrast between text and background should be in accordance with WCAG 2.0 recommendations.

Result = **Fail**

### **Colour contrast does not meet the minimum requirements**

Some of the colour combinations found on the site are low contrast and are likely to be difficult for people with low vision to read.

Because people perceive colour and contrast to different degrees we use the W3C recommendations as a benchmark. The Colour Contrast Analyser tool is a useful benchmark for colour contrast and we find that compliance with this tool is acceptable.

Developers must take care to ensure that colour contrast meets the minimum requirements. If the standard scheme does not meet the minimum requirements, then an alternative colour scheme that does meet the requirements should be made available.



## High priority A

### Issue ID: DAC-USER-SRJAWSCM-T1-04

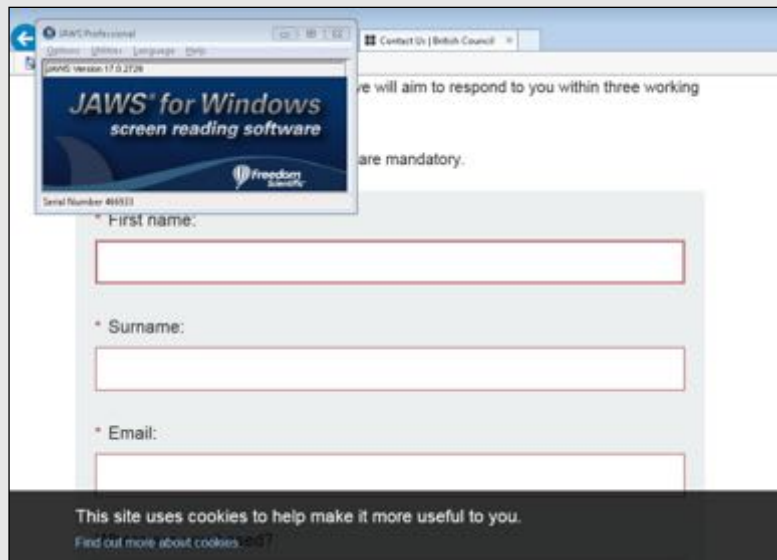
#### 1) What type of issue did you experience?

Error handling.

#### 2) Where was the issue? Please give the URL.

URL: <https://www.britishcouncil.org/contact/webform>

Screen shot:



#### 3) Describe the issue in detail and where it occurred on the page

There is no indication that the Contact Us form may contain errors or incomplete fields. It is recommended that the errors are presented to screen reader users in a textual format. The error messages need to contain a descriptive account of the nature of the error so that errors can be amended accordingly. This issue is also present when browsing using NVDA with Firefox.

#### Solution:

Ensure screen reader users are provided with error messages when errors have been made while completing form fields.

## Medium priority AA

### Issue ID: DAC-USER-CBDX-T1-01

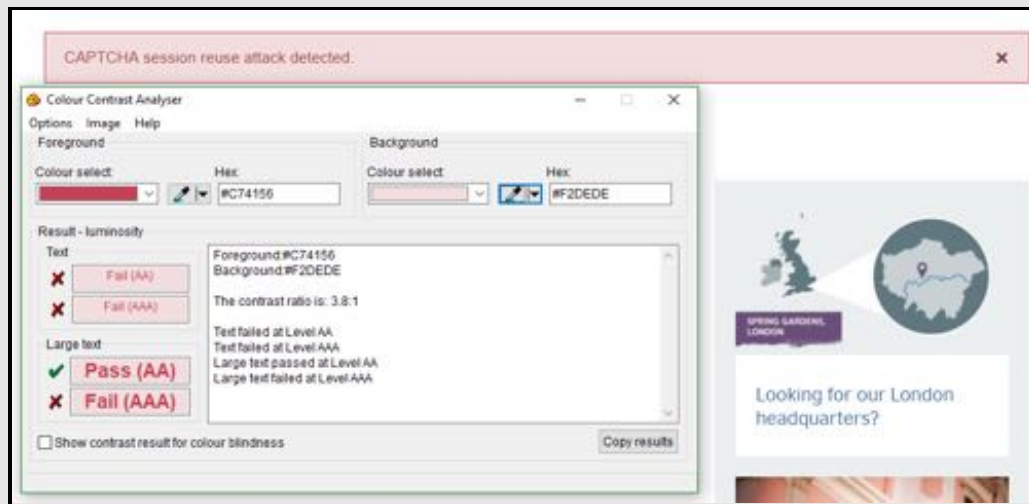
#### 1) What type of issue did you experience?

Colour contrast

#### 2) Where was the issue? Please give the URL.

<https://www.britishcouncil.org/contact/thank-you-new?sid=176702>

Screen shot:



#### 3) Describe the issue in detail and where it occurred on the page

On this section "CAPTCHA session reuse attack detected" is red font on a pink background, which may be difficult for some users to see.

The colour contrast ratio is currently 3.8:1, to pass AA the foreground and background colours must meet a contrast ratio of 4.5:1.

Issue ID: DAC-USER-LV-AW-T1-06

**1) What type of issue did you experience?**

Colour Contrast

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/contact>

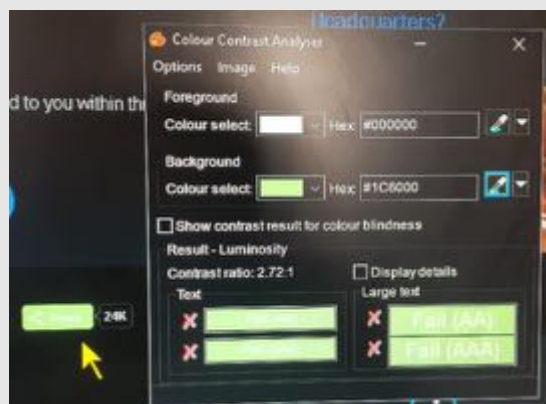
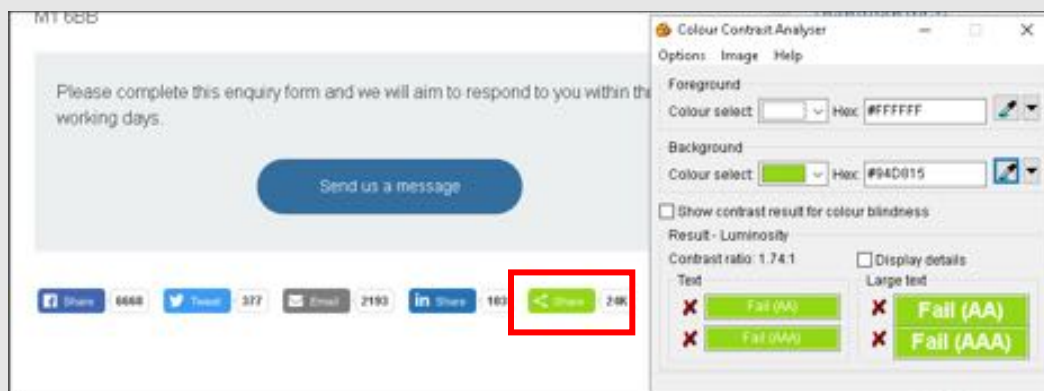
<https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>

<https://www.britishcouncil.org/english/timmy>

<https://www.britishcouncil.org/english/timmy/about>

<https://www.britishcouncil.org/exam/aptis/assessment/business>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

I am not aware so far of this share button being on other pages. It is not easy to read. I know that this is powered by third party app and that they do allow you to manipulate certain factors within the apps. I feel this would be better with black text on the green or something else which has better colour contrast. The contrast currently scores 1.74:1. Even when inverted using the invert feature of ZoomText, the button becomes worse.

Issue ID: DAC-USER-LV-AW-T2-05

**1) What type of issue did you experience?**

Colour Contrast

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The icons that are white on red or vice versa fail colour contrast at 3.19:1, If they were a true red they may pass. The speech bubble needs to be a tiny bit bigger to make it easier to see.



**Issue ID: DAC-USER-LV-AW-T5-02**

**1) What type of issue did you experience?**

Colour Contrast/multimedia

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/exam/aptis>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

I found this video too fast to follow and the colour contrast was really difficult to make out what was happening.

Solutions:

For sites to achieve 'Standard' accreditation, they must comply with WCAG 2.0 checkpoint 1.4.3 for colour contrast, which is 4.5:1.

Alternatively, provide style sheets that will meet these criteria.

Reference tools:

[Colour Contrast Analyser](#)



## Compatibility

### WCAG 2.0 References:

Maximize compatibility with current and future user agents, including assistive technologies.

[WCAG 2.0 reference 4.1 - Maximize compatibility](#)

## Validation

(X)HTML must validate to W3C requirements. Valid pages are far more likely to perform as expected when viewed in browsers or by assistive technologies.

Exceptions can be considered if performed in the best interest of accessibility or usability.

Style Sheets should not contain errors.

To ensure that assistive technologies can accurately interpret and parse content certain inaccuracies in the mark-up must be avoided. These inaccuracies can include:

1. Improperly nested tags.
2. Opening and closing tags for all elements not properly nested.
3. Duplicate IDs
4. Duplicate attributes on the same element
5. A label element with a 'for' attribute that references a non-existent ID or is not present at all.
6. An 'accesskey' attribute value that is not unique

Result = **Fail**

Part of our audit process includes the use of automated testing software. The high number of errors found during the automated code check on some of the pages tested indicates that there may be some validation issues on pages that could cause poor rendering of content by some assistive technologies.

### Resources:

SortSite and W3C validator was used to conduct this test.





**Technical Comment:** Duplicate ID's

URL's:

<https://www.britishcouncil.org/>  
<https://www.britishcouncil.org/contact>  
<https://www.britishcouncil.org/contact/webform>  
<https://www.britishcouncil.org/contact/thank-you-new?sid=176801>  
<https://www.britishcouncil.org/voices-magazine>  
[https://www.britishcouncil.org/search?search\\_api\\_views\\_fulltext=Search](https://www.britishcouncil.org/search?search_api_views_fulltext=Search)

**Issue ID: DAC\_TECH\_Compatibility\_01**

The home page contains multiple elements with the same id attribute: clock-fa-  
This means that other instances of the id attribute may be overlooked by assistive technology.

**Code Ref(s):**

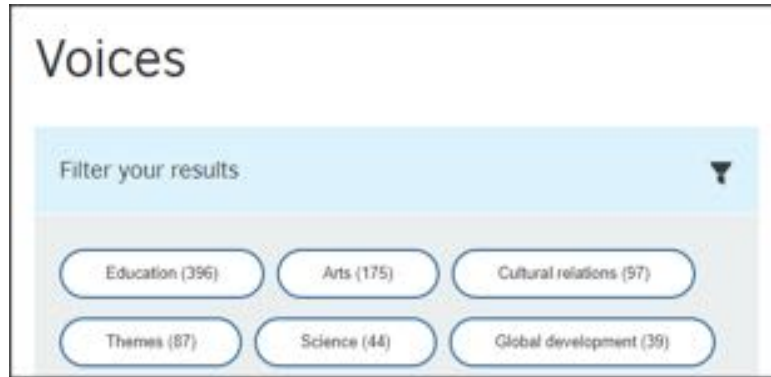
```
<g id="clock-Page-1">  
<g id="clock-Entypo" transform="translate(-1554.000000, -1551.000000)">  
<g id="clock-fa-clock" transform="translate(1554.000000, 1551.000000)">  
<path d="M46.08,82.49 C26.21,82.49 10.09,66.37 10.09,46.49 C10.09,26.6 26.21,10.49  
46.08,10.49 C65.97,10.49 82.09,26.6 82.09,46.49 C82.09,66.37 65.97,82.49 46.08,82.49  
L46.08,82.49 Z M46.08,0.49 C20.68,0.49 0.09,21.08 0.09,46.49 C0.09,71.89 20.68,92.49  
46.08,92.49 C71.49,92.49 92.09,71.89 92.09,46.49 C92.09,21.08 71.49,0.49 46.08,0.49  
L46.08,0.49 Z" id="clock-fa-">  
</path>  
<path d="M49.59,20.49 L42.58,20.49 L42.58,47.94 L59.61,64.96 L64.56,60.01 L49.59,45.04  
L49.59,20.49" id="clock-fa-">  
</path>  
</g>  
</g>  
</g>
```



URL's:

<https://www.britishcouncil.org/voices-magazine>

Issue ID: DAC\_TECH\_Compatibility\_02



The 'Voices' page has multiple elements with the same id attribute: tab-control-487. This means that other instances of the id attribute may be overlooked by assistive technology.

**Code Ref(s):**

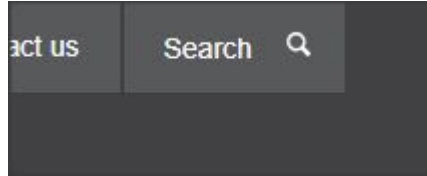
```
<li tabindex="0" data-hash="#bc-show-hides-bc-show-hides-781-1" id="tab-control-487"
role="tab" aria-controls="bc-show-hides-bc-show-hides-781-1" aria-selected="true"
class="is-active">
<span>
Filter your results
</span>
</li>
```

```
<li tabindex="0" data-hash="#bc-show-hides-bc-show-hides-781-1" id="tab-control-487"
role="tab" aria-controls="bc-show-hides-bc-show-hides-781-1" aria-selected="true"
class="is-active">
<span>
Filter your results
</span>
</li>
```

URL's:

[https://www.britishcouncil.org/search?search\\_api\\_views\\_fulltext=Search](https://www.britishcouncil.org/search?search_api_views_fulltext=Search)

Issue ID: DAC\_TECH\_Compatibility\_03



The search results page has multiple elements with the same id attribute:

1. edit-search-api-views-fulltext
2. edit-submit-elastic-search

This means that other instances of the id attributes may be overlooked by assistive technology.

#### Code Ref(s):

##### Search Fields

```
<input placeholder="Search" class="form-control form-text" type="text" id="edit-search-api-views-fulltext" name="search_api_views_fulltext" value="Search" size="30" maxlength="128">
```

```
<div class="form-item-search-api-views-fulltext form-group">  
  <input placeholder="Search" class="form-control form-text" type="text" id="edit-search-api-views-fulltext" name="search_api_views_fulltext" value="Search" size="30" maxlength="128">  
</div>
```

##### Search buttons

```
<button type="submit" id="edit-submit-elastic-search" name="" value="Search" class="btn btn-primary form-submit form-submit"><svg class="bc-svg bc-svg-search" aria-hidden="true"><use xlink:href="#icon-search"></use></svg>Search</button>
```

```
<div class="views-exposed-widget views-submit-button">  
  <button type="submit" id="edit-submit-elastic-search" name="" value="Search" class="btn btn-primary form-submit form-submit">Search</button>  
</div>
```

#### Solution:

Ensure that every id attribute value is unique in order to differentiate each element from another.



URL: <https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>

Issue ID: DAC\_Tech\_Compatibility\_04

Screen Shot:



ARIA roles such as 'menuitem' related to 'DISQUS Login' require ARIA parent role 'menu' or 'menubar'.

**Code Ref(s):**

```
<a href="#" class="dropdown-toggle" data-toggle="dropdown" role="menuitem"
name="Login" data-tid="122"><span class="dropdown-toggle-wrapper">
<span>Login</span>
</span>
<span class="caret">
</span>
</a>
```

**Solution:**

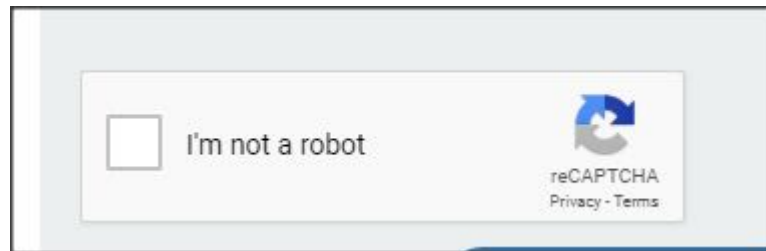
Ensure that elements with an ARIA role that require parent roles are contained within them.

ARIA roles such as 'menuitem' must be contained by particular parents i.e. 'menu' or 'menubar'.

URL: <https://www.britishcouncil.org/contact/webform>

Issue ID: DAC\_Tech\_Compatibility\_05

Screen Shot:



A captcha was found to be inaccessible for screen reader users. Security methods such as captcha are common, however they commonly pose an issue for screen reader users. If these methods are brought in from a third-party source an alternative need to be provided.

**Code Ref(s):**

```
<span class="recaptcha-checkbox goog-inline-block recaptcha-checkbox-unchecked rc-  
anchor-checkbox" role="checkbox" aria-checked="false" id="recaptcha-anchor"  
tabindex="0" dir="ltr" aria-labelledby="recaptcha-anchor-label">  
<div class="recaptcha-checkbox-border" role="presentation"></div>  
<div class="recaptcha-checkbox-borderAnimation" role="presentation"></div>  
<div class="recaptcha-checkbox-spinner" role="presentation"></div>  
<div class="recaptcha-checkbox-spinnerAnimation" role="presentation"></div>  
<div class="recaptcha-checkbox-checkmark" role="presentation"></div></span>
```

**Issue ID: DAC-USER-SRJAWSCM-T1-05**

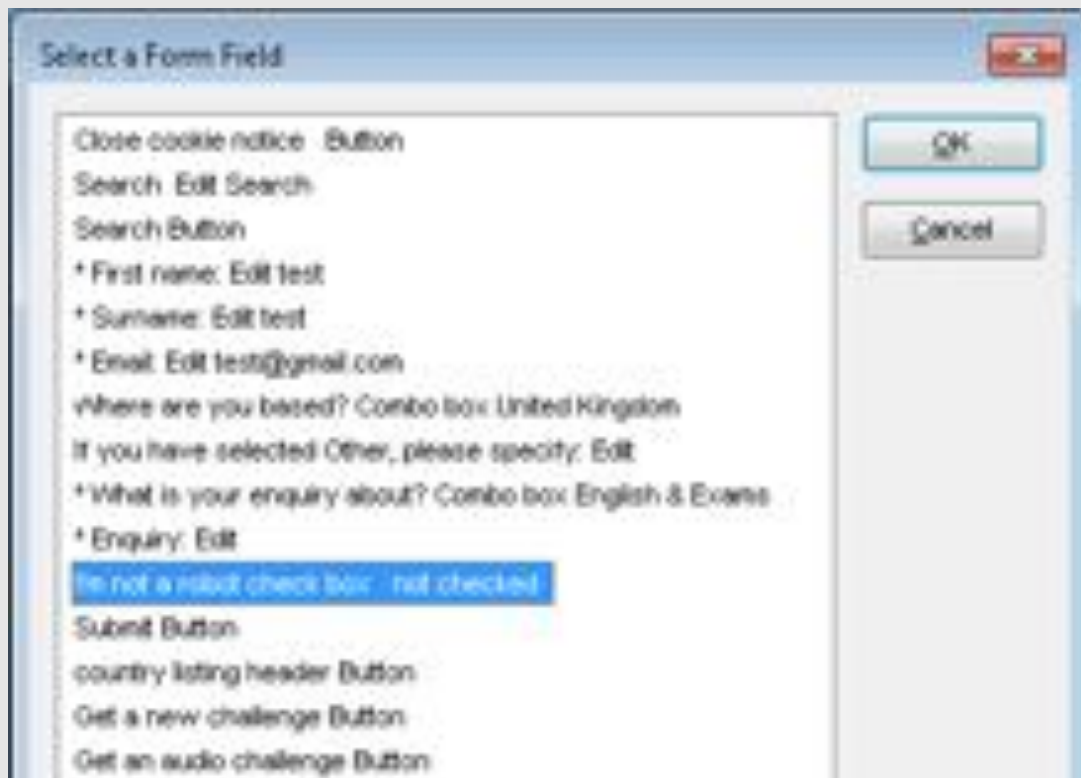
**1) What type of issue did you experience?**

Captcha.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/contact/webform>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The contact form contains a checkbox which must be checked in order to complete the captcha. However, there is no keyboard equivalent for checking the box. This prevents users from accessing the captcha which, in turn, would prevent users from submitting an enquiry without seeking assistance. (This also applies to mobile)

#### Solution:

Ensure screen reader users can access all form fields and interact with them as expected.

Standard interactive elements should be used, where possible, to ensure that they are exposed to the accessibility API that enables users of assistive technologies to interact with them as expected i.e. using standard links and buttons.

Alternatively, ARIA can be used to do this but it is important to ensure that this is done in a way that allows keyboard access and audio feedback for those that rely on it.

The five most important rules when using custom elements are:

- ✚ use native HTML elements and attributes to communicate the proper semantics and behaviours where possible
- ✚ Don't change native semantics, unless you really have to
- ✚ Ensure that all interactive ARIA controls are accessible to keyboard only and screen reader users
- ✚ Do not use `role="presentation"` or `aria-hidden="true"` on a visible focusable element as the element will not be exposed to screen reader users
- ✚ All interactive elements must have an accessible name

If this is provided by a third-party an alternative should be provided.

**Note:** While there is an “error-allowance” for standard accreditation, no errors can cause issues with assistive technologies. For instance, screen readers may not render an un-closed list correctly.

‘AAA certified’ sites may only contain errors if they are deliberately included for accessibility reasons and do not cause issues for assistive technology users. Currently functionality implemented using ARIA will not validate but may be allowed for accessibility reasons.



## Flash animation/ Multimedia

### WCAG 2.0 References:

Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.

[WCAG 2.0 reference 1.1 - Text Alternatives](#)

Provide synchronized alternatives for synchronized time-based media.

[WCAG 2.0 reference 1.2 - Time-Based Media](#)

Make it easier for users to see and hear content including separating foreground from background.

[WCAG 2.0 reference 1.4 - Distinguishable content](#)

Make all functionality available from a keyboard.

[WCAG 2.0 reference 2.1 - Keyboard Accessible](#)

Make Web pages appear and operate in predictable ways.

[WCAG 2.0 reference 3.2 - Predictable](#)

## Multimedia objects must be directly accessible

Multimedia content must be directly accessible via keyboard and assistive technologies. All controls must be clearly and unambiguously labelled.

Multimedia or objects that are, by their nature inaccessible to certain user groups do not need to meet the requirements of this section. However, a text alternative explaining the purpose and objectives of the multimedia must be provided.

Result = **Fail**

Screen reader users found that after implementing the media controls the controls disappear leaving screen reader users unable to interact with them once disappeared. It was also found that some links that lead to videos were not obvious that they were videos.





## Medium priority AA

**Issue ID: DAC-USER-SRVOCM-T5-03**

**1) What type of issue did you experience?**

Multi-Media.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/exam/aptis>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The “English test APTIS” page contains some video content which describes how APTIS works. It is possible to locate and play the video content. However, on implementing the play button, the video controls disappear which means that the only way in which the video content can be paused is to navigate away from the page. Ensuring that the video controls are visible at all times will ensure that screen reader users are able to make full use of the video functionality at a time of their choosing. This issue is also present when browsing using NVDA with Firefox.

### Solution

Ensure media controls stay available to all users. For example, the controls re-appear when a user uses the keyboard

**Issue ID: DAC-USER-KO-T5-01**

**1) What type of issue did you experience?**

Multi-Media - Highlighting

**2) Where was the issue? Please give the URL.**

URL:

Screen shot:



Low priority AAA

Issue ID: DAC-USER-LV-AW-T4-06

**1) What type of issue did you experience?**

Multimedia / Layout

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/english/timmy>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

I personally feel that having a play button on the image would suggest straight away that this leads to a video. It was thought to be an image at first. An example has been mocked up above.

Solution

Consider adding a play button to the images that lead to a video, this makes the fact videos are present and available more obvious.

Reference:

[Adobe Accessibility Resource Centre](#)

## Making content readable and understandable

WCAG 2.0 References:

Make text content readable and understandable.

[WCAG 2.0 reference 3.1 - Text content](#)

Information needs to be divided to make it easier to read and understand.

Result = **Fail**

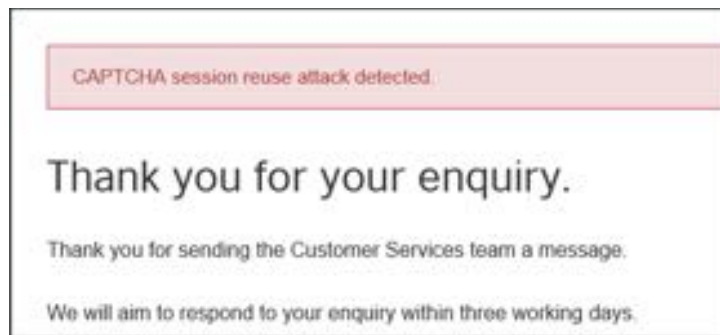
Some areas of the pages tested were not easily understood by some users. The main area that posed a problem was an error message relating to captcha, it is recommended that this be re-worded to make the message easier to understand.



URL: <https://www.britishcouncil.org/contact/thank-you-new?sid=176801>

Issue ID: DAC\_TECH\_READABLE\_01

Screen Shot 1:



Screen Shot 2:



The error message 'Captcha session reuse attack detected' does not clearly describe the error that has occurred in a language appropriate for the content.

**Code Ref(s):**

```
<div class="alert alert-block alert-danger messages error">  
<a class="close" data-dismiss="alert" href="#">x</a>  
<h4 class="element-invisible">Error message</h4>  
CAPTCHA session reuse attack detected.  
</div>
```

**Issue ID: DAC-USER-LV-AW-T1-07**

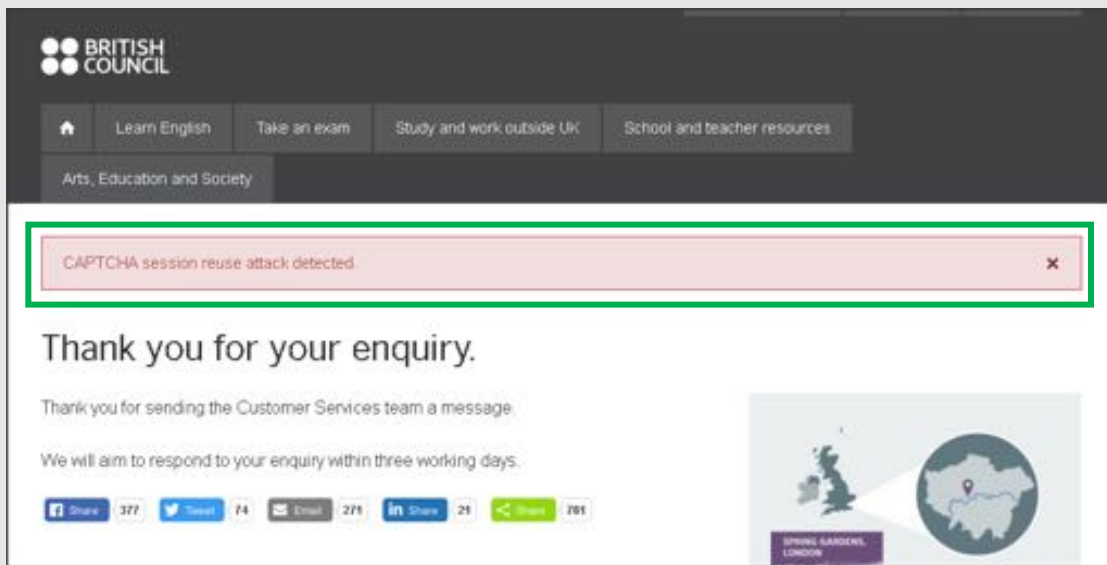
**1) What type of issue did you experience?**

Easily readable and understandable.

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/contact/thank-you-new?sid=176904>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

I don't know if it is possible but having an explanation may help when an error message like this comes up.

Alternatively, the error message could be changed to simpler language.

**Solution:**

Consider using the clearest and simplest language appropriate to the content when providing error message summaries. Error messages must describe to the user clearly what error has occurred and what to do to resolve it.

## Usability feedback

**Issue ID: DAC-USER-LV-AW-T4-01**

**1) What type of issue did you experience?**

Colour Contrast/Easily Readable.

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/english>

<https://www.britishcouncil.org/exam>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

I found the translucent red circle with the Frequent test dates, fast results difficult to read, it would be better to have a solid red background with the white writing instead.



Issue ID: DAC-USER-COG-T1-02

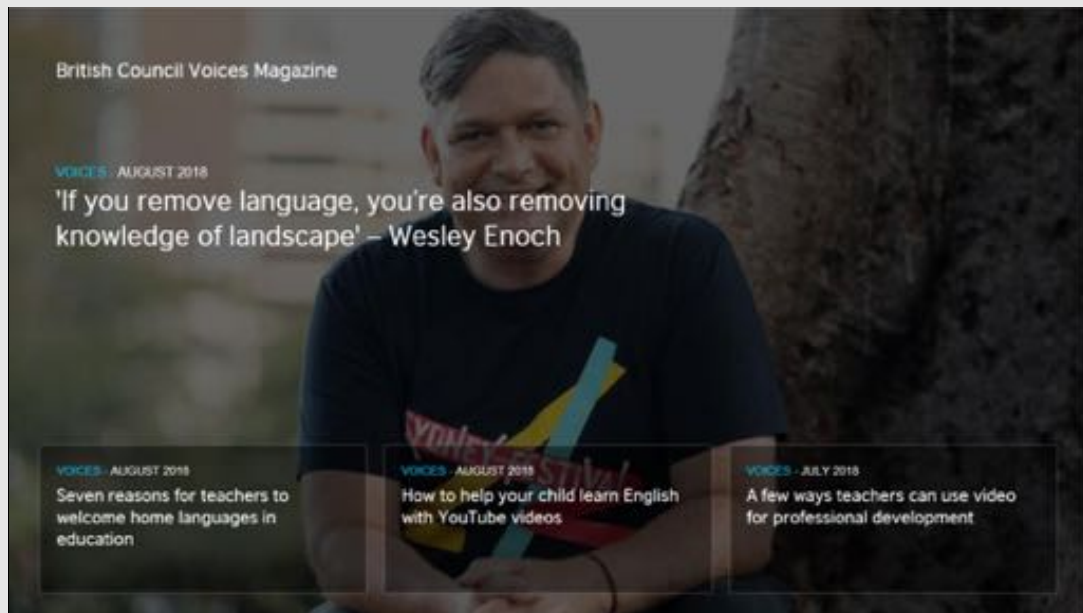
**1) What type of issue did you experience?**

Images

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

When trying to read the text in the box on this page, the image behind it makes it difficult to see it, as I'm concentrating on the image instead of the text. It is suggested adding a fill colour to hide anything that can distract me from behind the box.





**Issue ID: DAC-USER-LV-AW-T1-02**

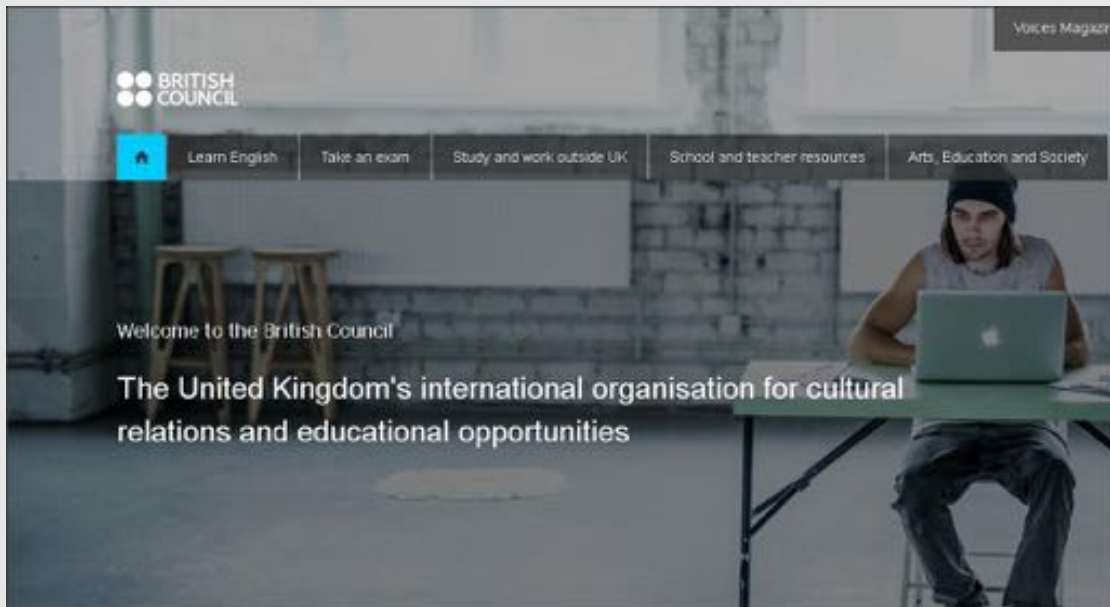
**1) What type of issue did you experience?**

Colour Contrast/Easily readable and understandable/Layout

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The text across the centre of the image is difficult to read, there is a lot of background interference behind the text and my eyes keep getting refocussed to the stall and the desk behind the text. For me the image is dominating the page, making the text difficult to read.

**Solution:**

Consider using a solid background on the area mentioned in the comment above.

**Issue ID: DAC-USER-COG-T2-01**

**1) What type of issue did you experience?**

Link confusion

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/voices-magazine/activities-practise-listening-fluency-english-classroom>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

Near the bottom of the page there are links that have an arrow besides them making me think that it's a drop-down list but no information appeared, instead it took me to a different page which confused me as I didn't expect that to happen.

**Solution:**

Consider avoiding the use of greater than symbols as bullet points therefore reducing the possibility of confusion.



## Navigation

### WCAG 2.0 References:

Make all functionality available from a keyboard.

[WCAG 2.0 reference 2.1 - Keyboard Accessible](#)

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

Make Web pages appear and operate in predictable ways.

[WCAG 2.0 reference 3.2 - Predictable](#)

### **Navigation must be clear and consistently implemented**

The main navigation of the site must be easily identifiable and provide consistent access to pages. If scripts are used they must be accessible using assistive technologies and degrade gracefully. Each site must provide two or more ways of helping users navigate, including one of the methods used below:

- Providing links to navigate to related pages
- Site Search
- Site map
- Providing a table of contents
- Linking to all pages from the homepage

Result = Pass

No issues were identified that cause this section to fail.



## Skip to content link

WCAG 2.0 Reference:

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

A “skip to content” link allows assistive technology users to skip to the main content of the website without the need to tab through long lists of navigational links. It is simple to implement and is a great enhancement for site accessibility.

Result = **Fail**

Although a skip link is present the currently the skip link does not work as expected on some of the pages tested. Skip links allow users to skip past large blocks of navigation and provide quicker access to the main content of the page.



**Technical Comment:** No Skip Link Target

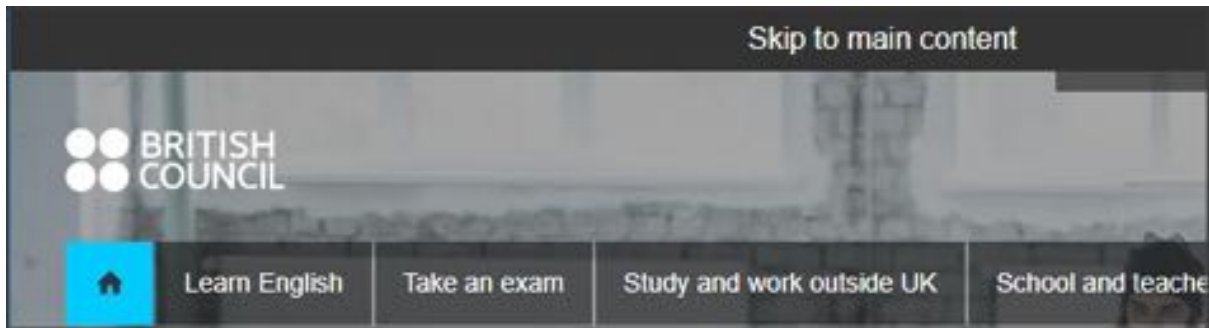
URL's:

<https://www.britishcouncil.org/#main-content>

<https://www.britishcouncil.org/contact/thank-you-new?sid=176801>

**Issue ID: DAC\_Tech\_Navigation\_01**

Screen Shot:



The 'Skip to main content' link requires a target in order to direct the users focus to the main content of page.

**Code Ref(s):**

```
<div id="skip-link">
```

```
<a href="#main-content" class="element-invisible element-focusable">Skip to main  
content</a>
```

```
</div>
```

**Solution:**

Ensure that skip to main content links have a focusable target that directs to the users focus to the main content of the page. Skip links should be marked up as follows:

```
<a href="#main">skip to main content</a>
```

```
<div id="main" tabindex="-1"></div>
```

The `tabindex="-1"` on the destination ensures that focus continues through the page and does not stay on the skip link itself.

**Issue ID: DAC-USER-SRJAWSCM-T1-01**

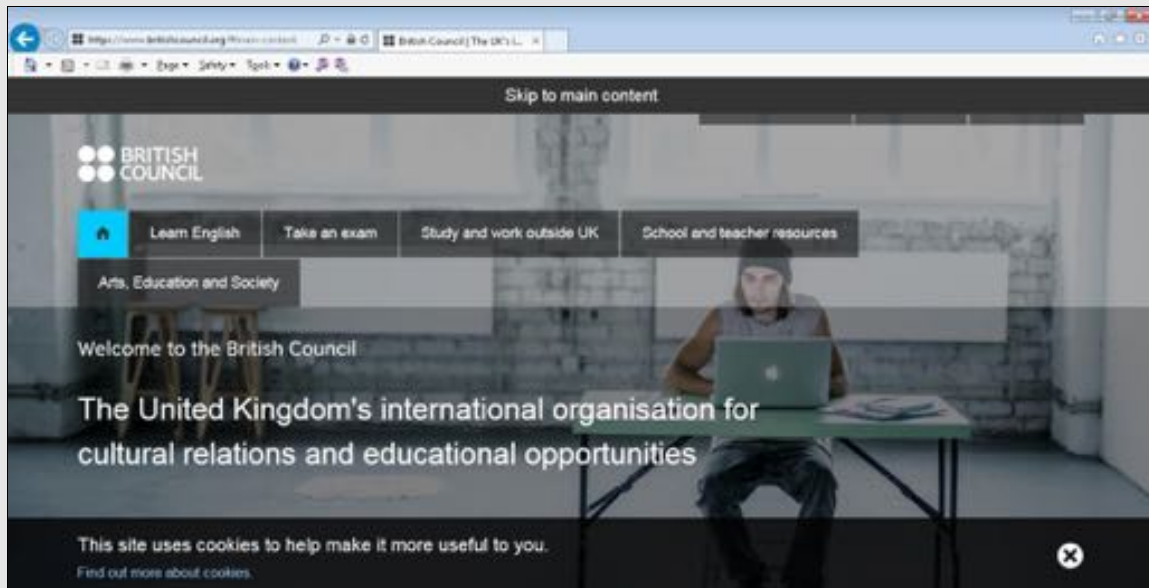
**1) What type of issue did you experience?**

Skip navigation.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/#main-content>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The homepage contains a skip to main content link, which does not direct the user towards the main content of the page. This means that the skip navigation link does not behave in the expected manner. This issue is consistent throughout all pages tested. This issue also applies when browsing using NVDA with Firefox. (This also applies to mobile)

**Solution**

Ensure that skip to main content links have a focusable target that directs to the users focus to the main content of the page.



## Search Facility

### WCAG 2.0 References:

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

Search functions often help disabled users arrive at content much faster than having to use the main navigation links

Result = Pass (with recommendation) (Fail mobile)

No issues were found to cause this section to fail, one comment has been included as two icons were found to be too close together and posed some confusion. When viewing on a mobile device it was found that it was not possible to interact with the search button.



## High priority A

**Issue ID: DAC-USER-SRVO-T3-01**

**1) What type of issue did you experience?**

Search Facility

**2) Where was the issue? Please give the URL.**

Home page / global navigation

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

It was not possible to focus the button to trigger the search field. However once activated with VoiceOver disabled, the search facility behaved as expected.

## Solution

Ensure assistive technology users can access all areas of the page.



## Usability feedback

**Issue ID: DAC-USER-COG-T3-01**

**1) What type of issue did you experience?**

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

When using the search facility, the text size is small and the close button is too close to the search icon which makes it look like a emoticon. It is suggested that the spacing between the icons is increased, as currently it looks like one option.

## Solution

Increase the space between the two icons.



## Keyboard Access

WCAG 2.0 References:

Make all functionality available from a keyboard.

[WCAG 2.0 reference 2.1 - Keyboard Accessible](#)

The tab order of a page (the order that page links and form controls are selected when the tab key is used) should be logical. It should represent the way that a sighted user would read the page; typically left to right, top to bottom. Each focusable element should have a visible outline.

Result = Pass

No issues were found on the pages tested that cause this section to fail. One comment has been made relating to the access of media players via keyboard only, this has been included within the '[Multimedia section](#)'



## Scripts and applets

### WCAG 2.0 References:

Maximize compatibility with current and future user agents, including assistive technologies.

[WCAG 2.0 reference 4.1 - Maximize compatibility](#)

Scripts can be used to enhance user experience as long as they are accessible to assistive technologies.

Result = **Fail**

One of the options from a dropdown box causes the page to refresh as soon as a user tries to cycle through the options. This caused confusion for screen reader users as they are unaware of the page refreshing and that new content appears on the page.



## High priority A

**Issue ID: DAC-USER-SRJAWSCM-T4-01**

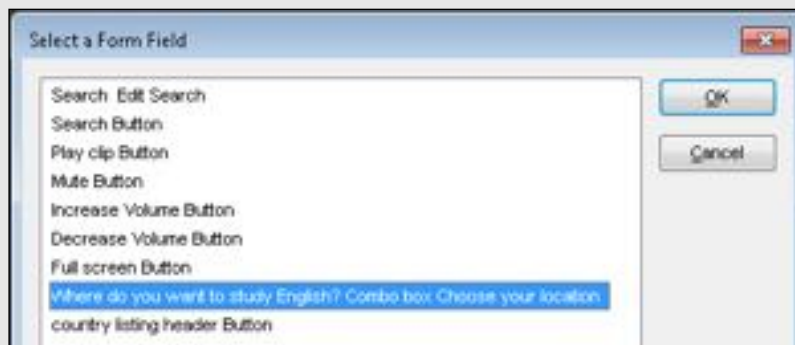
**1) What type of issue did you experience?**

Java Script.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/english/kids-teens>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The “Learn English” pages contain a drop-down box where users can select the location in which they wish to study English. However, the presence of Java Script causes the page to automatically refresh when the drop-down box is activated. This increases the amount of time taken for screen reader users to select the correct option from the drop-down box. This issue also applies when browsing using NVDA with Firefox.

### Solution

Ensure no content causes the page to dynamically update unless the user is informed beforehand. An ‘onSelect’ event can be used in place of a ‘onChange’ event.

## Forms

### WCAG 2.0 References:

Help users avoid and correct mistakes.

[WCAG 2.0 reference 3.3 - Input assistance](#)

Maximize compatibility with current and future user agents, including assistive technologies.

[WCAG 2.0 reference 4.1 - Maximize compatibility](#)

Writing accessible forms is critical for disabled users for many reasons. In order to provide examples of good practice, more information on form access and assist the developer in creating accessible form controls, we have provided a link to this article at [accessify.com](#):

[Building accessible forms](#)

Result = **Fail**

Each form element must have a programmatically associated label element. Adding effective form labels is absolutely necessary to make forms accessible. The purpose of form elements such as a checkbox, radio buttons, input fields, etc. is often clear for sighted users, even if the form element is not programmatically labelled.

This isn't usually the case for screen reader users. Adding a label to all form elements eliminates ambiguity and contributes to a more accessible product.



**Issue ID: DAC-USER-SRNVDACM-T1-08**

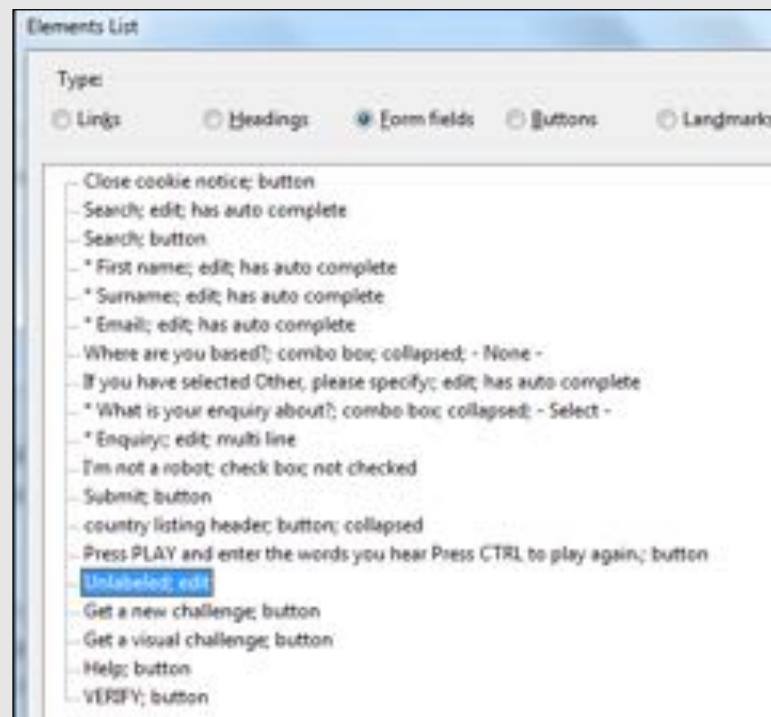
**1) What type of issue did you experience?**

Form fields.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/contact/webform>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

On launching the captcha the user is presented with an edit field into which the words from the audio challenge must be entered. However, the edit field is unlabelled. Adding some text to the field tag will enable screen reader users to identify the type of information which is required.

**Solution:**

Programmatically associate labels to all form controls and ensure there are no duplicate labels. You can do so by using an implicit <label>, explicit <label>, aria-label or aria-labelledby.

Issue ID: DAC-USER-SRJAWSCM-T2-02

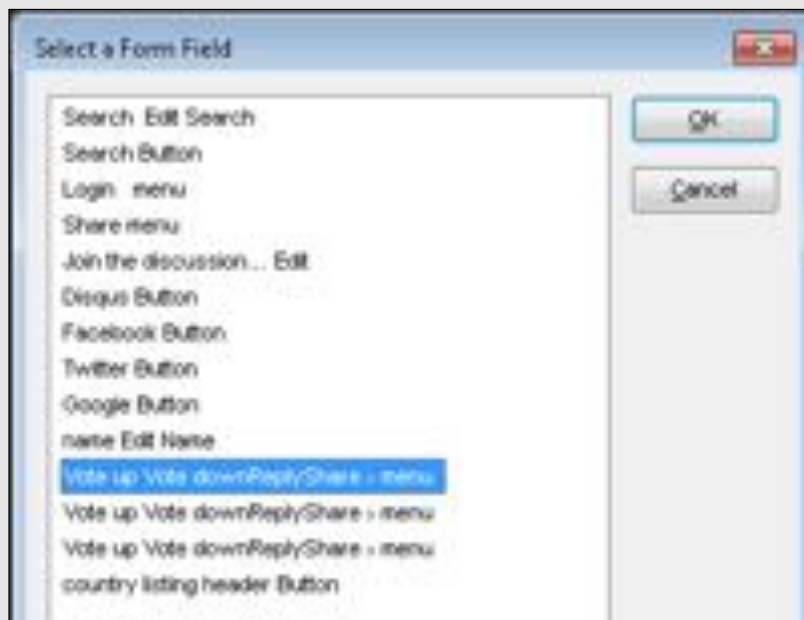
**1) What type of issue did you experience?**

Buttons.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The article page within the “Voices magazine” blog contains a series of buttons which read as “Vote up vote down share ”. The label of the button does not clearly convey its purpose. The label of the buttons needs to be changed to include a more meaningful description of the purpose of the button.

Issue ID: DAC-USER-SRNVDACM-T2-05

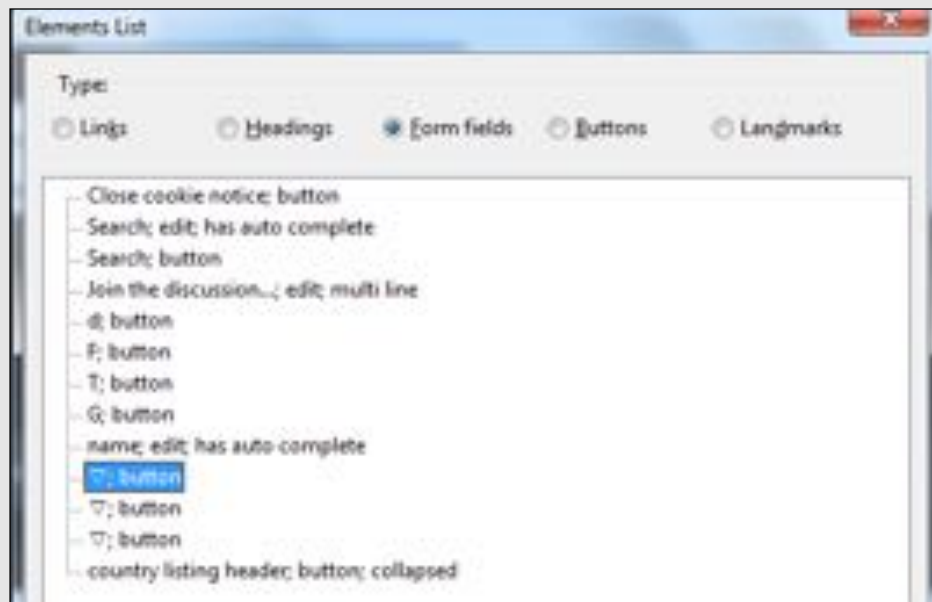
**1) What type of issue did you experience?**

Buttons.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The article page contains a series of unlabelled buttons. Adding some descriptive text to the labels of the buttons will ensure that their functionality is conveyed to screen reader users when browsing using the elements list with NVDA.



**Issue ID: DAC-USER-SRJAWSCM-T5-02**

**1) What type of issue did you experience?**

Form fields.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/exam>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The "Take an exam" page contains an unlabelled list box. This is surrounded by the next and previous buttons. Adding some text to the label of the list box will ensure that screen reader users are able to identify the reason for the list box. This issue also occurs when browsing using NVDA with Firefox.

**Solution:**

Programmatically associate labels to all form controls and ensure there are no duplicate labels. You can do so by using an implicit <label>, explicit <label>, aria-label or aria-labelledby.

The 'for' attribute must refer to the ID of the associated input field.

**Issue ID: DAC-USER-SRJAWSCM-T1-03**

**1) What type of issue did you experience?**

Buttons.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/#main-content>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The homepage contains a button which reads as “Country list header” button. The label of the button needs to be changed to include a more meaningful description of its functionality. There is also no indication that the button will introduce some expandable content when implemented.

Adding the instruction “Click to expand/collapse” to the label of the button will ensure that screen reader users are aware when further interaction with an element is possible. This issue also occurs when browsing using NVDA with Firefox. (This also applies to mobile)

**Solution**

Consider adding further content to the labelling of the button to make its purpose more obvious to screen reader users.



**Issue ID: DAC-USER-SRJAWSCM-T5-01**

**1) What type of issue did you experience?**

Multi-Media content.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/exam>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The "Take an exam" page contains two buttons which read as "Previous" and "Next." The buttons appear as though they form part of a carousel. Adding some additional descriptive information to the label of the buttons will ensure that their purpose is conveyed to screen reader users. There also needs to be a pause link or button included so that the moving content can be stopped at any time. This issue applies when browsing using NVDA and Firefox.

**Solution**

Consider adding further content to the labelling of the button to make its purpose more obvious to screen reader users.



## Headings

### WCAG 2.0 References:

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

Headers should be logical and consistent across a site, reflect the structure of information on the page and should be used to briefly introduce the topic(s) that follow them. Headers should not be used where they do not precede a specific topic or where headers of the same level would immediately follow them.

Headings must be presented in a logical and hierarchical order, primarily to make it easy for screen readers to navigate the page. Screen reader users can make use of headings to jump to relevant content within the document and greatly reduce the time that they spend looking for content on a page.

Result = **Fail**

The underlying purpose of headers is to convey the structure of the page. For sighted users, the same purpose can be achieved by using different sizes of text. This is not helpful for users of screen readers though, because a screen reader identifies a header only if it is marked up as such. When headers are properly used, the page becomes much easier to navigate for screen reader users and sighted users alike.



**Technical Comment:            Heading Structure**

---

URL: <https://www.britishcouncil.org/contact/thank-you-new?sid=176801>

**Issue ID: DAC\_Tech\_Structure\_01**

Screen Shot:



The heading structure of the 'Thank you for your enquiry' page is not semantically correct because heading levels should only increase by one level at a time. The British Council <h2> is followed by the <h4> instead of <h3>.

**Code Ref(s):**

<h4 class="element-invisible">Error message</h4>

**Issue ID: DAC-USER-SRJAWSCM-T1-06**

**1) What type of issue did you experience?**

Headings.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/contact/webform>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The contact form contains headings which contain H2 tags followed by headings which contain H4 tags prior to reverting back to headings which contain hH1 tags. This means that the heading structure does not follow a logical hierarchy. This makes it difficult for screen reader users to identify the connection between the main heading and the subheadings. Illogical heading structure is consistent across all pages tested. This issue also applies when testing using NVDA with Firefox.

**Solution:**

Ensure the order of headings on a page is presented in a logical and semantically correct order, primarily to make it easier for screen reader users to navigate the page. Headers should reflect the structure of information on the page and should only increase by one level at a time.

For example:

`<h2>British Council</h2>`

`<h3>Error message</h3>`

**Issue ID: DAC-USER-SRVO-T3-01**

**1) What type of issue did you experience?**

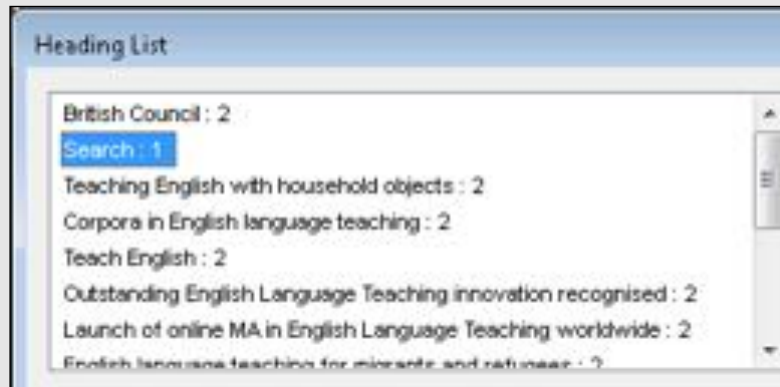
Headings.

**2) Where was the issue? Please give the URL.**

URL:

[https://www.britishcouncil.org/search?search\\_api\\_views\\_fulltext=teaching+english&=Search](https://www.britishcouncil.org/search?search_api_views_fulltext=teaching+english&=Search)

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

After carrying out a search via the homepage, it is clear that each individual search result is marked up as a link and a heading. However, it would be useful to include a heading which is announced as 'Search results.' This will allow screen reader users to locate the search results more effectively. This issue also applies when browsing using NVDA and Firefox.

Solution:

Consider adding a search results heading to the page as suggested within the comment above.

## Non-HTML documents

In order to comply with the Equalities Act 2010, all services must be accessible to users with disabilities. Disabled users frequently find that they are not able to access non-HTML documents. There are a number of actions that can be performed to reduce the impact of such documents.

The Digital Accessibility Centre Web Accreditation Team recognises the practical challenges in creating accessible non-HTML material as well as understanding the requirement for their use.

Our requirement for DAC accreditation is that due consideration is given to the production of this material. We recommend that a policy identifying acceptable scenarios for PDF and Word document use is produced which includes guidelines and checkpoints to ensure best efforts are made to ensure that future documents when deemed to be necessary are accessible.

Result = **Fail**

This section contains feedback from users about the accessibility of PDF and Word Document material. PDF documents were found to lack appropriate mark-up for screen reader to navigate easily.





**Issue ID: DAC-USER-SRJAWSCM-T5-05**

**1) What type of issue did you experience?**

PDF accessibility.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/exam/aptis/assessment/business>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The “English test for corporates” page contains some PDF documents. The above screen shot shows an example of how one of the documents is presented to screen reader users. It is possible to read the content of the document. However, it would be useful to mark-up sections of the documents as headings. This will allow screen reader users to navigate to a particular section more effectively without needing to read through the entire document. This issue occurs when browsing using NVDA and Firefox.

#### Solution

Apply appropriate accessible PDF techniques where required

Identify when it is appropriate to produce a non-HTML document

Consider using HTML pages as an alternative

Create a policy to help ensure that non-HTML documents are accessible

On any page where such a document is available, include a link to the appropriate reader plug-in page

[Link to Adobe Acrobat: http://www.adobe.com/uk/products/acrobat/readstep2.html](http://www.adobe.com/uk/products/acrobat/readstep2.html)

[Link to MS viewers:](#)

<http://office.microsoft.com/en-us/downloads/HA010449811033.aspx>



## Links

### WCAG 2.0 References:

Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

[WCAG 2.0 reference 1.3 - Adaptable](#)

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

## General

Links must be concise and descriptive of their destination. They should not contain generic text such as “click here” or “more”, and lengthy URLs should be avoided.

Duplicate links generally should be avoided, especially where links with the same name lead to different destinations.

Result = **Fail**

Some links that opened non-HTML documents were found to lack appropriate labelling leaving screen reader users unaware that they would be opening a non-HTML document. Other links were found to be a little ambiguous when taken out of the context of the page.



## Low priority AAA

### Issue ID: DAC-USER-SRJAWSCM-T5-04

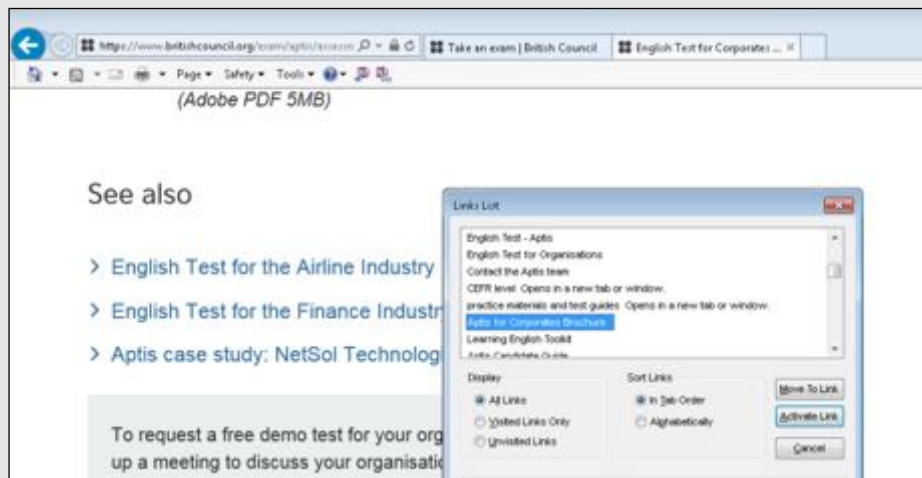
#### 1) What type of issue did you experience?

Links. Non-HTML content.

#### 2) Where was the issue? Please give the URL.

URL: <https://www.britishcouncil.org/exam/aptis/assessment/business>

Screen shot:



#### 3) Describe the issue in detail and where it occurred on the page

The “English test for corporates” page contains some links to PDF content. However, the link text does not contain the size or format of the document. The link text also needs to contain information to indicate whether the document opens in a new browser window. This issue applies when browsing using NVDA and Firefox.

### Solution

Ensure links to non-HTML document contain the file type and size. It is also recommended that if the link opens a new window this is also include in the file name.

Issue ID: DAC-USER-SRJAWSCM-T1-02

**1) What type of issue did you experience?**

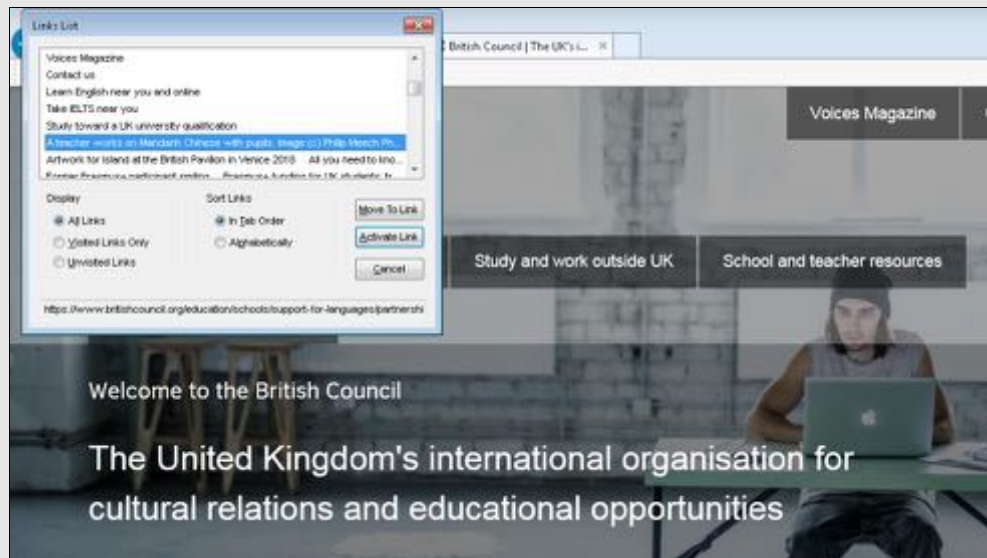
Links.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/#main-content>

URL: <https://www.britishcouncil.org/voices-magazine>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The homepage contains a series of links which contain image alts as well as descriptive link text. This leads to screen reader users receiving the same piece of information twice. Many of the pages tested contain links of this type. Replacing the image link with a null attribute will ensure that screen reader users will only receive the piece of information from the descriptive link text reducing the likelihood of information overload.

Solution:

Where image links are concerned, if link text is present the 'alt' attribute can be nulled

Example:

```
<a href="...">
```

```

```

Link text that describes destination

```
</a>
```

**Issue ID: DAC-USER-SRJAWSCM-T2-03**

**1) What type of issue did you experience?**

Links.

**2) Where was the issue? Please give the URL.**

URL: <https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

The article page contains a series of links which contain link text such as “license”, “Original” and “Interactive.” The destination of the link has not been clearly conveyed to screen reader users when browsing out of context using the links dialog box with JAWS. This issue also occurs when browsing using NVDA with Firefox.

**Solution**

Consider adding further context to the link text so that the purpose is more obvious when taken out of the context of the page. More information on hiding content off screen can be found in '[Appendix I](#)'.

## Usability feedback

### Issue ID: DAC-USER-COG-T1-01

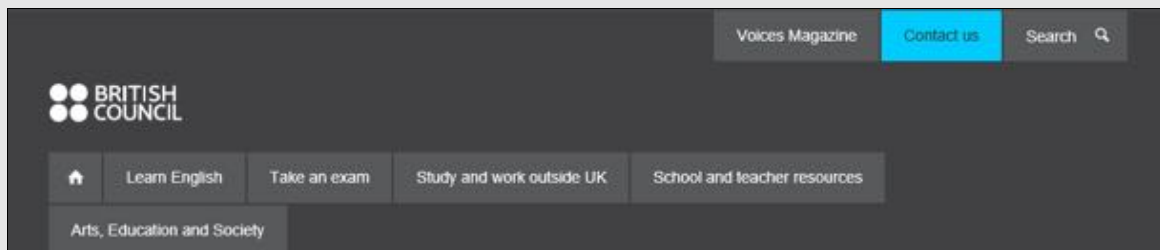
#### 1) What type of issue did you experience?

Link highlights

#### 2) Where was the issue? Please give the URL.

<https://www.britishcouncil.org/contact>

Screen shot:



#### 3) Describe the issue in detail and where it occurred on the page

On this website when I mouse over the links the highlights are not easy to follow but when I select one of them it then changes to a colour that is easy to spot. It is suggested changing the link highlighting when I mouse over them to a different colour to make it easier to navigate the site.

### Solution

Consider adding an improved highlighting mechanism

Note: Do not use the title attribute to convey important information as screen readers generally ignore this attribute. Always make sure that the link itself is properly descriptive.

## New window and Pop ups

### WCAG 2.0 References:

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

Changes of context are initiated only by user request or a mechanism is available to turn off such changes

[WCAG 2.0 reference 3.2 - Predictable](#)

Visually impaired users are sometimes disorientated when a link opens in a new window. For instance, they cannot use the 'back' button on the browser to get to the previous page. For pop-up windows the focus should be sent to the window that has popped up. It should be easy for users to identify if a link opens in a new window.

#### Example:

[Digital Accessibility Centre \(link opens in a new browser window\)](#). The new window information can be hidden using CSS techniques if preferred, but {display:none} should not be used as content may also be hidden from screen reader users.

Note: The title attribute in HTML should not be used to convey new window information.

Results = **Fail**

Some links were found to open external pages without informing the user. This can cause some disorientation for screen reader users who may not know that the window has opened.





## Low priority AAA

### Issue ID: DAC-USER-SRJAWSCM-T2-04

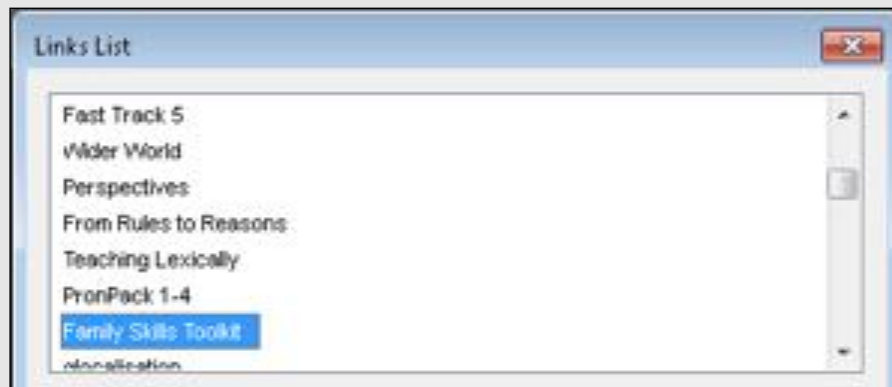
#### 1) What type of issue did you experience?

Links. [New window]

#### 2) Where was the issue? Please give the URL.

URL: <https://www.britishcouncil.org/voices-magazine/ten-trends-innovations-english-language-teaching-2018>

Screen shot:



#### 3) Describe the issue in detail and where it occurred on the page

The article page contains a link which points to an external website. However, screen reader users are unaware of this until after the link has been implemented. Adding the words, “External link” to the link text will ensure that screen reader users are aware when a link is pointing to an external destination. This issue is also present when browsing using NVDA with Firefox.

### Solution

Consider adding the words ‘External link’ to links that spawn external pages, this can be hidden off screen more information on hiding content off screen can be found in [‘Appendix I’](#)

### Notes:

Do not use the title attribute to convey important information as screen readers generally ignore this attribute. Always make sure that the link itself is properly descriptive. Ensure that if CSS is used to hide new window information that Display:none and visibility:hidden is not used as this can hide content from screen readers. Use absolute positioning instead and span the content off screen.

## Content

### WCAG 2.0 References:

Make text content readable and understandable.

[WCAG 2.0 reference 3.1 - Text content](#)

## Clear language use

Web pages must have good readability, using language appropriate for the target audience.

Result = Pass

No areas of the page were found to fail this section, one error message was found to pose some confusion but this has been included within the '[Making content readable and understandable](#)' section of this report.



## Supplementary images or sounds

WCAG 2.0 References:

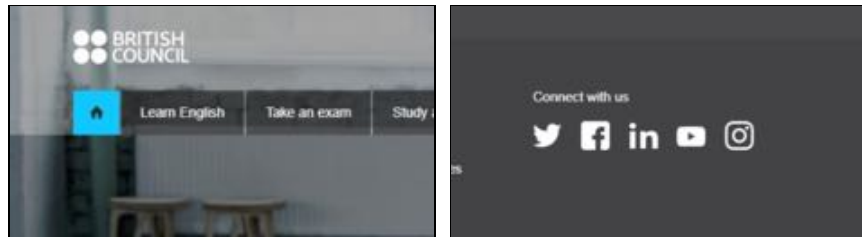
Make text content readable and understandable.

[WCAG 2.0 reference 3.1 - Text content](#)

Use supplementary images or sounds to help the user understand the text on the page. This becomes more important as difficulty of the concept, or volume of text increases.

Result = Pass

Where possible supplementary images have been used.



## Acronyms and Abbreviations

WCAG 2.0 References:

Make text content readable and understandable.

[WCAG 2.0 reference 3.1 - Text content](#)

Acronyms and abbreviations should be expanded in the first instance that they occur on the page in order for the user to fully understand the meaning of the acronym.

Result = Pass

No issues were identified with any acronyms or abbreviations used on the pages tested.



**Issue ID: DAC-USER-COG-T5-01**

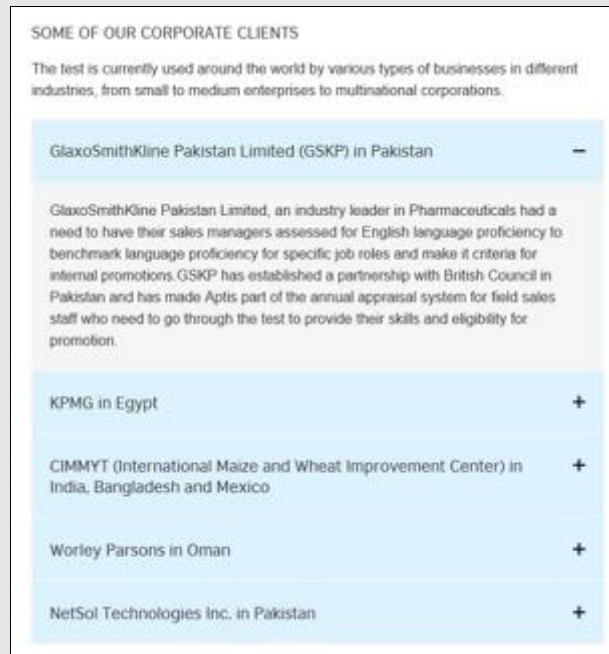
**1) What type of issue did you experience?**

Acronym (Positive)

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/exam/aptis/assessment/business>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

On this journey I found no issues as the acronyms show what they mean to make it easier to understand the content.

## Layout

### WCAG 2.0 References:

Make text content readable and understandable.

[WCAG 2.0 reference 3.1 - Text content](#)

Make Web pages appear and operate in predictable ways.

[WCAG 2.0 reference 3.2 - Predictable](#)

The layout of the page needs to be uncluttered and consistent across all pages.

Result = Pass

No areas of the pages tested were found to fail this section although a usability comment has been included.



Issue ID: DAC-USER-LV-AW-T4-07

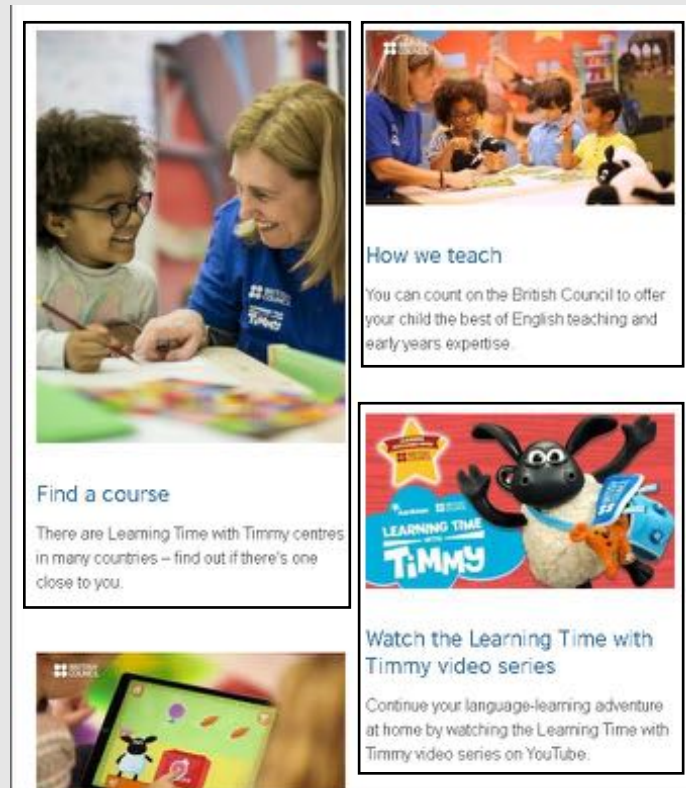
**1) What type of issue did you experience?**

Layout

**2) Where was the issue? Please give the URL.**

<https://www.britishcouncil.org/english/timmy>

Screen shot:



**3) Describe the issue in detail and where it occurred on the page**

I would like to see borders around images with links below them as this would separate the item from the rest of the page and make the content easier to separate visually.

**Solution**

Consider adding borders around the areas suggested, making content easier to separate and focus on.



## Tables

### WCAG 2.0 References:

Create content that can be presented in different ways (for example simpler layout) without losing information or structure.

[WCAG 2.0 reference 1.3 - Adaptable](#)

Maximize compatibility with current and future user agents, including assistive technologies.

[WCAG 2.0 reference 4.1 - Maximize compatibility](#)

Tables must be made using appropriate mark-up to ensure that they are rendered properly by assistive technologies. Tables must not be used extensively for layout.

### Result = Pass

No tables were found to pose a problem on the pages tested. If tables are to be used the it is important that data tables are marked up correctly, with a clear summary/ caption, and clear TH and TD elements. If the table is used for layout purposes, then it is recommended that this be removed, and content positioned using CSS.

### Recommendations:

Making accessible tables:

[http://www.456bereastreet.com/archive/200410/bring\\_on\\_the\\_tables/](http://www.456bereastreet.com/archive/200410/bring_on_the_tables/)





## Frames and scrolling <divs>

### WCAG 2.0 References:

Make all functionality available from a keyboard.

[WCAG 2.0 reference 2.1 - Keyboard Accessible](#)

Make Web pages appear and operate in predictable ways.

[WCAG 2.0 reference 3.2 - Predictable](#)

Developers should avoid the use of frames as they can make navigation unnecessarily difficult for keyboard and switch access users. The purpose of frames should always be described.

If scrolling Divs or frames are used then it must be possible to access all of the content using keyboard-only control. The same rule applies to any content found in multimedia applications.

Result = Pass

No frames were found to pose any issues on the pages tested. If frames are to be used then they must contain a descriptive frame title indicating the content held within the frame to screen reader users.



## Page refresh

### WCAG 2.0 References:

Provide users with disabilities enough time to read and use content.

[WCAG 2.0 reference 2.2 - Enough time](#)

Pages that are refreshed periodically can cause access problems for people with disabilities. Some with disabilities simply need more time to finish reading a page or completing a form. Refreshing the page before the user has finished using it can be a very frustrating experience; particularly if the session is reset and any interaction with the page, such as a partially completed form is lost.

Although we appreciate that session time-outs are important for security, these must not prohibit disabled users from using the website.

Result = Pass

No page refresh elements were found on the pages tested.



## Page auto-redirect

WCAG 2.0 References:

Make Web pages appear and operate in predictable ways.

[WCAG 2.0 reference 3.2 - Predictable](#)

Client-side redirection of pages generally has the effect of causing the back button to stop functioning predictably and leave the user without the option to go back to previous pages.

Result = Pass

No page re-direct elements were found on the pages tested.



## Structure

### Page TITLE

#### WCAG 2.0 References:

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

Page titles should be used to help identify the general purpose and content of the page to the screen reader.

#### Result = Pass

No issues were identified with the page titles in use on the pages tested. The page titles have been front load which provides screen reader users the distinguishing information relating to the page first.



## Lists

WCAG 2.0 Reference:

Provide ways to help users with disabilities navigate, find content and determine where they are.

[WCAG 2.0 reference 2.4 - Navigable](#)

Lists should be used appropriately and identified using list mark-up. This mark-up provides essential information to assistive technologies.

Result = Pass

No issues were found with any lists in use on the pages tested.



## Languages

WCAG 2.0 Reference:

Make text content readable and understandable.

[WCAG 2.0 reference 3.1 - Text content](#)

The primary language of the page is marked up and screen readers can identify changes to the primary language used in the page.

Example:

<**SPAN LANG=en**>Welcome</**SPAN**>

Result = Pass

The primary language of the page has been identified, ensuring assistive technologies render page content correctly.



## Avoid flickering, blinking and moving images or text

WCAG 2.0 References:

Do not design content in a way that is known to cause seizures.

[WCAG 2.0 reference 2.3 - Seizures](#)

Images that flicker such as animated gifs can cause people with photosensitive epilepsy to have seizures. It's not common, but the results can be serious.

Animated images need to avoid flickering between frames.

Blinking or moving text and images can be distracting for many users, especially those with certain cognitive disabilities. Web developers and authors are advised to keep moving content to a minimum and give control of moving content to the user via simple play and pause functions.

Result = Pass

No moving content was found on the pages tested. If moving content is to be used and last for longer than five seconds this content needs to either stop after five seconds or be user controllable via a pause or stop button.



## Quotation mark-up

WCAG 2.0 References:

Maximize compatibility with current and future user agents, including assistive technologies.

[WCAG 2.0 reference 4.1 - Maximize compatibility](#)

Use quotation mark-up such as <blockquote> and <q> where appropriate. Quotation mark-up should not be used for indentation.

Result = Pass

No areas of quotation mark-up were required on the pages tested. If quotes are present then ensure quotation mark-up such as <blockquote> and <q> are used where appropriate.





## Relative sizing

WCAG 2.0 References:

Make it easier for users to see and hear content including separating foreground from background.

[WCAG 2.0 reference 1.4 - Distinguishable content](#)

Relative sizing of text allows a user to scale text according to their preference using the browser controls. By providing resizable text there is less of a need for the user to have screen magnification software.

Result = Pass

No problems were identified when magnifying the pages tested to 200%, page content wraps accordingly and adopts a mobile theme.



## Accessibility Statement

An accessibility statement of intent or Help section will allow disabled users to check if there are any features implemented on the site to enhance a user's experience.

### Result = Pass (with usability feedback)

Whilst an accessibility link is present, the content currently held within the page does not aid users with disabilities in navigating the website.

Content should include information such as how to change text size, invert colours, and apply magnification in addition to documenting any other features that may aid users in using the site more easily.

The Accessibility Statement is also where an 'Exclusion Statement', which clearly documents exclusions applicable to the site – for example; third party content, should be made available for the benefit of users.

This should also, where practicable, include information about any known accessibility issues, and whether these issues are within British Council's control, or are in the process of being addressed, along with any other information that may improve the users overall experience whilst navigating the site.

### Usability feedback

An accessibility page is present but currently does not aid users in using the website to the best of its potential.

### Solution

Implement an improved accessibility page, with more detailed information to be better aid users to navigate the site, along with an 'Exclusions Statement' that documents any known barriers, and any workarounds that may exist to combat them.



## End of Report



## Appendix I

### Visually Hidden Text for Screen Reader Users

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

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

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



## Appendix II

URL: <https://www.britishcouncil.org/>

### **Task 1 - Homepage**

4. Contact us
5. Contact us form
6. Thank you

### **Task 2 – Blog**

3. Voices
4. 10 activities to practice in the English classroom

### **Task 3 – Search**

2. Homepage > search results

### **Task 4 – Learn English**

5. Learn English
6. English for kids and teens
7. Learning time with Shaun and Timmy
8. Benefits of learning with us

### **Task 5 – take an exam**

5. Take an exam
6. English test aptis
7. English test for organisations
8. English test for corporates



## Appendix III

### 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
<b>Pass (P)</b>	The site meets the requirements of the checkpoint.
<b>Fail (L) Low Priority</b>	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 2.0
<b>Fail (M) Medium Priority</b>	The site fails to meet the requirements against AA criteria measured against WCAG 2.0
<b>Fail (H) High Priority</b>	The site fails to meet the requirements against A criteria measured against WCAG 2.0 and more severe accessibility issues were identified.
<b>Not Applicable (N/A)</b>	No content was found on the site to which the checkpoint would relate.



<b>Principle 1: Perceivable – Information and users interface components must be presentable to users in ways they can perceive.</b>	
<b>Non-text Content:</b> <b>1.1.1</b> All <a href="#">non-text content</a> that is presented to the user has a <a href="#">text alternative</a> that serves the equivalent purpose, except for the situations listed below. <b>(Level A)</b>	Pass (P)
<b>Audio-only and Video-only (Pre-recorded):</b> <b>1.2.1</b> For <a href="#">pre-recorded audio-only</a> and pre-recorded <a href="#">video-only</a> media, the following are true, except when the audio or video is a <a href="#">media alternative for text</a> and is clearly labelled as such:  <a href="#">Understanding Success Criterion 1.2.1</a> <b>Pre-recorded Audio-only:</b> An <a href="#">alternative for time-based media</a> is provided that presents equivalent information for pre-recorded audio-only content.  <b>Pre-recorded Video-only:</b> Either an alternative for time-based media or an audio track is provided that presents equivalent information for pre-recorded video-only content. <b>(Level A)</b>	N/A
<b>Captions (Pre-recorded):</b> <b>1.2.2</b> <a href="#">Captions</a> are provided for all <a href="#">pre-recorded audio</a> content in <a href="#">synchronized media</a> , except when the media is a <a href="#">media alternative for text</a> and is clearly labelled as such. <b>(Level A)</b>	Fail (H)
<b>Audio Description or Media Alternative (Pre-recorded):</b> <b>1.2.3</b> An <a href="#">alternative for time-based media</a> or <a href="#">audio description</a> of the <a href="#">pre-recorded video</a> content is provided for <a href="#">synchronized media</a> , except when the media is a <a href="#">media alternative for text</a> and is clearly labelled as such. <b>(Level A)</b>	Fail (H)
<b>Captions (Live):</b> <b>1.2.4</b> <a href="#">Captions</a> are provided for all <a href="#">live audio</a> content in <a href="#">synchronized media</a> . <b>(Level AA)</b>	N/A



<b>Audio Description (Pre-recorded):</b> <a href="#">1.2.5 Audio description</a> is provided for all <a href="#">pre-recorded video</a> content in <a href="#">synchronized media</a> . (Level AA)	<b>Fail (M)</b>
<b>Sign Language (Pre-recorded):</b> <a href="#">1.2.6 Sign language interpretation</a> is provided for all <a href="#">pre-recorded audio</a> content in <a href="#">synchronized media</a> . (Level AAA)	<b>Fail (L)</b>
<b>Extended Audio Description (Pre-recorded):</b> <a href="#">1.2.7</a> Where pauses in foreground audio are insufficient to allow <a href="#">audio descriptions</a> to convey the sense of the video, <a href="#">extended audio description</a> is provided for all <a href="#">pre-recorded video</a> content in <a href="#">synchronized media</a> . (Level AAA)	<b>Fail (L)</b>
<b>Media Alternative (Pre-recorded):</b> <a href="#">1.2.8</a> An <a href="#">alternative for time-based media</a> is provided for all <a href="#">pre-recorded synchronized media</a> and for all pre-recorded <a href="#">video-only</a> media. (Level AAA)	N/A
<b>Audio-only (Live):</b> <a href="#">1.2.9</a> An <a href="#">alternative for time-based media</a> that presents equivalent information for <a href="#">live audio-only</a> content is provided. (Level AAA)	N/A
<b>Info and Relationships:</b> <a href="#">1.3.1</a> Information, <a href="#">structure</a> , and <a href="#">relationships</a> conveyed through <a href="#">presentation</a> can be <a href="#">programmatically determined</a> or are available in text. (Level A)	<b>Fail (H)</b>
<b>Meaningful Sequence:</b> <a href="#">1.3.2</a> When the sequence in which content is presented affects it's meaning, a <a href="#">correct reading sequence</a> can be <a href="#">programmatically determined</a> . (Level A)	<b>Pass (P)</b>
<b>Sensory Characteristics:</b>	<b>Pass (P)</b>





<p><a href="#">1.3.3</a> 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><b>Use of Colour:</b> <a href="#">1.4.1</a> Colour is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)</p>	Fail (H)
<p><b>Audio Control:</b> <a href="#">1.4.2</a> If any audio on a Web page plays automatically for more than 3 seconds, either a <a href="#">mechanism</a> is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)</p>	Pass (P)
<p><b>Contrast (Minimum):</b> <a href="#">1.4.3</a> The visual presentation of <a href="#">text</a> and <a href="#">images of text</a> has a <a href="#">contrast ratio</a> of at least 4.5:1, except for the following:</p> <p>Large Text: <a href="#">Large-scale</a> text and images of large-scale text have a contrast ratio of at least 3:1;</p> <p>Incidental: Text or images of text that are part of an inactive <a href="#">user interface component</a>, that are <a href="#">pure decoration</a>, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</p> <p>Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. (Level AA)</p>	Fail (M)
<p><b>Resize text:</b> <a href="#">1.4.4</a> Except for <a href="#">captions</a> and <a href="#">images of text</a>, <a href="#">text</a> can be resized without <a href="#">assistive technology</a> up to 200 percent without loss of content or functionality. (Level AA)</p>	Pass (P)



<p><b>Images of Text:</b></p> <p><a href="#">1.4.5</a> If the technologies being used can achieve the visual presentation, <a href="#">text</a> is used to convey information rather than <a href="#">images of text</a> except for the following:</p> <p><a href="#">Understanding Success Criterion 1.4.5</a></p> <ul style="list-style-type: none"> <li>• Customizable: The image of text can be <a href="#">visually customized</a> to the user's requirements;</li> <li>• Essential: A particular presentation of text is <a href="#">essential</a> to the information being conveyed.</li> </ul> <p><b>Note:</b> Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p><b>(Level AA)</b></p>	<p>Pass (P)</p>
<p><b>Contrast (Enhanced):</b></p> <p><a href="#">1.4.6</a> The visual presentation of <a href="#">text</a> and <a href="#">images of text</a> has a <a href="#">contrast ratio</a> of at least 7:1, except for the following:</p> <p>Large Text: <a href="#">Large-scale</a> text and images of large-scale text have a contrast ratio of at least 4.5:1;</p> <p>Incidental: Text or images of text that are part of an inactive <a href="#">user interface component</a>, that are <a href="#">pure decoration</a>, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement.</p> <p>Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.</p> <p><b>(Level AAA)</b></p>	<p>Fail (L)</p>
<p><b>Low or No Background Audio:</b></p> <p><a href="#">1.4.7</a> For <a href="#">pre-recorded audio-only</a> content that (1) contains primarily speech in the foreground, (2) is not an audio <a href="#">CAPTCHA</a> 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><a href="#">Understanding Success Criterion 1.4.7</a></p> <ul style="list-style-type: none"> <li>• No Background: The audio does not contain background sounds.</li> <li>• Turn Off: The background sounds can be turned off.</li> </ul>	<p>Pass (P)</p>



<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Note:</b> Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content.</p> <p><b>(Level AAA)</b></p>	
<p><b>Visual Presentation:</b></p> <p><a href="#">1.4.8</a> For the visual presentation of <a href="#">blocks of text</a>, a <a href="#">mechanism</a> is available to achieve the following:</p> <p><a href="#">Understanding Success Criterion 1.4.8</a></p> <ol style="list-style-type: none"> <li>1. Foreground and background colours can be selected by the user.</li> <li>2. Width is no more than 80 characters or glyphs (40 if CJK).</li> <li>3. Text is not justified (aligned to both the left and the right margins).</li> <li>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.</li> <li>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 <a href="#">on a full-screen window</a>.</li> </ol> <p><b>(Level AAA)</b></p>	<p>Pass (P)</p>
<p><b>Images of Text (No Exception):</b></p> <p><a href="#">1.4.9 Images of text</a> are only used for <a href="#">pure decoration</a> or where a particular presentation of <a href="#">text</a> is <a href="#">essential</a> to the information being conveyed.</p> <p><b>Note:</b> Logotypes (text that is part of a logo or brand name) are considered essential.</p> <p><b>(Level AAA)</b></p>	<p>Pass (P)</p>



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

<p><b>Keyboard:</b>  <a href="#">2.1.1</a> All <a href="#">functionality</a> of the content is operable through a <a href="#">keyboard interface</a> without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.</p> <p><b>Note 1:</b> This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.</p> <p><b>Note 2:</b> This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p> <p><b>(Level A)</b></p>	<p>Pass (P)</p>
<p><b>No Keyboard Trap:</b>  <a href="#">2.1.2</a> If keyboard focus can be moved to a component of the page using a <a href="#">keyboard interface</a>, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away.</p> <p><b>Note:</b> Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.</p> <p><b>(Level A)</b></p>	<p>Pass (P)</p>
<p><b>Keyboard (No Exception):</b>  <a href="#">2.1.3</a> All <a href="#">functionality</a> of the content is operable through a <a href="#">keyboard interface</a> without requiring specific timings for individual keystrokes.</p> <p><b>(Level AAA)</b></p>	<p>Pass (P)</p>
<p><b>Timing Adjustable:</b>  <a href="#">2.2.1</a> For each time limit that is set by the content, at least one of the following is true:</p>	<p>Pass (P)</p>



<p><b>Turn off:</b> The user is allowed to turn off the time limit before encountering it; or</p> <p><b>Adjust:</b> The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or</p> <p><b>Extend:</b> The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or</p> <p><b>Real-time Exception:</b> The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or</p> <p>Essential Exception: The time limit is <a href="#">essential</a> and extending it would invalidate the activity; or</p> <p><b>20 Hour Exception:</b> The time limit is longer than 20 hours.</p> <p><b>Note:</b> 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 <a href="#">Success Criterion 3.2.1</a>, which puts limits on changes of content or context as a result of user action.</p> <p><b>(Level A)</b></p>	
<p><b>Pause, Stop, Hide:</b>  <a href="#">2.2.2</a> For moving, <a href="#">blinking</a>, <a href="#">scrolling</a>, or auto-updating information, all of the following are true:  <a href="#">Understanding Success Criterion 2.2.2</a></p> <p><b>Moving, blinking, scrolling:</b> 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 <a href="#">pause</a>, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is <a href="#">essential</a>; and</p> <p><b>Auto-updating:</b> 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>	N/A



<p><b>Note 1:</b> For requirements related to flickering or flashing content, refer to <a href="#">Guideline 2.3</a>.</p> <p><b>Note 2:</b> Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.</p> <p><b>Note 3:</b> Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p><b>Note 4:</b> An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p> <p><b>(Level A)</b></p>	
<p><b>No Timing:</b>  <a href="#">2.2.3</a> Timing is not an <a href="#">essential</a> part of the event or activity presented by the content, except for non-interactive <a href="#">synchronized media</a> and <a href="#">real-time events</a>. <b>(Level AAA)</b></p>	Pass (P)
<p><b>Interruptions:</b>  <a href="#">2.2.4</a> Interruptions can be postponed or suppressed by the user, except interruptions involving an <a href="#">emergency</a>. <b>(Level AAA)</b></p>	N/A
<p><b>Re-authenticating:</b>  <a href="#">2.2.5</a> When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating. <b>(Level AAA)</b></p>	N/A
<p><b>Three Flashes or Below Threshold:</b>  <a href="#">2.3.1 Web pages</a> do not contain anything that flashes more than three times in any one second period, or the <a href="#">flash</a> is below the <a href="#">general flash and red flash thresholds</a>.</p>	N/A



<p><b>Note:</b> Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.</p> <p>(Level A)</p>	
<p><b>Three Flashes:</b>  <a href="#">2.3.2 Web pages</a> do not contain anything that <a href="#">flashes</a> more than three times in any one-second period.</p> <p>(Level AAA)</p>	N/A
<p><b>Bypass Blocks:</b>  <a href="#">2.4.1</a> A <a href="#">mechanism</a> is available to bypass blocks of content that are repeated on multiple <a href="#">Web pages</a>.</p> <p>(Level A)</p>	Fail (H)
<p><b>Page Titled:</b>  <a href="#">2.4.2 Web pages</a> have titles that describe topic or purpose.</p> <p>(Level A)</p>	Pass (P)
<p><b>Focus Order:</b>  <a href="#">2.4.3</a> If a <a href="#">Web page</a> can be <a href="#">navigated sequentially</a> and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.</p> <p>(Level A)</p>	Pass (P)
<p><b>Link Purpose (In Context):</b>  <a href="#">2.4.4</a> The <a href="#">purpose of each link</a> can be determined from the link text alone or from the link text together with its <a href="#">programmatically determined link context</a>, except where the purpose of the link would be <a href="#">ambiguous to users in general</a>.</p> <p>(Level A)</p>	Pass (P)
<p><b>Multiple Ways:</b>  <a href="#">2.4.5</a> More than one way is available to locate a <a href="#">Web page</a> within a <a href="#">set of Web pages</a> except where the Web Page is the result of, or a step in, a <a href="#">process</a>.</p> <p>(Level AA)</p>	Pass (P)
<p><b>Headings and Labels:</b></p>	Fail (M)



<p><a href="#">2.4.6</a> Headings and <a href="#">labels</a> describe topic or purpose. (Level AA)</p>	
<p><b>Focus Visible:</b>  <a href="#">2.4.7</a> Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)</p>	Fail (M)
<p><b>Location:</b>  <a href="#">2.4.8</a> Information about the user's location within a <a href="#">set of Web pages</a> is available. (Level AAA)</p>	Pass (P)
<p><b>Link Purpose (Link Only):</b>  <a href="#">2.4.9</a> A <a href="#">mechanism</a> 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 <a href="#">ambiguous to users in general</a>. (Level AAA)</p>	Fail (L)
<p><b>Section Headings:</b>  <a href="#">2.4.10</a> <a href="#">Section</a> headings are used to organize the content.</p> <p><b>Note 1:</b> "Heading" is used in its general sense and includes titles and other ways to add a heading to different types of content.</p> <p><b>Note 2:</b> This success criterion covers sections within writing, not <a href="#">user interface components</a>. User Interface components are covered under <a href="#">Success Criterion 4.1.2</a>. (Level AAA)</p>	Pass (P)





<b>Principle 3: Understandable – Information and the operation of user interface must be understandable.</b>	
<b>Language of Page:</b> <b>3.1.1</b> The default <a href="#">human language</a> of each <a href="#">Web page</a> can be <a href="#">programmatically determined</a> . <b>(Level A)</b>	Pass (P)
<b>Language of Parts:</b> <b>3.1.2</b> The <a href="#">human language</a> of each passage or phrase in the content can be <a href="#">programmatically determined</a> 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. <b>(Level AA)</b>	N/A
<b>Unusual Words:</b> <b>3.1.3</b> A <a href="#">mechanism</a> is available for identifying specific definitions of words or phrases <a href="#">used in an unusual or restricted way</a> , including <a href="#">idioms</a> and <a href="#">jargon</a> . <b>(Level AAA)</b>	N/A
<b>Abbreviations:</b> <b>3.1.4</b> A <a href="#">mechanism</a> for identifying the expanded form or meaning of <a href="#">abbreviations</a> is available. <b>(Level AAA)</b>	Pass (P)
<b>Reading Level:</b> <b>3.1.5</b> When text requires reading ability more advanced than the <a href="#">lower secondary education level</a> after removal of proper names and titles, <a href="#">supplemental content</a> , or a version that does not require reading ability more advanced than the lower secondary education level, is available. <b>(Level AAA)</b>	Pass (P)
<b>Pronunciation:</b> <b>3.1.6</b> A <a href="#">mechanism</a> is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. <b>(Level AAA)</b>	N/A
<b>On Focus:</b>	N/A



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



<p><b>Error Prevention (Legal, Financial, Data):</b>  <a href="#">3.3.4</a> For <a href="#">Web pages</a> that cause <a href="#">legal commitments</a> or financial transactions for the user to occur, that modify or delete <a href="#">user-controllable</a> data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <ol style="list-style-type: none"> <li>1. Reversible: Submissions are reversible.</li> <li>2. Checked: Data entered by the user is checked for <a href="#">input errors</a> and the user is provided an opportunity to correct them.</li> <li>3. Confirmed: A <a href="#">mechanism</a> is available for reviewing, confirming, and correcting information before finalizing the submission.</li> </ol> <p>(Level AA)</p>	N/A
<p><b>Help <a href="#">3.3.5</a> Context-sensitive help</b> is available.</p> <ul style="list-style-type: none"> <li>• Provide instructions and cues in context to help inform completion and submission.</li> </ul> <p>(Level AAA)</p>	Pass (P)
<p><b>Error Prevention (All):</b>  <a href="#">3.3.6</a> For <a href="#">Web pages</a> that require the user to submit information, at least one of the following is true:</p> <p><b>Reversible:</b> Submissions are reversible.  <b>Checked:</b> Data entered by the user is checked for <a href="#">input errors</a> and the user is provided an opportunity to correct them.  <b>Confirmed:</b> A <a href="#">mechanism</a> is available for reviewing, confirming, and correcting information before finalizing the submission.</p> <p>(Level AAA)</p>	Pass (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)

Fail (H)

### 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)

Fail (H)



## Appendix IV

### The Process

The web product is measured against the Web Accessibility Initiative's (WAI) Web Content Accessibility Guidelines 2.1 (WCAG 2.0) 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 web site 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 web site.

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 site need the most urgent attention.

### CRITERIA

#### Pass

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

#### Fail

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

#### Not Applicable

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



## DAC Testing Procedure

The Web site is tested by a team of experienced Web auditors, many of who are disabled individuals and users of adaptive technology. The combination of subjective pan-disability user feedback and comprehensive technical auditing allows us to measure how the 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 Web 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 Web page for those with colour blindness and dyslexia.

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

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

### Technical Auditing

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

