Digital Accessibility Centre

Accessibility Audit Report

Company	British Council Films
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Standard	WCAG 2.1

Document Control

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Contents

Executive Summary

An accessibility audit for British Council Films website was carried out by the Digital Accessibility Centre (DAC) user/technical team on 10th March 2020.

The British Council Films website was assessed against the Web Content [Accessibility Guidelines WCAG 2.1](#).

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

A number of accessibility and usability issues were reported by both our automated testing tools and manual user testing team. The access issues reported impacted multiple user groups, but particularly low vision and mobility impaired user groups, which is largely attributed to the use of custom elements across the service.

There were numerous access issues affecting users who require audio feedback to navigate and interact with page content. The use of custom elements, which had not been coded in a way that incorporates the use of assistive technology, prevented screen reader users from accessing a majority of the service. Multiple instances of unlabelled or incorrectly marked up elements also made it difficult for users to determine their function or purpose. Screen reader users experienced additional confusion with the general navigation of pages due to illogical heading structures.

Non-descriptive links were present that had been given accessible link text that did not clearly describe the links purpose.

Multiple instances of incorrectly marked up elements also made it difficult for users to determine their function or purpose. Screen reader users experienced additional confusion in relation to general navigation due to the presence of illogical heading structures.

Several colour contrast issues were identified that made it difficult for users with colour deficiency to easily see and understand the content.

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

Audit Summary

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

 A

Unlabelled button - A
Links - A
Error message - A
Icons - A
Legend attribute – A
Focus order- A
Incorrect form labelling - A

 AA

Focus visible - AA
Error suggestion – AA
Non-Text Contrast - AA
Colour contrast - AA

 AAA

Inverted colours - AAA
Illogical heading structure - AAA

Scope

Exact Task and/or URLs are listed below along with the specific browser and AT set.
URL: https://film.britishcouncil.org/

See Appendix I for a full list of tasks and instructions

Browser matrix and Assistive Technology (AT) combinations

Desktop

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

Mobile/Tablet

User type	Code	Operating System (OS)	Browser	Assistive Technology
Blind	SR	iOS	Safari	VoiceOver
		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 website.
This was rated from 0 – could not complete to 3 – Completed independently, no issues.
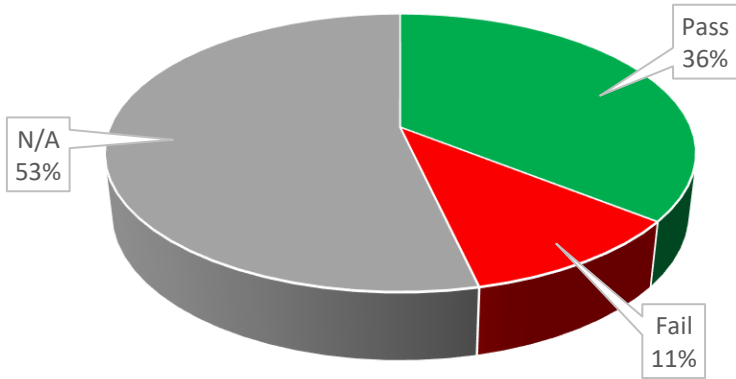
Key:	
0	Could not complete on my own
1	Completed independently but with major issues
2	Completed independently but with minor issues
3	Completed independently, no issues

User ratings

Legend:
- Cognitive
- Low Vision Colour inversion and ZoomText
- Dyslexia
- Colour Blind
- Mobility (KO)
- Mobility (VA)
- Screen reader JAWS
- Screen reader NVDA
- Screen reader Talkback
- Screen reader VoiceOver
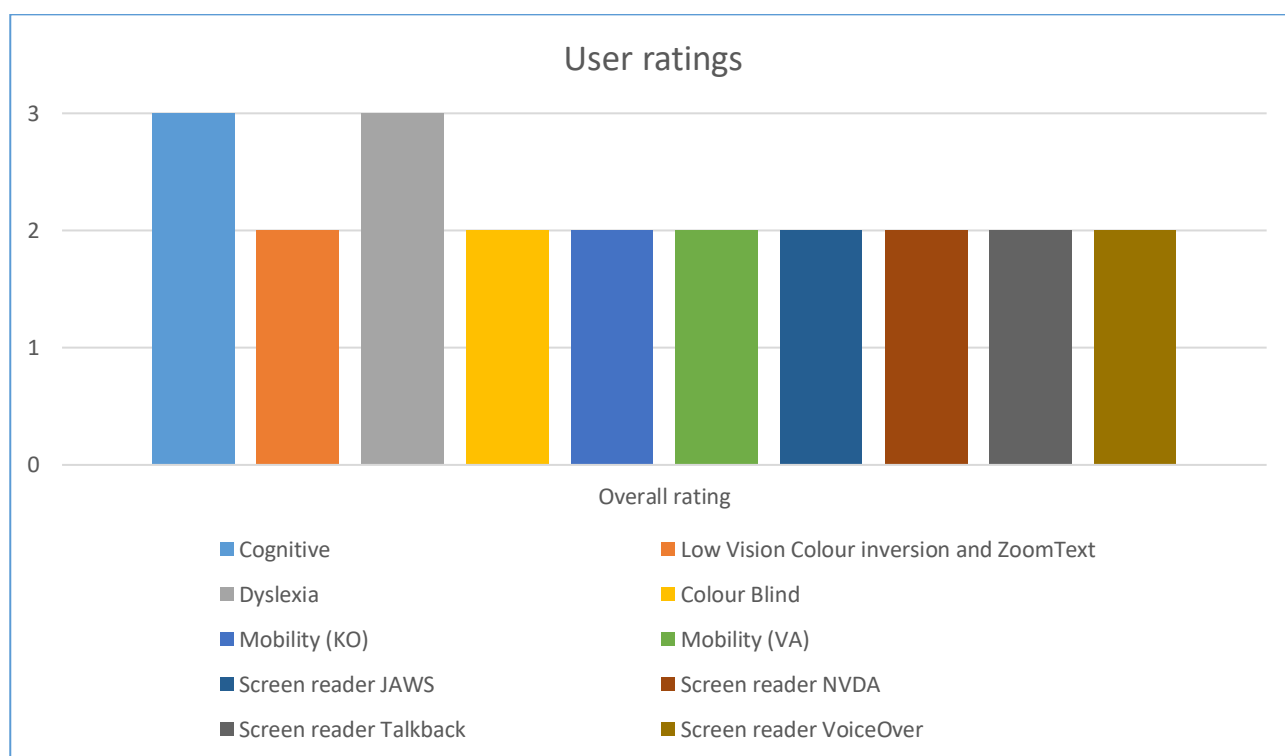
The graphs below detail the number of checkpoints that passed, failed or were not applicable to the website.

Please refer to the Classification of Accessibility Issues for more information.

A		
Priority Level Checkpoints A	Number	Percentage
Number of checkpoints 'Passed'	16 (53%)	WCAG 2.1 High Priority Breakdown N/A 30% Pass 53% Fail 17%
Number of checkpoints 'Failed'	5 (17%)	
Number of checkpoints 'Not Applicable (N/A)'	9 (30%)	

AA		
Priority Level Checkpoints AA	Number	Percentage
Number of checkpoints 'Passed'	13 (65%)	WCAG 2.1 Medium Priority Breakdown N/A 10% Fail 25% Pass 65%
Number of checkpoints 'Failed'	5 (25%)	
Number of checkpoints 'Not Applicable (N/A)'	2 (10%)	

AAA		
Priority Level Checkpoints AAA	Number	Percentage
Number of checkpoints 'Passed'	10 (36%)	WCAG 2.1 Low Priority Breakdown Pass 36% N/A 53% Fail 11%
Number of checkpoints 'Failed'	3 (11%)	
Number of checkpoints 'Not Applicable (N/A)'	15 (53%)	

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Audit Results

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

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

Unlabelled button - A

Buttons had been identified to not be correctly labelled for screen reader users.

WCAG Reference:
1.3.1 Info and Relationships
Understanding Info and Relationships | How to Meet Info and Relationships
(Level A)

Issue ID: DAC_Unlabelled_button_issue1

Journey: Task 2, Step 1

Page title: Celebrating UK film | British Council

URL: https://film.britishcouncil.org/

Screenshot:
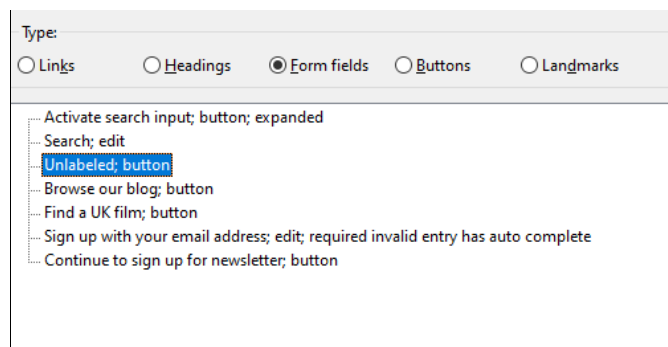
The search button had been identified to be unlabelled when using NVDA, this can cause difficulties for screen reader users as they would not be able to determine the purpose of the button.
Additional issues may appear for screen reader users in Internet Explorer due to the implementation of the SVG, which may cause the element to receive focus twice as well as not being read out correctly.

Current Code Ref(s):

```
<button type="submit" value="Search" class="search3491418559--button"><span
class="icon3984107512--root"><svg xmlns="http://www.w3.org/2000/svg" width="24"
height="24" viewBox="0 0 24 24" fill="none" stroke="currentColor" stroke-
width="2" stroke-linecap="round" stroke-linejoin="round" class="feather feather-
search"><circle cx="11" cy="11" r="8"></circle><line x1="21" y1="21" x2="16.65"
y2="16.65"></line><title>Search</title></svg></span></button>
```

Screen reader comments:

"While navigating the Celebrating UK film British Council page with NVDA I noticed that the search button next to the text box is not labelled, this is a problem for me as it's not clear what the button is for."

Solution:

Ensure that the button has been given a descriptive label to ensure screen reader users can understand the purpose of the button.

We would also recommend that the SVG be given a role of img, a title of search as well as the implementation of focusable="false" to ensure screen reader users focus is not brought to the element twice.

Example:

```
<button aria-label="search" type="submit" value="Search" class="search3491418559-
-button"><span class="icon3984107512--root"><svg role="img" title="search"
focsable="false" xmlns="http://www.w3.org/2000/svg" width="24" height="24"
viewBox="0 0 24 24" fill="none" stroke="currentColor" stroke-width="2" stroke-
linecap="round" stroke-linejoin="round" class="feather feather-search"><circle
cx="11" cy="11" r="8"></circle><line x1="21" y1="21" x2="16.65"
y2="16.65"></line><title>Search</title></svg></span></button>
```

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Links - A

Links had been used that are not descriptive of their purpose.

WCAG Reference:
2.4.4 Link Purpose (In Context)
Understanding Link Purpose (In Context) | How to Meet Link Purpose (In Context)
(Level A)
2.4.9 Link Purpose (Link Only)
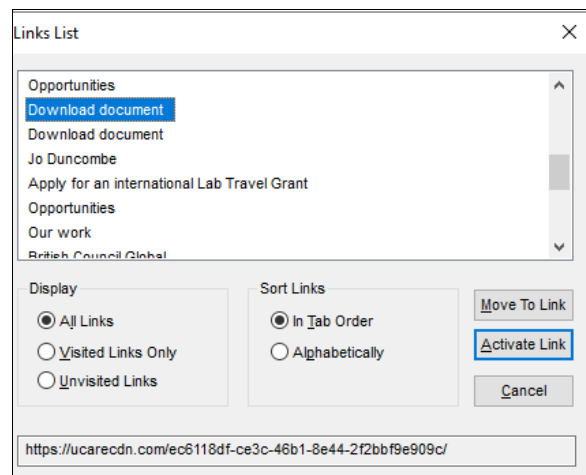Understanding Link Purpose (Link Only) | How to Meet Link Purpose (Link Only)
(Level AAA)

Issue ID: DAC_links_issue1

Journey: task 2, step 3

Page title: Apply for a Lab Travel Grant | British Council

URL: https://film.britishcouncil.org/opportunities/labs-travel-grant

Screenshot:
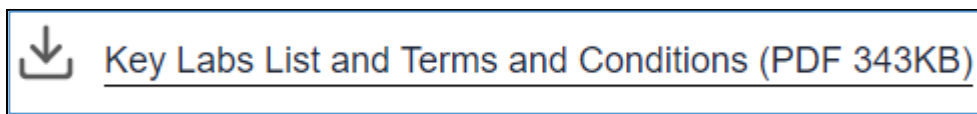
It was identified that two PDF links had been given an aria-label that did not describe its purpose clearly to screen reader users. Links must be given a clear label that accurately describes their purpose.to screen reader users

Current Code Ref(s):

```
<a href="https://ucarecdn.com/ec6118df-ce3c-46b1-8e44-2f2bbf9e909c/" data-
type="download" class="link281443707--root" aria-label="Download document"
id="5defbe546c657460d3000021">Key Labs List and Terms and Conditions<!-- --> (<!-
- -->PDF<!-- --> <!-- -->343<!-- -->KB)</a>
```

Screen reader comments:

"While navigating the apply for a lab travel grant page I noticed that the links for the PDF's were just labelled download documents. This is a problem for me because it does not tell me what these documents are. I would expect all links to be clearly labelled so I am able to know what I am selecting."

Solution:

Ensure that all links are clear and describe the purpose the link and what it will do upon activation.

In this instance we would recommend removing the aria label as the current link text would be appropriate for screen reader users to understand its purpose.

```
<a href="https://ucarecdn.com/ec6118df-ce3c-46b1-8e44-2f2bbf9e909c/" data-
type="download" class="link281443707--root" aria-label="Download document"
id="5defbe546c657460d3000021">Key Labs List and Terms and Conditions<!-- --> (<!-
- -->PDF<!-- --> <!-- -->343<!-- -->KB)</a>
```

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Journey: task 4, step 2

Page title: Industry insights | British Council

URL: https://film.britishcouncil.org/resources/industry-insights

Screenshot:

Global context for arts

Read a snapshot of the global context for the arts in different parts of the world in eight different reports:

- Americas
- Europe
- East Asia
- South Asia
- Sub-Saharan Africa

```
Links List                                              ×

Home                                                    ^
Resources
Americas
Europe
East Asia
South Asia
files/arts_strategy_south_asia_screen
Sub-Saharan Africa                                      ∨

┌─Display──────────┐ ┌─Sort Links───────┐ ┌──────────────┐
│ ◉ All Links      │ │ ◉ In Tab Order   │ │  Move To Link │
│ ○ Visited Links Only │ ○ Alphabetically │ ├──────────────┤
│ ○ Unvisited Links │ │                  │ │  Activate Link │
└──────────────────┘ └──────────────────┘ ├──────────────┤
                                            │  Cancel       │
                                            └──────────────┘

https://www.britishcouncil.org/sites/default/files/bc_arts_strategy_americas_sm.pd
```

It had been identified that several PDF's on the page did not contain the appropriate information to convey their purpose to users. This may confuse users as to why each link opens a PDF.

Current Code Ref(s):
```
<li><a
href="https://www.britishcouncil.org/sites/default/files/bc_arts_strategy_america
s_sm.pdf?_ga=2.192825130.1208442445.1583939382-1219199414.1583939382"
class="link281443707--root">Americas</a></li>
```

Solution:

We would recommend implementing clear link text to describe what each link does upon activation as well as including the file type within the link text.

We would additionally recommend including that the link open in a new window upon activation as well as informing users of this information prior to selection. This is because a PDF opening in the same window is often problematic for Internet Explorer users as the back button cannot be used.

```
<li>
<a target="_Blank"
href="https://www.britishcouncil.org/sites/default/files/bc_arts_strategy_america
s_sm.pdf?_ga=2.192825130.1208442445.1583939382-1219199414.1583939382"
class="link281443707--root"> Americas context for arts PDF 200KB (link opens in
new window) </a></li>
```

Error message - A

When users commit errors they are not notified of the error on screen.

WCAG Reference:
 4.1.3 Status Messages
Understanding Status Messages | How to Meet Status Messages
(Level AA)

Issue ID: DAC_Error_notification_issue1

Journey: task 2, step 3

Page title: Apply for a Lab Travel Grant | British Council

URL: https://film.britishcouncil.org/opportunities/labs-travel-grant

Screenshot:

When screen reader users had committed an error on the 'sign up to our newsletter' form they are not informed of any error handling on the page. This can cause confusion for screen reader users as they would not be made aware that they have committed an error on the page unless navigating backwards.

Current Code Ref(s):

```
<div class="forminput1404190562--root forminput1404190562--email"><label
class="formlabel1922415014--root" for="signupEmail">Email address</label><input
type="email" aria-label="Sign up with your email address"
class="forminput1404190562--input forminput1404190562--email" id="signupEmail"
name="emailAddress" placeholder="youremail@mail.com" required="" value=""><span
class="formerrormessage2191711453--root">Enter correct email address</span></div>
```

Solution:

Ensure that screen reader users are made aware of any errors they have made on the page after clicking the 'continue' button.

This can be implemented with the use of aria role of 'alert', this will ensure upon activation of the continue button that screen reader users are notified of the error on the page.

You can find an example of this on **Using ARIA Live Regions or role=alert to Identify Errors.**

Icons - A

Icons had been implemented that do not provide additional information to screen reader users.

WCAG Reference:
1.1.1 Non-text Content
[Understanding Non-text Content](#) | [How to Meet Non-text Content](#)
(Level A)
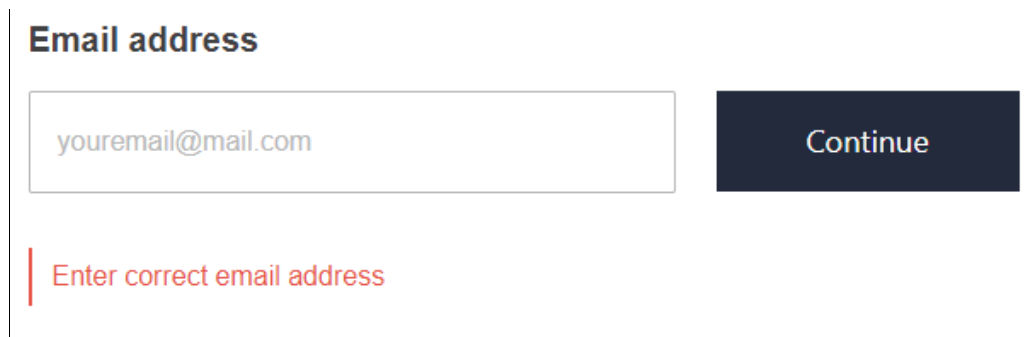
Issue ID: DAC_icons_issue1

Journey: task 2, step 3

Page title: Apply for a Lab Travel Grant | British Council

URL: https://film.britishcouncil.org/opportunities/labs-travel-grant

Screenshot:
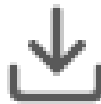
Icons had been used to convey visually to users that a downloadable element is available, screen reader users do not need to receive this information as if downloadable content is available they should be advised within the link text.

Current Code Ref(s):

```
<svg xmlns="http://www.w3.org/2000/svg" width="24" height="24" viewBox="0 0 24
24" fill="none" stroke="currentColor" stroke-width="2" stroke-linecap="round"
stroke-linejoin="round" class="feather feather-download"><path d="M21 15v4a2 2 0
0 1-2 2H5a2 2 0 0 1-2-2v-4"></path><polyline points="7 10 12 15 17
10"></polyline><line x1="12" y1="15" x2="12" y2="3"></line><title>Download
icon</title></svg>
```

Solution:
We would recommend that the SVG can be hidden using aria-hidden="true" to ensure screen reading software does not allow the element to receive focus as well as including focusable = false, this ensure that the element is prevented from being targetable for JAWS users that are using IE.

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Example:

```
<svg aria-hidden="true" focusable="false" xmlns="http://www.w3.org/2000/svg"
width="24" height="24" viewBox="0 0 24 24" fill="none" stroke="currentColor"
stroke-width="2" stroke-linecap="round" stroke-linejoin="round" class="feather
feather-download"><path d="M21 15v4a2 2 0 0 1-2 2H5a2 2 0 0 1-2-2v-
4"></path><polyline points="7 10 12 15 17 10"></polyline><line x1="12" y1="15"
x2="12" y2="3"></line><title>Download icon</title></svg>
```

Legend attribute – A

A legend had not been provided with the fieldset

WCAG Reference:
1.3.1 Info and Relationships
Understanding Info and Relationships | How to Meet Info and Relationships
(Level A)

Issue ID: DAC_fieldset_and_legends_issue1

Journey: Task 3, step 3

Page title: Sign up to our newsletter | British Council

URL: https://film.britishcouncil.org/newsletter

Screenshot:

A group of checkboxes had been located that did not provide a legend. This made it difficult for screen reader users to understand the question being asked.

Current Code Ref(s):

```
<fieldset><label>Which of the following newsletters would you like to receive?
</label><div><input type="checkbox" id="1301898" name="cm-fo-ydkuwk"
value="1301898"><label for="1301898">Opportunities to reach international
audiences</label></div><div><input type="checkbox" id="1301899" name="cm-fo-
ydkuwk" value="1301899"><label for="1301899">Opportunities to screen your
film</label></div><div><input type="checkbox" id="1301900" name="cm-fo-ydkuwk"
value="1301900"><label for="1301900">Funding to showcase your
film</label></div><div><input type="checkbox" id="1301901" name="cm-fo-ydkuwk"
value="1301901"><label for="1301901">Working with the British
Council</label></div></fieldset>
```

Screen reader comments:
"While going through the signing up for the newsletter with NVDA I found that the check boxes lack a fieldset and legend."

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Solution:

Ensure a legend has been provided with the implementation of the fieldset. This can be done via removing the label and replacing it with a legend tag.

Example:

```
<fieldset><legend>Which of the following newsletters would you like to receive?
</legend><div><input type="checkbox" id="1301898" name="cm-fo-ydkuwk"
value="1301898"><label for="1301898">Opportunities to reach international
audiences</label></div><div><input type="checkbox" id="1301899" name="cm-fo-
ydkuwk" value="1301899"><label for="1301899">Opportunities to screen your
film</label></div><div><input type="checkbox" id="1301900" name="cm-fo-ydkuwk"
value="1301900"><label for="1301900">Funding to showcase your
film</label></div><div><input type="checkbox" id="1301901" name="cm-fo-ydkuwk"
value="1301901"><label for="1301901">Working with the British
Council</label></div></fieldset>
```

Focus order- A

Illogical focus order had been identified on Voiceover iOS & TalkBack

WCAG Reference:
2.4.3 Focus Order
[Understanding Focus Order](#) | [How to Meet Focus Order](#)
(Level A)

Issue ID: DAC_focus_order_issue1

Journey: Task 1, step 1

Page title: UK films | British Council

URL: https://film.britishcouncil.org/uk-films

Screenshot:

It was identified that when navigating with VoiceOver and TalkBack that upon activation of the hamburger menu the next focusable element is not the menu that has been expanded, but in fact the next focusable element in the main content of the page.

It was also discovered that if screen reader users wanted to access the contents within the menu, they must swipe backwards to gain access to the menu contents.

The menu had been given a label that some screen reader users may find confusing.

Current Code Ref(s):

```
<button class="header1824830308--menuToggle" aria-label="Activate mobile menu"
aria-controls="menu-bar" aria-expanded="false"><span class="header1824830308--
srOnly">Menu</span><span class="icon3984107512--root"><svg
xmlns="http://www.w3.org/2000/svg" width="24" height="24" viewBox="0 0 24 24"
fill="none" stroke="currentColor" stroke-width="2" stroke-linecap="round" stroke-
linejoin="round" class="feather feather-menu"><line x1="3" y1="12" x2="21"
y2="12"></line><line x1="3" y1="6" x2="21" y2="6"></line><line x1="3" y1="18"
x2="21" y2="18"></line><title>Menu</title></svg></span></button>
```

Solution:

Ensure that upon expanding, the hamburger menu is given an appropriate label to instruct screen reader users of its purpose

Additionally, ensure that upon activation of the menu that the next focusable element is content situated within the menu.

Example:

```
<button class="header1824830308--menuToggle" aria-label="menu" aria-
controls="menu-bar" aria-expanded="false"><span class="header1824830308--
srOnly">Menu</span><span class="icon3984107512--root"><svg
xmlns="http://www.w3.org/2000/svg" width="24" height="24" viewBox="0 0 24 24"
fill="none" stroke="currentColor" stroke-width="2" stroke-linecap="round" stroke-
linejoin="round" class="feather feather-menu"><line x1="3" y1="12" x2="21"
y2="12"></line><line x1="3" y1="6" x2="21" y2="6"></line><line x1="3" y1="18"
x2="21" y2="18"></line><title>Menu</title></svg></span></button>
```

Incorrect form labelling - A

Forms had been given the incorrect form label.

WCAG Reference:
1.3.1 Info and Relationships
Understanding Info and Relationships | How to Meet Info and Relationships
(Level A)
 4.1.2 Name, Role, Value
Understanding Name, Role, Value | How to Meet Name, Role, Value
(Level A)

Issue ID: DAC_incorrect_form_labelling_issue1

Journey: task 11, step 1

Page title: UK films | British Council

URL: https://film.britishcouncil.org/uk-films

Screenshot:
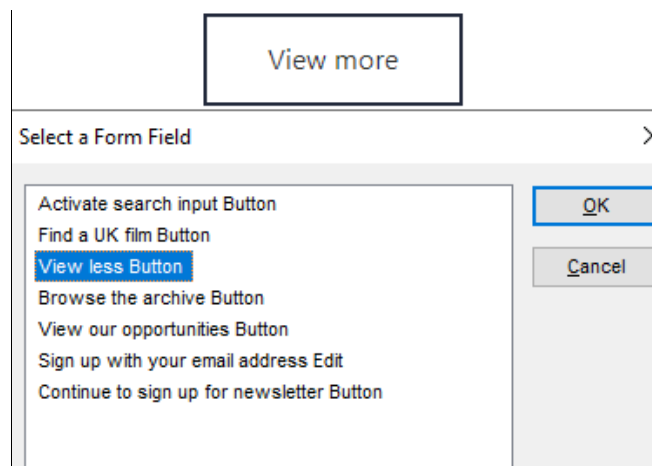
When navigating through the 'Browse films by theme' section it had been identified that the 'View more' button had been given the incorrect form label. This meant visually the button read out as 'View more' but the aria-label provided stated 'View less',
This may be can confusing for screen reader users as they are not being informed of the correct information.
Additionally, the button provided may causes confusion in regard to what it is viewing more of and less of.

Current Code Ref(s):

```
<button class="button1138792440--root button1138792440--default button1138792440-
-md button1138792440--hollow tiledlist4081525103--numberOfItemsCTA" aria-
label="View less" aria-controls="tiled-list" aria-expanded="false"
role="button">View more</button>
```

Screen reader comments:

"On the 'UK films' theme section of the page there is a button labelled 'View less' when collapsed, however when it is expanded it changes to 'View more'. This is confusing for me because 'View less' makes me think that I would be viewing less content if the button was collapsed."

Solution:

Ensure that the button states its purpose clearly and correctly to screen reader users.

We would additionally recommend that the label provided clearly indicates what relation the button has to the content on the page.

Example:

```
<button class="button1138792440--root button1138792440--default button1138792440-
-md button1138792440--hollow tiledlist4081525103--numberOfItemsCTA" aria-
label="View more films by theme" aria-controls="tiled-list" aria-expanded="false"
role="button">View more</button>
```

Focus visible - AA

Content receives focus but does not present a visible focus highlighting.

WCAG Reference:
2.4.7 Focus Visible
Understanding Focus Visible | How to Meet Focus Visible
(Level AA)

Issue ID: DAC_focus_visable_issue1

Journey: task 1, step1

Page title: Celebrating UK film | British Council

URL: https://film.britishcouncil.org/
This is a global issue
Screenshot:
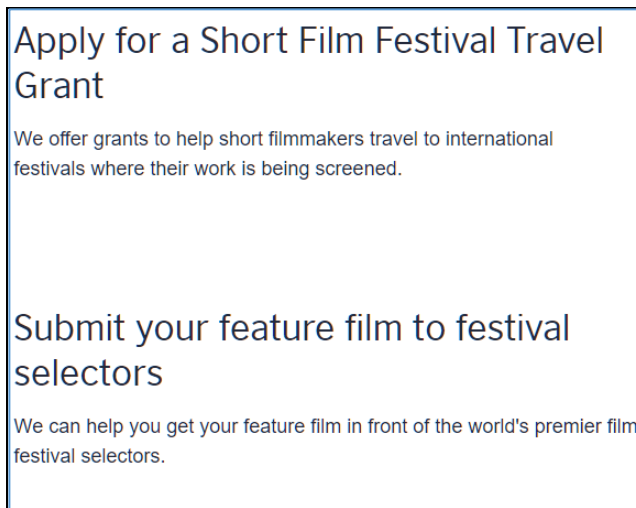
When navigating the landing page through the use of keyboard only, it was identified that no visible focus highlighting had been given to the list titles and onwards. This will make it difficult for keyboard only users to navigate down the page and keep track of their location on the page.

Current Code Ref(s):

```
:focus {
    outline: -webkit-focus-ring-color auto 1px;
}
```

Keyboard only user comments:

"While on the 'Homepage' the link highlighting disappears after the 'Find out more about us' link and doesn't re-appear until the 'View more opportunities' link 5 tabs later. This was confusing as I was unaware of where the focus was while tabbing through the page."

Solution:

Ensure all elements that receive focus are given a clear focus highlighting to indicate to keyboard only users where their current position is on the page.

Adding a focus highlight enables keyboard users to follow the focus as they navigate through the page.

By adding the following code to your CSS file, keyboard users will be able to see the focus on all actionable elements.

Some bespoke elements in the tab index could need a class added to them. (See the class "`addFocus`" below).

```
a:focus,
area[href]:focus,
input:focus,
select:focus,
textarea:focus,
button:focus,
iframe:focus,
[tabindex]:focus,
[contentEditable=true]:focus,
.addFocus:focus
{
    outline-width: 2px;
    outline-style: solid;
    outline-color: #FD5200;
}
```

If the use of the outline styling cannot be used then the use of border styling or other visible option must be employed

```
{
   border-style: solid;
   border-width: 2px;
   border-color: #FD5200;
}
```

Error suggestion – AA

Errors had been made but no error suggestion had been provided

WCAG Reference:
3.3.3 Error Suggestion
Understanding Error Suggestion | How to Meet Error Suggestion
(Level AA)

Issue ID: DAC_error_suggeston_issue1

Journey: Task 3, step 3

Page title: Sign up to our newsletter | British Council

URL: https://film.britishcouncil.org/newsletter

Screenshot:

* Name

* Email

It was identified after leaving the form field blank on the newsletter page that no error suggestion had been provided to instruct screen reader users on what has gone wrong for the form field.

Current Code Ref(s):

```
<div><label>* Name </label><input aria-label="Name" id="fieldName"
maxlength="200" name="cm-name" required=""></div>
```

Solution:
Ensure that appropriate error messages are presented to users visually on the page when an error has been made.

Additionally, it must be ensured that screen reader users are made aware of the errors on the page. We would recommend following the GOV.UK design system error message as this will give clear guidance on how to ensure screen readers are made aware of the errors on the page and how to resolve them.

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Non-Text Contrast - AA

There are non-text elements which may be difficult for some users to identify

WCAG Reference:
1.4.11 Non-text Contrast
Understanding Non-text Contrast |How to Meet Non-text Contrast
(Level AA)

Issue ID: DAC_non_text_colour_issue1

URL: global

Screenshot:
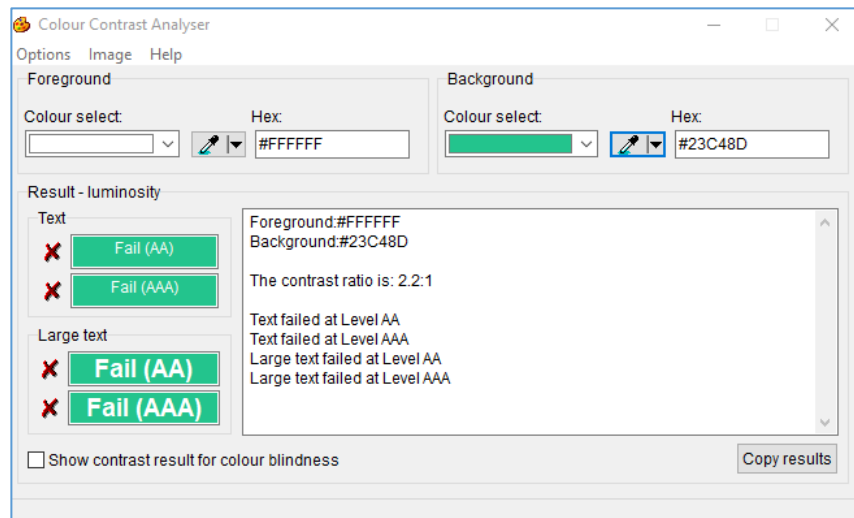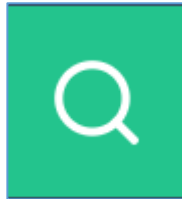
It was identified that low vision users may have difficulty identifying the icon within the green button as it fails colour contrast at 2.2:1.

Current Code Ref(s):

```
<button type="submit" value="Search" class="search3491418559--button"><span
class="icon3984107512--root"><svg xmlns="http://www.w3.org/2000/svg" width="24"
height="24" viewBox="0 0 24 24" fill="none" stroke="currentColor" stroke-
width="2" stroke-linecap="round" stroke-linejoin="round" class="feather feather-
search"><circle cx="11" cy="11" r="8"></circle><line x1="21" y1="21" x2="16.65"
y2="16.65"></line><title>Search</title></svg></span></button>
```

Solution:

Ensure that all interactable icon elements are given a colour contrast ratio of at least 3.1 to ensure that all users are capable of identifying the icons.

Journey: Task 3, step 3

Page title: Sign up to our newsletter | British Council

URL: https://film.britishcouncil.org/newsletter

Screenshot:

The outline used for the username and password form fields fail colour contrast at 2.0:1, this may cause difficulty for low vision users as they may not be able to identify where the form field is located.

Current Code Ref(s):

```
.campaignmonitor295427330--root input, .campaignmonitor295427330--root select {
    -webkit-appearance: none;
    -moz-appearance: none;
    -ms-appearance: none;
    -o-appearance: none;
    appearance: none;
    padding: 20px 16px;
    margin-bottom: 32px;
    display: block;
```

```
    width: 100%;
    border-width: 1px;
    border-top-width: 1px;
    border-right-width: 1px;
    border-bottom-width: 1px;
    border-left-width: 1px;
    border-style: solid;
    border-color: #b8b8b8;
    border-radius: 2px;
    box-shadow: none;
    -webkit-box-shadow: none;
    -moz-box-shadow: none;
    font-size: 16px;
}
```

Solution:

Borders on input fields should have a minimum contrast ratio of 3:1 to enable users with limited vision to identify the input field.

Additionally, it must be ensured that the outline is 2px or above to ensure users have the capability of identifying an outline to the form field.

Journey: Task 3 , Step 3

Page title: Apply for a Lab Travel Grant | British Council

URL: https://film.britishcouncil.org/opportunities/labs-travel-grant

Screenshot:
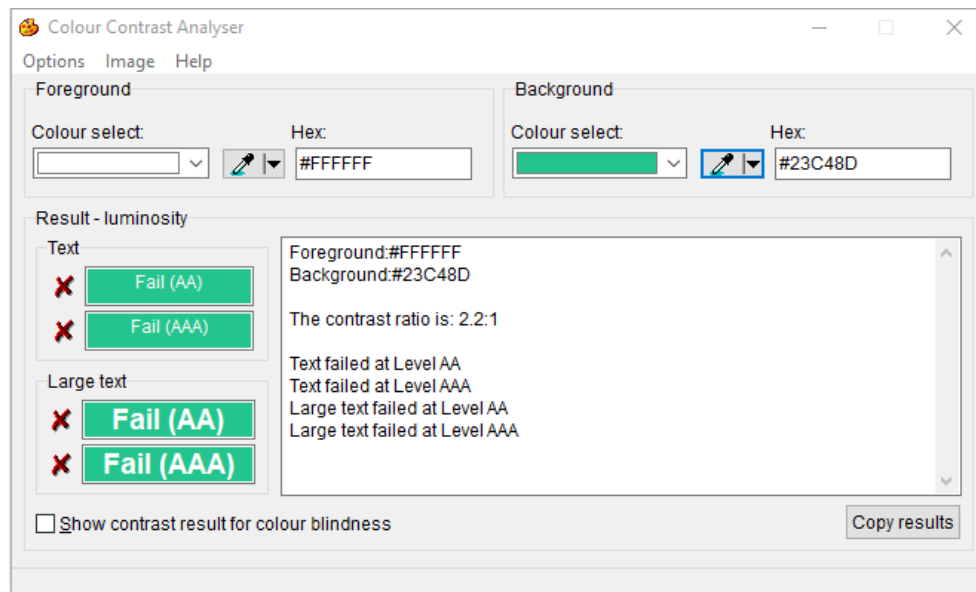
It had been identified that the icon used for a close button failed colour contrast at 2.2:1 making it difficult for users to locate the close button on the page.

Current Code Ref(s):
```
<button class="button1138792440--root button1138792440--default button1138792440-
-md button1138792440--fill alert1313615353--buttonAlert" role="button"><span
class="icon3984107512--root"><svg xmlns="http://www.w3.org/2000/svg" width="24"
height="24" viewBox="0 0 24 24" fill="none" stroke="currentColor" stroke-
width="2" stroke-linecap="round" stroke-linejoin="round" class="feather feather-
x"><line x1="18" y1="6" x2="6" y2="18"></line><line x1="6" y1="6" x2="18"
y2="18"></line><title>Close</title></svg></span></button>
```

Solution:
Ensure that all interactable icon elements are given a colour contrast ratio of at least 3.1 to ensure that all users are capable of identifying the icons.
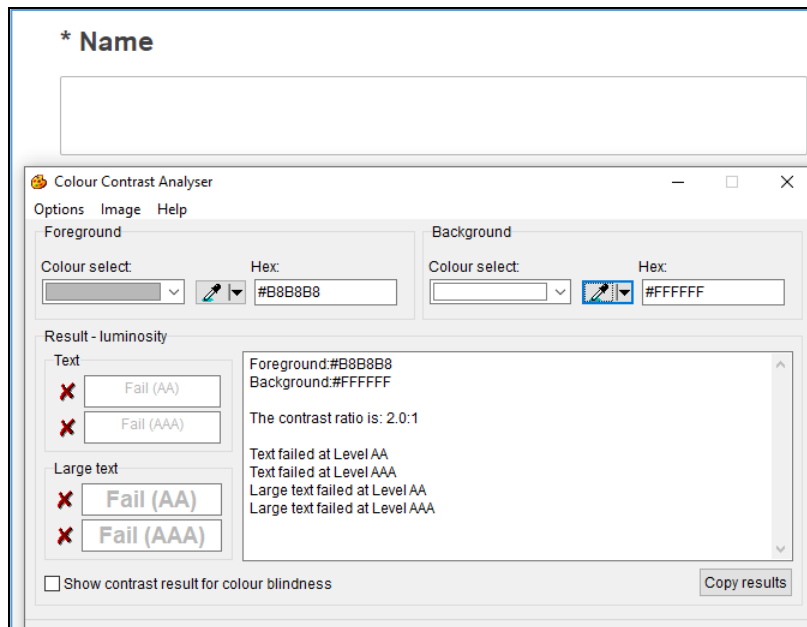
Colour contrast - AA

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

WCAG Reference:
1.4.3 Contrast (Minimum) (Level AA)
Understanding Contrast (Minimum) |How to Meet Contrast (Minimum)

Issue ID: DAC_colour_contrast_issue1

Journey: task 2, step 3

Page title: Apply for a Lab Travel Grant | British Council

URL: https://film.britishcouncil.org/opportunities/labs-travel-grant

Screenshot:
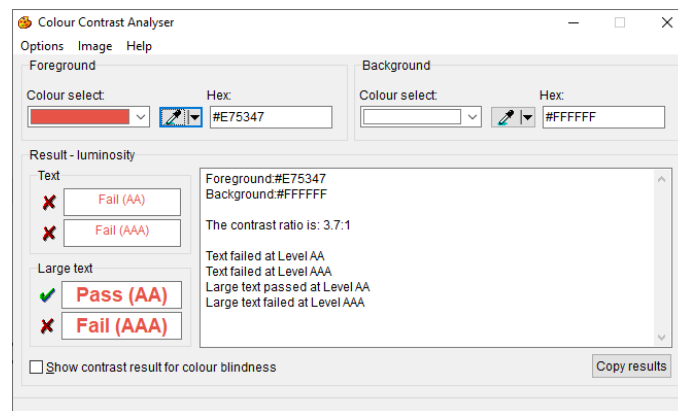
Current Code Ref(s):

```
.formerrormessage2191711453--root {
    display: block;
    margin-top: 20px;
    margin-bottom: 16px;
    font-size: 16px;
    line-height: 1.4;
    color: #e75347;
    padding-top: 6px;
    padding-bottom: 6px;
    padding-left: 12px;
    border-left: 2px solid #e75347;
}
```

Journey: Task 3 , Step 3

Page title: Apply for a Lab Travel Grant | British Council

URL: https://film.britishcouncil.org/opportunities/labs-travel-grant

Screenshot:
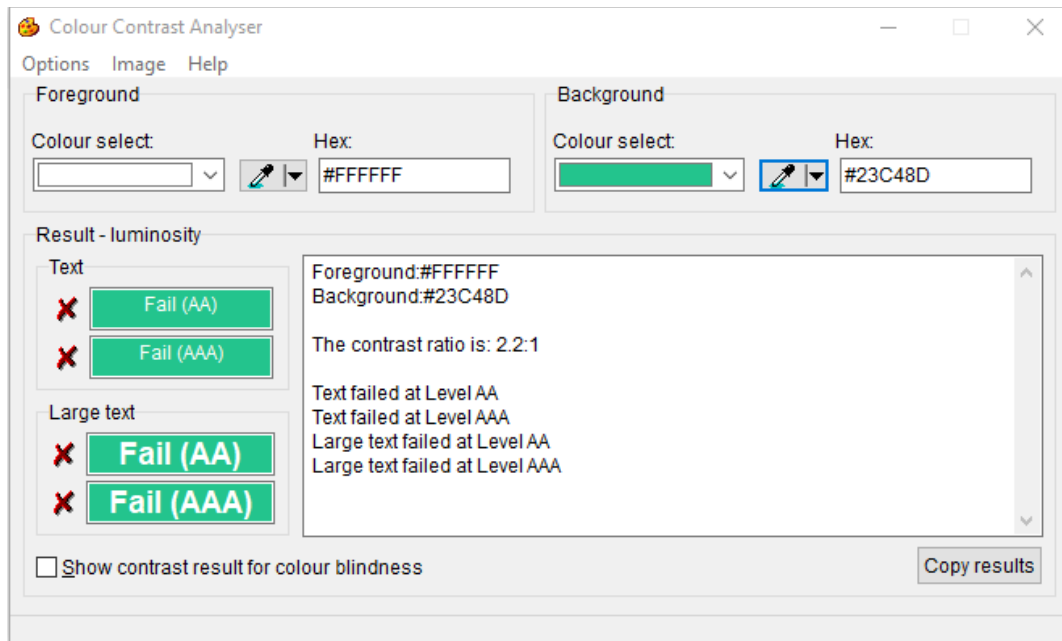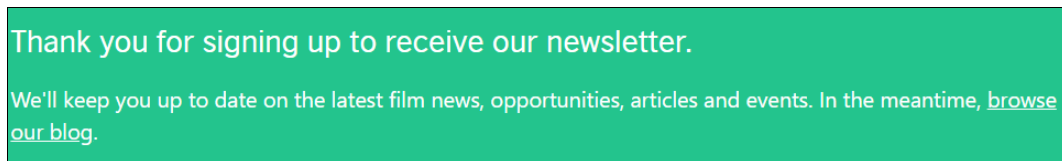
It had been identified that when receiving the thank you message for signing up to the newsletter that it failed colour contrast at 2.2:1. This meant low vision users are likely to experience difficulty in being able to read the text on screen informing them that they have successfully signed up to the newsletter.

Current Code Ref(s):

```
<div data-alert1313615353-isbannershowing="true" class="alert1313615353--
root"><div class="container949647975--root container949647975--outset"><p
class="text1412911670--root text1412911670--title4 alert1313615353--header">Thank
you for signing up to receive our newsletter.</p><p class="text1412911670--root
text1412911670--body alert1313615353--contentText">We'll keep you up to date on
the latest film news, opportunities, articles and events. In the meantime, <a
href="https://film.britishcouncil.org/blog">browse our blog</a>.</p><button
class="button1138792440--root button1138792440--default button1138792440--md
button1138792440--fill alert1313615353--buttonAlert" role="button"><span
class="icon3984107512--root"><svg xmlns="http://www.w3.org/2000/svg" width="24"
height="24" viewBox="0 0 24 24" fill="none" stroke="currentColor" stroke-
width="2" stroke-linecap="round" stroke-linejoin="round" class="feather feather-
x"><line x1="18" y1="6" x2="6" y2="18"></line><line x1="6" y1="6" x2="18"
y2="18"></line><title>Close</title></svg></span></button></div></div>
```

Screen reader comments:

"I had difficulty reading the confirmation message due to the low contrast between the white text and the light green background. The thinness of the font added to the reading difficulty. I'd find it easier to see if the background be in a darker green or if the white text was written in black. "

Issue ID: DAC_colour_contrast_issue3

Journey: Task 5, step 2

Page title: Five minutes with: Mathieu Ajan – British Council

URL: https://film.britishcouncil.org/resources/catalogues/documentaries

Screenshot:
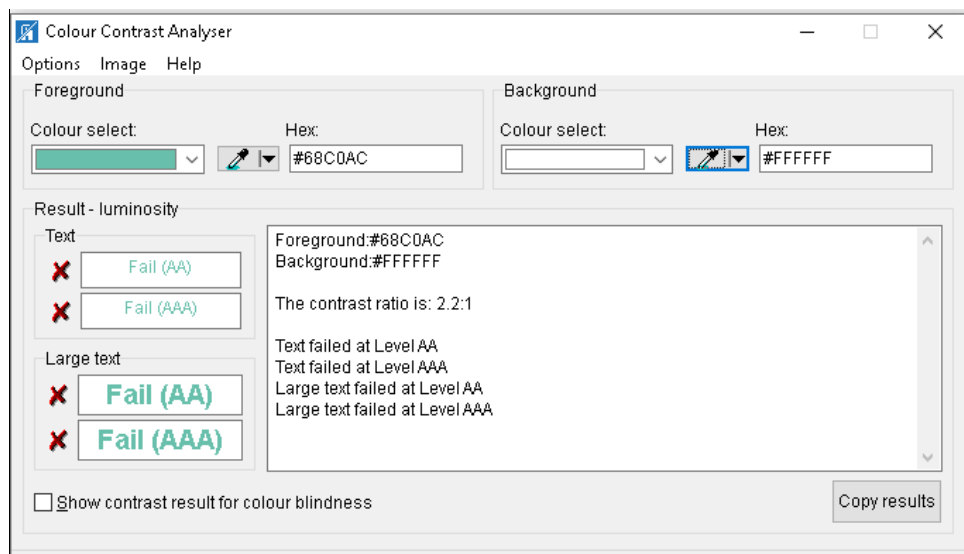
It had been identified when viewing the PDF that the heading used to introduce the page content failed colour contrast at 2.2:1 making it difficult for low vision users being capable of seeing the heading.

Current Code Ref(s):

N/A

Low vision comments:

"I found the contrast between the light green text and white background to be too low. This made most of the titles found in this PDF difficult to read. I'd find it easier to see these titles if they were written in a dark green or black."

Solution:

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

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

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

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

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

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

Inverted colours - AAA

Icons had become invisible when navigating with inverted colour.

WCAG Reference:
1.4.8 Visual Presentation
[Understanding Visual Presentation](#) | [How to Meet Visual Presentation](#)
(Level AAA)

Issue ID: DAC_inverted_colours_issue1

URL: global

Screenshot:
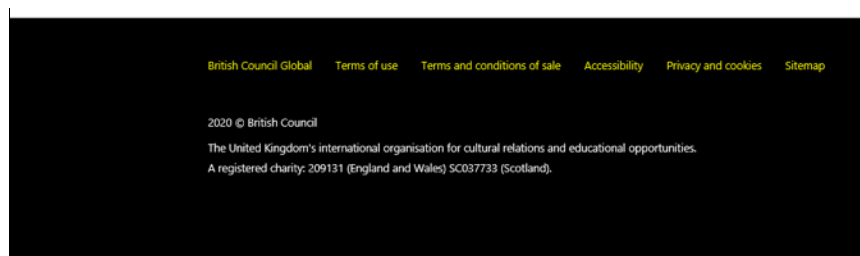
It was identified when using the inherited colour setting on Windows that the social media icons were not visible. This means users that navigate with inverted colour are unable to access the social media links.

Current Code Ref(s):

```
<ul class="social3578076272--socialListing"><li class="social3578076272--item"><a
class="social3578076272--anchor"
href="https://twitter.com/British_Film">Twitter</a></li><li
class="social3578076272--item"><a class="social3578076272--anchor"
href="https://www.facebook.com/Arts.BritishCouncil">Facebook</a></li><li
class="social3578076272--item"><a class="social3578076272--anchor"
href="http://film-directory.britishcouncil.org/home-page/rss">RSS</a></li></ul>
```

Solution:
Ensure that the content is visible for all users to ensure that they are able to access the same content as all other user groups.

Illogical heading structure - AAA

Headings on the page are illogical

WCAG Reference:

2.4.10 Section Headings (Level AAA)

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

Issue ID: DAC_Illogical_Headings_Issue1

Journey: task 4, step 1

Page title: Sitemap | British Council

URL: https://film.britishcouncil.org/sitemap

This is found throughout the service

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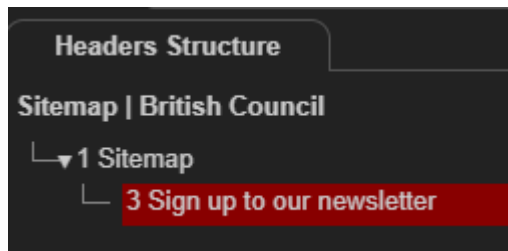
Headings on the page were presented in an illogical order. This made it difficult for screen reader users to determine the layout of the page and relationships between different sections of content.

Current Code Ref(s):

```
<h1 class="text1412911670--root text1412911670--title1" data-element-id="hmap-
0">Sitemap</h1>

And

<h3 class="text1412911670--root text1412911670--title3
newslettersignup1200746646--newsTitle" data-element-id="hmap-1">Sign up to our
newsletter</h3>
```

Solution:

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

Example:
```
<h1>Main heading</h1>
    <h2>Sub-heading of h1</h2>
    <h2>Sub-heading of h1</h2>
      <h3>Sub-heading of h2</h3>
    <h2>Sub-heading of h1</h2>
      <h3>Sub-heading of h2</h3>
        <h4>Sub-heading of h3</h4>
    <h2>Sub-heading of h1</h2>
    <h2>Sub-heading of h1</h2
```

Usability feedback

URL: https://film.britishcouncil.org/opportunities/labs-travel-grant

Screenshot:
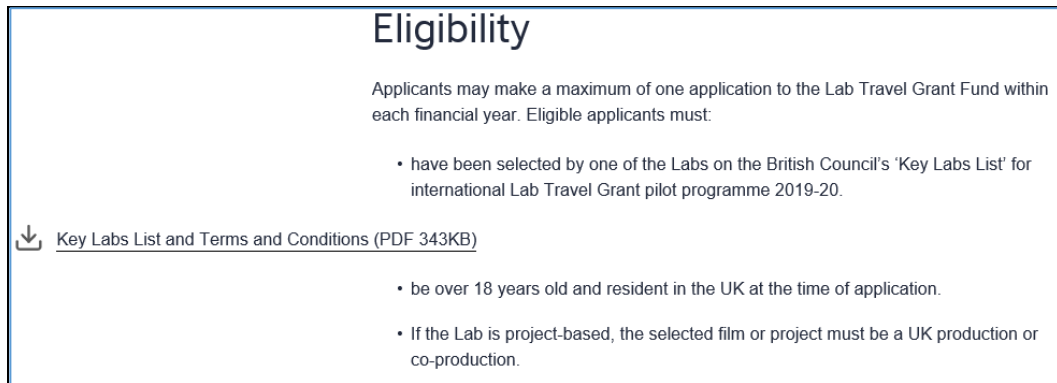
It was identified that the Download link was placed further on the left hand side of the page than the centre of the content. Cognitive users may have difficulty focusing on reading the rest of the text on screen. This content may also be missed by low vision users that have used screen magnification to view content on the page.

Current Code Ref(s):
```
<span class="download1401738016--root" data-type="download"><span
class="icon3984107512--root download1401738016--icon"><svg
xmlns="http://www.w3.org/2000/svg" class="feather feather-download" fill="none"
stroke="currentColor" stroke-linecap="round" stroke-linejoin="round" stroke-
width="2" viewBox="0 0 24 24" width="24" height="24"><path d="M 21 15 v 4 a 2 2 0
0 1 -2 2 H 5 a 2 2 0 0 1 -2 -2 v -4" /><polyline points="7,10 12,15 17,10"
/><line x1="12" y1="15" x2="12" y2="3" /><title>Download
icon</title></svg></span><a class="link281443707--root"
id="5defbe546c657460d3000021" aria-label="Download document"
href="https://ucarecdn.com/ec6118df-ce3c-46b1-8e44-2f2bbf9e909c/" data-
type="download">Key Labs List and Terms and Conditions<!-- --> (<!-- -->PDF<!-- -
-> <!-- -->343<!-- -->KB)</a></span>
```

Cognitive users' comments:
"On this page when I look for the link to download the PDF, the link is out of place making it difficult to understand why it doing this. I suggest to move the link back into the middle of the page so it doesn't confuse the users when they read it."

Solution:
Ensure that the content is placed correctly across all browsers for constancy.

Journey: Task 3, step 3

Page title: Sign up to our newsletter | British Council

URL: https://film.britishcouncil.org/newsletter

Screenshot:

When navigating the multiple checkbox on the newsletter page it had been identified that each checkbox does not provide users with any indication that it is clickable, for example when hover over the checkbox with the mouse pointer the point does not change to indicate the element can be clicked on.

Current Code Ref(s):
```
<fieldset><label>Which of the following newsletters would you like to receive?
</label><div><input type="checkbox" id="1301898" name="cm-fo-ydkuwk"
value="1301898"><label for="1301898">Opportunities to reach international
audiences</label></div><div><input type="checkbox" id="1301899" name="cm-fo-
ydkuwk" value="1301899"><label for="1301899">Opportunities to screen your
film</label></div><div><input type="checkbox" id="1301900" name="cm-fo-ydkuwk"
value="1301900"><label for="1301900">Funding to showcase your
film</label></div><div><input type="checkbox" id="1301901" name="cm-fo-ydkuwk"
value="1301901"><label for="1301901">Working with the British
Council</label></div></fieldset>
```

Low vision user comments:
"Neither the tick boxes nor the corresponding text provide visual feedback under mouse hover. The cursor also doesn't change in appearance. With no visual feedback it'll be difficult for users with low vision to tell that the listed options function as they should."

Solution:
Ensure that visual feedback is provided to users that element that can be clicked on are clickable through ether implementation of highlighting around the element or by implementing **cursor: pointer;** in the CSS.

Journey: Task 1, step 1

Page title: Celebrating UK film | British Council

URL: https://film.britishcouncil.org/

Screenshot:
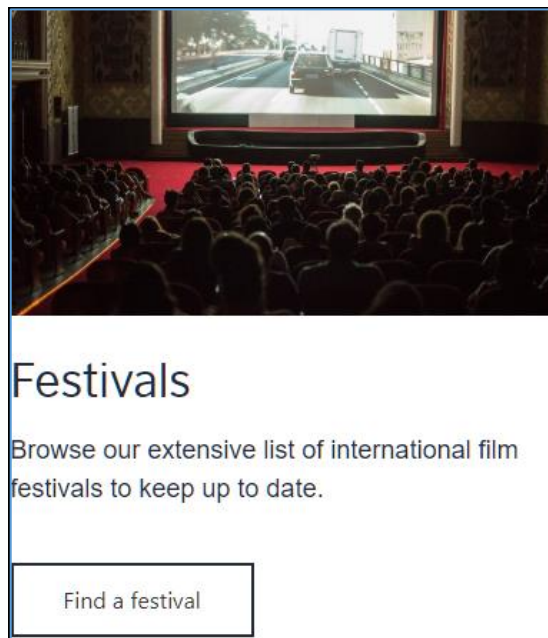
Some elements received focus twice when navigating via keyboard. This extra functionality is unnecessary as both focusable items activate the same element. This means keyboard only users navigation time is lengthened, as they are forced to navigate past all the additional elements on screen.

Current Code Ref(s):

```
<a href="/festivals" data-block-type="list-block-promoted-link-0"
class="link281443707--root"><h3 class="text1412911670--root text1412911670--
title3 promolist2101170143--itemTitle">Festivals</h3></a>

<a class="button1138792440--root button1138792440--default button1138792440--xs
button1138792440--hollow promolist2101170143--itemCtaButton" href="/festivals"
role="button">Find a festival</a>
```

Solution:
Ensure that the redundant element is removed from keyboard users focus.
This can be done via implementing a Tabindex of -1 to ensure keyboard only users focus does not land on the element.

Alternatively:

- mark up the entire section as one link so that for mouse users, only one clickable area is present.
- Apply the role of presentation to the link so that screen reader users are not hearing an overabundance of information.

Journey: Task 1, step 1

Page: Simple, honest mobile | SMARTY

URL: https://smarty.co.uk/

Screenshot:
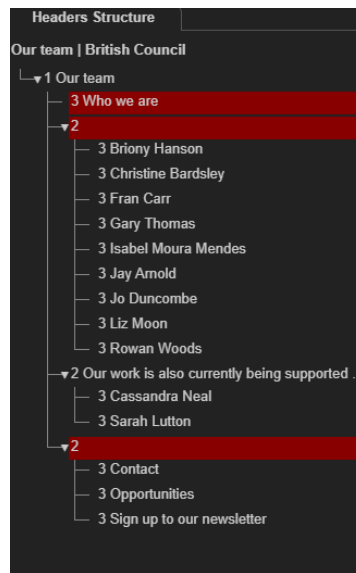
Several blank headings had been located throughout the landing page; this could affect older screen reading software and users of this software by reading blank headings, which could causes confusion regarding what each heading is related to and what content it is supposed to be introducing.

Code Ref(s):

```
<h2 class="text1412911670--root text1412911670--title3 promolist2101170143--
srOnly" data-element-id="hmap-2"> </h2>
<h2 class="text1412911670--root text1412911670--title3 promolist2101170143--
groupTitle" data-element-id="hmap-15"> </h2>
```

Solution:
We would recommend that the empty headings are removed or contain text that clearly introduces the content that follows.

End of Report

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Journeys

Task 1 – Homepage and search

https://film.britishcouncil.org/

(Test the landing page and also use the search function using "United Kingdom"

Task 2 – Find and apply for a grant

1. From the homepage select the Opportunities tab

2. On the "Opportunities" page navigate to "Apply for a lab travel grant"

3. Open the PDF links on this page

   (Do not test any of these, only open to make sure you can access them)

Task 3 – Sign up to newsletter

1. On the "Apply for a lab travel grant" page, find the "Sign up to our newsletter" and trigger error handling (Check that the error is clear)

2. Enter you DAC email and click "Continue"

3. Enter details to sign up for the newsletter then click "subscribe"

4. Test the "Thank you for singing up to receive our newsletter" then close this

Task 4 - Use the sitemap

1. Select the sitemaps link within the footer

2. Find the "Industry Insights" link within the sitemap

Task 5 – Read a blog

1. Go to the "Blog" tab

2. Select the "Five minutes with: Mathieu Ajan" and test this page

Task 6 – Download a catalogue

1. Go to the "Resources" tab

2. Go to the "UK Film catalogues"

3. Go to the "Documentaries catalogue" page

4. Download the link "UK documentaries catalogue 2019 PDF"

5. Test the PDF

Task 7 – Find a team member

1. Go to the "About" tab and select "Meet the team" link
2. Test the "Our team" page
3. Select and test the "Cassandra Neal" page

Task 8 – Read about the work the film team does
1. Go to the "About" tab
2. Click on "Explore our work"
3. Test the page

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Task 9 – Find the information about Privacy and Cookies

1. Find the "Privacy and Cookies" link on any page

2. Test the "Privacy and Cookies" page

Task 10 – Navigate to the film teams Twitter account via the site

1. Find the "Twitter" icon on any page, (Check that this takes you to Twitter but do not do further testing)

Task 11 – Search for British Drama Films

1. Navigate to the "UK Films" tab

2. Select "View More" on the "Browse films by theme" section

3. Select the "Drama" section under the different categories and test the page

Classification of Accessibility Issues

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

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

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

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

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

Orientation : (WCAG 2.1) 1.3.4 Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential. **NOTE:** Examples where a particular display orientation may be essential are a bank check, a piano application, slides for a projector or television, or virtual reality content where binary display orientation is not applicable. **(Level AA)**	**Pass (P)**
Identify Input Purpose: (WCAG 2.1) 1.3.5 The purpose of each input field collecting information about the user can be programmatically determined when : • The input field serves a purpose identified in the Input Purposes for User Interface Components section; and • The content is implemented using technologies with support for identifying the expected meaning for form input data. **(Level AA)**	**Pass (P)**
Identify Purpose: (WCAG 2.1) **1.3.6** In content implemented using mark-up languages, the purpose of User Interface Components, icons, and regions can be programmatically determined. **(Level AAA)**	**Pass (P)**
Use of Colour: 1.4.1 Colour is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (**Level A**)	**Pass (P)**
Audio Control: 1.4.2 If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. *(Level A)*	**Not Applicable (N/A)**

Contrast (Minimum): 1.4.3 The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. (**Level AA**)	**Fail (M)**
Resize text: 1.4.4 Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (**Level AA**)	**Pass (P)**
Images of Text: 1.4.5 If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: Understanding Success Criterion 1.4.5 • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. **Note**: Logotypes (text that is part of a logo or brand name) are considered essential. (**Level AA**)	**Pass (P)**
Contrast (Enhanced): 1.4.6 The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following:	**Fail (L)**

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Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement. (**Level AAA**)	
Low or No Background Audio: 1.4.7 For pre-recorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: Understanding Success Criterion 1.4.7 • No Background: The audio does not contain background sounds. • Turn Off: The background sounds can be turned off. • 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. **Note**: Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content. (**Level AAA**)	**Not Applicable (N/A)**
Visual Presentation: 1.4.8 For the visual presentation of blocks of text, a mechanism is available to achieve the following: Understanding Success Criterion 1.4.8 1. Foreground and background colours can be selected by the user. 2. Width is no more than 80 characters or glyphs (40 if CJK). 3. Text is not justified (aligned to both the left and the right margins). 4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing.	**Pass (P)**

5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window. (**Level AAA**)	
Images of Text (No Exception): 1.4.9 Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. Note: Logotypes (text that is part of a logo or brand name) are considered essential. (**Level AAA**)	Pass (P)
Reflow: (WCAG 2.1) **1.4.10** Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for : • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels. Except for parts of the content which require two-dimensional layout for usage or meaning. **Note**: 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For web content which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024px at 400% zoom. **Note:** Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content. (**Level AA**)	Pass (P)
Non-text Contrast (WCAG 2.1) **1.4.11** The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s): **User Interface Components** Visual information required to identify user interface components and states, except for inactive components or where the	Fail (M)

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appearance of the component is determined by the user agent and not modified by the author; **Graphical Objects** Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed. **(Level AA)**	
Text Spacing (WCAG 2.1) 1.4.12 presentation of graphics is essential to the information being conveyed. In content implemented using mark-up languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property: • Line height (line spacing) to at least 1.5 times the font size; • Spacing following paragraphs to at least 2 times the font size; • Letter spacing (tracking) to at least 0.12 times the font size; • Word spacing to at least 0.16 times the font size. Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script. **(Level AA)**	**Pass (P)**
Content on Hover or Focus (WCAG 2.1) 1.4.13 Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true: **Dismissible** A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content; **Hoverable** If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing; Persistent	**Pass (P)**

The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.

Note
Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML title attribute.
Note
Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.

(Level AA)

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

Keyboard: 2.1.1 All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. **Note 1:** This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not. **Note 2:** This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation. **(Level A)**	**Pass (P)**
No Keyboard Trap: 2.1.2 If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. **Note:** Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. **(Level A)**	**Pass (P)**
Keyboard (No Exception): 2.1.3 All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (**Level AAA**)	**Pass (P)**
Character Key Shortcuts (WCAG 2.1): 2.1.4 If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:	**Not Applicable (N/A)**

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

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

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

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

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

Pointer Cancellation (WCAG 2.1): 2.5.2 For functionality that can be operated using a single pointer, at least one of the following is true: **No Down-Event** The down-event of the pointer is not used to execute any part of the function; **Abort or Undo** Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion; **Up Reversal** The up-event reverses any outcome of the preceding down-event; **Essential** Completing the function on the down-event is essential. **Note** Functions that emulate a keyboard or numeric keypad key press are considered essential. **Note** This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology). **(Level A)**	**Pass (P)**
Label in Name (WCAG 2.1): **2.5.3** For user interface components with labels that include text or images of text, the name contains the text that is presented visually. **Note** A best practice is to have the text of the label at the start of the name. **(Level A)**	**Pass (P)**
Motion Actuation (WCAG 2.1): **2.5.4** Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when: **Supported Interface**	**Not Applicable (N/A)**

The motion is used to operate functionality through an <u>accessibility supported interface</u>; **Essential** The motion is <u>essential</u> for the function and doing so would invalidate the activity. **(Level A)**	
Target Size (WCAG 2.1): <u>**2.5.5**</u> The size of the <u>target</u> for <u>pointer inputs</u> is at least 44 by 44 <u>CSS pixels</u> except when: **Equivalent** The target is available through an equivalent link or control on the same page that is at least 44 by 44 CSS pixels; **Inline** The target is in a sentence or block of text; **User Agent Control** The size of the target is determined by the user agent and is not modified by the author; **Essential** A particular presentation of the target is <u>essential</u> to the information being conveyed. **(Level AAA)**	**Pass (P)**
Concurrent Input Mechanisms (WCAG 2.1): <u>**2.5.6**</u> Web content does not restrict use of input modalities available on a platform except where the restriction is <u>essential</u>, required to ensure the security of the content, or required to respect user settings. **(Level AAA)**	**Pass (P)**

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

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

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

Error Prevention (Legal, Financial, Data): 3.3.4 For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: 1. Reversible: Submissions are reversible. 2. Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. 3. Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. (**Level AA**)	**Pass (P)**
Help 3.3.5 Context-sensitive help is available. • Provide instructions and cues in context to help inform completion and submission. (**Level AAA**)	**Pass (P)**
Error Prevention (All): 3.3.6 For Web pages that require the user to submit information, at least one of the following is true: **Reversible:** Submissions are reversible. **Checked:** Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. **Confirmed:** A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. (**Level AAA**)	**Pass (P)**

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

Parsing: 4.1.1 In content implemented using mark-up languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. **Note:** Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete. (**Level A**)	**Pass (P)**
Name, Role, Value: 4.1.2 For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. **Note:** This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification. (**Level A**)	**Fail (H)**
Status Messages (WCAG 2.1) 4.1.3 In content implemented using mark-up languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus. (**Level AA**)	**Fail (M)**

Appendix III

The Process

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

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

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

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

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

CRITERIA

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

Websites 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 website meets the expectations of the DAC testing team.

Not Applicable

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

DAC Testing Procedure

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

User Testing

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

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

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

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

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

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

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

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

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

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

Technical Auditing

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