Digital Accessibility Centre

Accessibility Audit Report for The Equality Commission for Northern Ireland

<table>
<thead>
<tr>
<th>Company</th>
<th>Equality commission Northern Ireland</th>
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<tr>
<td>Date</td>
<td>21st of February 2020</td>
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<tr>
<td>DAC Ref.</td>
<td>000505</td>
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<tr>
<td>Version</td>
<td>v1.0 Final</td>
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<tr>
<td>Standard</td>
<td>WCAG 2.1</td>
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<tr>
<td><strong>Product name:</strong></td>
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<tr>
<td><strong>Client:</strong></td>
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<td><strong>Project lead:</strong></td>
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<td><strong>User Testing lead/support:</strong></td>
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<td><strong>Quality checked by:</strong></td>
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| **Date of audit:** | 5th of February 2020 |
| **Date Report Issued:** | 21st of February 2020 |
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Executive Summary

An accessibility audit for the **Equality Commission for Northern Ireland website** was carried out by the Digital Accessibility Centre (DAC) user/technical team on 5th of February 2020.

The **ECNI 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. The issues reported in this document are examples of assistive technology barriers and how to resolve them. The barriers may be found in other pages and will also need to be resolved.

Several accessibility issues were reported by both our automated testing tools and manual user testing team. Many of the issues reported affected most user groups, but particularly screen reader user groups.

Without doubt screen reader users would experience more difficulty using this website than any other user group, as the number of issues relating to them (and the analyst’s User Difficulty Rating) shows. The major issues surround the structure of headings and missing accessible coding on bespoke widgets.

A barrier that was impossible to overcome was the CAPTCHA, the image with text that was to be entered as a validation check.

Many items were missing the needed textual information (or the textual information was incorrect). Without this information, screen reader users do not know what they are interacting with; the scope of which was far reaching including:

- Images of text not having the same text as displayed,
- Links without any text,
- Links with text that does not describe what the link does,
- Labels of some form input fields and the first value both have instructions, either opposing each other or repeating the instructions.

As mentioned previously, headings caused a major barrier for screen reader users.

Headings should be structured in a hierarchical order which infers the page’s layout and how different sections relate to each other. Unfortunately, the heading structure was often dictated by how the heading text looked rather than anything else.

On every page, the top-level heading was the ECNI Logo, and was labelled as such. This mandatory heading is supposed to give screen reader users the basic premise for the page which the heading text did not. Another ‘heading’ based issue was headings that were visible were not coded as such, so screen reader users often could not determine where one section of the page ended and the next started.
Links were problematic in many ways, either having no defined text about the target or not having text at all. This was also true of image-links (links that only have an image as content). Some more supplementary images were missing alternative text, but this was not common.

Together with the afore mentioned headings, visual lists and tables were not programmatically set up. Without the necessary semantics screen reading software cannot understand the structure and users miss out of important information.

Errors that appeared on the screen to advise the users something has been incorrectly entered was not immediately given to screen reader users, who would wait until they were given some hint of what steps are next without any forth-coming.

The status of changeable widgets were also not coded; expandables did not say if they were open or closed, and active tabs did not advise they were currently selected.

Lastly, visually hidden, and unwanted content which we designate as “bleed-through” was found at the very top of pages, which is very confusing for screen reader users as this reads out inappropriate details.

Keyboard users would also experience difficulties, as some items are not navigable by the keyboard. Some other items are navigable but do not have obvious labels to define them. Keyboard users must navigate past the links in the header on every page, as there is no “Skip to content” link to enable them to bypass this. Even when navigating past the header and beyond the colour of the focus highlight (the indicator that tells keyboard users what they can interact with) was not visible, or was too faint to see easily.

One curious problem was encountered when navigating through the carousel using the keyboard, the view would change and only the bottom of the carousel could be seen.

Most of the keyboard issues would also affect Voice Activation users, but they would also have problems were bespoke widgets would not work or respond to the user, which may be exacerbated by text with unpronounceable characters.

As button and links user different commands, links made to look like buttons found on this website may confuse users when they do not respond.

Users with low vision may experience significant issues with some of the colour combinations found on the site, as much of it was low in contrast and is likely to be difficult for these users to read. This mainly true with the blue and white styling and text found on a background image (often with varying colours) as the range of colours behind the text that can be poor in contrast. This is exacerbated by the extra shapes which can make it difficult for dyslexic users to distinguish the text.

Using zoom on the page so it goes into mobile view removes some functionality for users, and using a different stylesheet to increase the size of character, line and paragraph spacing so they can make text easier to read causes some of the text to overflow its containers.
Italic font was also present. Dyslexic users claim that the italic characters often appear to ‘swim’ into each other, making it hard to read.

Users who are cognitively different may have difficulty navigating the site as often content was lacking the required detail to provide adequate clarity to this user group; for example, some fields did not have a visual label for users to understand what the form input is for, ‘Required’ fields were not advised to users before they enter information, and when an erroneous data is entered, only some fields show error messages. A carousel was found on the page, but could not be paused or stopped. This will be a distraction to some users who are trying to read content, or may not give enough time for slower reading users; it could cause navigational issues for keyboard and screen reader users. Abbreviations that are not widely known need to be expanded in the first instance for users to understand. This is especially significant for screen reader users who hear abbreviations as one word, not as separate letters.

The triangle symbol has been used for expandable content, but it has also been used to indicate other functionality.

On a technical level, there were issues with the way things were coded. In many instances, textual information was intended only to be visually hidden, but was from all users with "display: none;"

ARIA roles were used in many instances without structure or correct syntax. These bespoke widgets were often created without any defined structure or internal text and therefore could not be accessed by Voice Activation users (and does not read out to screen reader users). This includes bespoke links, drop down menus, tables, and lists. When tested using W3C’s Mark-up Validator, errors in the code were found that may affect how assistive technology views the page and cause spurious results.

Usability comments have been provided near the end of the report section which 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.
Scope

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

Tasks

1. https://www.equalityni.org/Home
2. https://www.equalityni.org/Individuals
3. https://www.equalityni.org/Individuals/I-have-a-work-related-problem
8. https://www.equalityni.org/Employers-Service-Providers
11. https://www.equalityni.org/contactus
13. https://www.equalityni.org/Accessibility
14. https://www.equalityni.org/cases
15. https://www.equalityni.org/Search-Results?q=discrimination
17. https://www.equalityni.org/Individuals/eNewsletter

See Appendix I for a full list of tasks and instructions
## Browser matrix and Assistive Technology (AT) combinations

### Desktop

<table>
<thead>
<tr>
<th>User type</th>
<th>Operating System (OS)</th>
<th>Browser</th>
<th>Assistive Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind</td>
<td>Windows</td>
<td>IE11</td>
<td>Jaws 18 and 2019</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Firefox</td>
<td>NVDA</td>
</tr>
<tr>
<td>Mobility</td>
<td>Windows</td>
<td>IE11</td>
<td>Dragon Voice Activation V15</td>
</tr>
<tr>
<td>Mobility</td>
<td>Windows</td>
<td>Chrome</td>
<td>Keyboard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IE11</td>
<td>Keyboard</td>
</tr>
<tr>
<td>Deaf</td>
<td>Windows</td>
<td>Firefox</td>
<td>-</td>
</tr>
<tr>
<td>Colour blind</td>
<td>Windows</td>
<td>Chrome</td>
<td>System inverted colours</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>Windows</td>
<td>Chrome</td>
<td>-</td>
</tr>
<tr>
<td>Low Vision</td>
<td>Windows</td>
<td>IE11</td>
<td>Screen Magnification</td>
</tr>
<tr>
<td>Asperger’s</td>
<td>Windows</td>
<td>Firefox</td>
<td>-</td>
</tr>
<tr>
<td>Cognitive Impaired/Panic/Anxiety</td>
<td>Windows</td>
<td>IE11</td>
<td>-</td>
</tr>
</tbody>
</table>

### Mobile/Tablet

<table>
<thead>
<tr>
<th>User type</th>
<th>Operating System (OS)</th>
<th>Browser</th>
<th>Assistive Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind</td>
<td>iOS</td>
<td>Safari</td>
<td>VoiceOver</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Firefox</td>
<td>TalkBack</td>
</tr>
<tr>
<td>Mobility</td>
<td>iOS</td>
<td>Safari</td>
<td>-</td>
</tr>
<tr>
<td>Mobility</td>
<td>Android</td>
<td>Chrome</td>
<td>-</td>
</tr>
<tr>
<td>Deaf</td>
<td>iOS</td>
<td>Safari</td>
<td>-</td>
</tr>
<tr>
<td>Colour blind / Dyslexia</td>
<td>Android</td>
<td>Chrome</td>
<td>-</td>
</tr>
<tr>
<td>Low Vision</td>
<td>iOS</td>
<td>Safari</td>
<td>Screen Magnification</td>
</tr>
</tbody>
</table>
Our analysts provided their overall feedback on the website. This was rated from 0 – could not complete to 3 – Completed independently, no issues.

<table>
<thead>
<tr>
<th>Key</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Could not complete on my own</td>
</tr>
<tr>
<td>1</td>
<td>Completed independently but with major issues</td>
</tr>
<tr>
<td>2</td>
<td>Completed independently but with minor issues</td>
</tr>
<tr>
<td>3</td>
<td>Completed independently, no issues</td>
</tr>
</tbody>
</table>

User Difficulty Ratings
The graph below details 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.

<table>
<thead>
<tr>
<th>Priority Level</th>
<th>Checkpoints</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of checkpoints ‘Passed’</td>
<td>10</td>
<td>(33.33%)</td>
<td></td>
</tr>
<tr>
<td>Number of checkpoints ‘Failed’</td>
<td>14</td>
<td>(46.67%)</td>
<td></td>
</tr>
<tr>
<td>Number of checkpoints ‘Not Applicable (N/A)’</td>
<td>6</td>
<td>(20.00%)</td>
<td></td>
</tr>
</tbody>
</table>

**WCAG 2.1 High Priority Breakdown**
- Pass: 33%
- Fail: 47%
- N/A: 20%

<table>
<thead>
<tr>
<th>Priority Level</th>
<th>Checkpoints</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of checkpoints ‘Passed’</td>
<td>5</td>
<td>(25.00%)</td>
<td></td>
</tr>
<tr>
<td>Number of checkpoints ‘Failed’</td>
<td>12</td>
<td>(60.00%)</td>
<td></td>
</tr>
<tr>
<td>Number of checkpoints ‘Not Applicable (N/A)’</td>
<td>3</td>
<td>(15.00%)</td>
<td></td>
</tr>
</tbody>
</table>

**WCAG 2.1 Medium Priority Breakdown**
- Pass: 25%
- Fail: 60%
- N/A: 15%

<table>
<thead>
<tr>
<th>Priority Level</th>
<th>Checkpoints</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of checkpoints ‘Passed’</td>
<td>7</td>
<td>(25.00%)</td>
<td></td>
</tr>
<tr>
<td>Number of checkpoints ‘Failed’</td>
<td>14</td>
<td>(50.00%)</td>
<td></td>
</tr>
<tr>
<td>Number of checkpoints ‘Not Applicable (N/A)’</td>
<td>7</td>
<td>(25.00%)</td>
<td></td>
</tr>
</tbody>
</table>

**WCAG 2.1 Low Priority Breakdown**
- Pass: 25%
- Fail: 50%
- N/A: 25%
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.

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.

![Audit Results]

Text hidden from all Popup links unavailable for Keyboard Images of text Repeated link text Visually Unlabelled Fields Non-descriptive links Missing Skip Link Links without text Illogical heading structure Headings not descriptive Visual Headings not marked up Pseudo element not visible to AT Active indicator missing Error not advised to screen reader Mandatory fields and error messages Label and value Bleed-through Element not of type Visual label not contained in accessible name Label with unpronounceable characters Frame title not unique ARIA role missing obligatory children Pseudo link Pseudo input Expanding content doesn’t advise status List not marked up

Table not marked up
Cannot stop carousel
Links and buttons must have discernible text
Keyboard navigation breaks carousel
Validation failure
CAPTCHA
Image-Link not descriptive
Image with non-descriptive ALT attribute

AA

No audio description
Zooming
Colour contrast
Variable background contrast
Colour contrast of indicator too low
Font rendered thinly

AAA

Abbreviation
Section missing heading
Pictogram consistency
Text Spacing
Non-descriptive links [Non-HTML]
Non-subjective links
Repeated Image Link Text
Italics
Text hidden from all (A)
The textual information used as an alternative to the image has been hidden from all users with “display: none;”

WCAG Reference:
1.1.1 Non-text Content – Level A
Understanding Non-text Content | How to Meet Non-text Content

Issue ID: DAC_Text_Undisclosed_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1

Screen Shot:

The text is missing from the links “Show all” in the news section and so the URL of the target is read out to screen reader users instead.

Current Code Ref(s): #SectorNews > div.sectorNewsCol.pink > div.sectorReadMore > a
HTML:
<a href="/Footer-Links/News?type=2" title="View all news relating to Service Providers">
  <span class="hide">View all news relating to Service Providers</span>
</a>

CSS:
.hide { display: none!important; }
Solution:
“display: none;” is used to hide content from all users and should only be used in situations where content should not be read.
To hide text visually as to make it available for screen reader users, there is a technique in Appendix IV that can be adopted.
**Popup links unavailable for Keyboard (A)**

Some links only appear when the mouse hovers over an area of the page. These are not available to keyboard, voice activation or screen reader users.

**WCAG Reference:**

2.1.1 Keyboard – Level A  
[Understanding Keyboard](#)  | [How to Meet Keyboard](#)

**Issue ID:** DAC_Mouse_Only_01

**URL:** https://www.equalityni.org/Home  
Page: Home page  
Task: 1

**Screen shot:**

There are extra links that popup if the user hovers over the first three photos. These links are not available to any users except mouse users.

**Voice activation user comments:**

“When someone has the mouse on the images at the top of the page more links appear. The only way that I was able to see them was by using advanced commands to control the mouse. As some voice activation users don’t know about advanced commands then they would not be able to see them.”

**Location(s):** #Sectors > div.sector.blue > div.sectorImage > div
Solution:
Add a button that does the same as the mouse hover that is available to assistive technology and keyboard users.
Images of text (A)

An image of text has been used to convey information rather than text. Unless rendering this as an image is essential or customisable this should not be used as low vision users will not be able to adjust the text presentation as needed.

WCAG Reference:
1.4.5 Images of Text – Level AA
Understanding Images of Text  |  How to Meet Images of Text

Issue ID: DAC_Image_OfText_01

URL: https://www.equalityni.org/Individuals
Page: Individuals
Task: 2

Screen shot:

Many of the ‘buttons’ found on the website are images of text. These include “Go”, “View all” and “download”

Low vision user comments:
“When zooming on the page the word go becomes blurry and unreadable my recommendation would be to use a higher quality image so that it doesn’t pixelate when zooming in.”

Solution:
Use text to display text on the button.
Repeated link text (A)
Text of buttons and links should not be repeated in the image alternative. When a link has an image and text, the alt attribute of the image should not repeat the text of the link.

WCAG Reference:
Technique H2
Combining adjacent image and text links for the same resource
1.1.1 Non-text Content – Level A
Understanding Non-text Content | How to Meet Non-text Content

Issue ID: DAC_Image_Alt_Repeated_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1

Screen Shot:

Alternative text of images should not be repeated as text
Violations found on this page: 3
Element contains <img> element with alt text that duplicates existing text

Current Code Ref(s): .blue-sectorNewsCol > .first-sectorNewsItem > a > .newsTeaser > img
<img src="/ECNI/media/ECNI/Images/News/2020/AvaMoore.JPG?ext=.jpg" alt="Transgender woman settles case against Debenhams"/>

Related Element(s):
- .pink-sectorNewsCol > .first-sectorNewsItem > a > .newsTeaser > img
- .green-sectorNewsCol > .first-sectorNewsItem > a > .newsTeaser > img
Solution:
Ensure image alternative is not repeated as text.
It would be advantageous to have the image incorporated into the text link, and remove
the text inside the alt (leaving alt="").
Visually Unlabelled Fields (A)
Some fields did not have a visual label. This means that some users may not understand what the input is for.

WCAG Reference:
3.3.2 Labels or Instructions – Level A
Understanding Labels or Instructions | How to Meet Labels or Instructions
4.1.2 Name, Role, Value - Level A
Understanding Name, Role, Value | How to Meet Name, Role, Value

Issue ID: DAC_Label_Visual_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1

Screen Shot:

Form elements should have a visible label
Violations found on this page: 3
Only title used to generate label for form element

Current Code Ref(s): #gsc-id1
<label for="p_lt_CMSWebPartZone4_SearchBox_btnImageButton"
style="display:none;">
Search</label>

Related Elements:
• #ddlNewsletter
• #p_lt_FooterNewsletterSignup_txtEmail
**Solution:**
The issue partly lies with the “display: none;” CSS rule, that is hiding the information from everyone. Once the text has been typed in, the placeholder that is currently being used as a visual label is of no use to visual users who may have insufficient memory. Ensure that there is a permanent visual label.
Issue ID: DAC_Label_Visual_02

Page title: ECNI - Legal case decisions and settlements - Equality Commission NI
URL: https://www.equalityni.org/cases
Task: 14

Screen Shot:

The three drop down lists do not have visual labels and rely on default selections as a temporary visual label.

Location(s):
- #p_lt_SiteZone_pageplaceholder_p_lt_CaseDecisionsSettlements_ddlEqualityGrounds
- #p.lt_SiteZone_pageplaceholder_p.lt_CaseDecisionsSettlements_ddlNature
- #p.lt_SiteZone_pageplaceholder_p.lt_CaseDecisionsSettlements_ddlArea

Solution:
Ensure that there is a permanent visual label.
Non-descriptive links (A)

Links were found that did not have an adequate description for screen reader users to determine the link’s action.

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

Issue ID: DAC_Link_NonDescriptive_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1

Screen Shot:

The text resizing options are just read out as “A” for each link.

Screen reader user comments:
“When navigating this page using JAWS in context, I found that there are three duplicated links named ‘A’. This is unclear for a screen reader to determine what these links are for. It would be helpful if these links could be labelled with more information. This is the same across most pages.”

Current Code Ref(s): #TextIncreaseInner
<div id="TextIncreaseInner">
  <a class="btnNormalText" href="?textsize=normal" title="Normal text size">A</a>
  <a class="btnLargeText" href="?textsize=large" title="Large text size">A</a>
  <a class="btnXLargeText" href="?textsize=xlarge" title="X-Large text size">A</a>
</div>

Solution:
Please note: Screen reading software will not normally use the ‘title’ attribute. Add text to specify the link’s purpose.
This can be done by hiding text using CSS, or as the current text should be removed, overwritten using aria-label.
For example:
<a class="btnNormalText" href="?textsize=normal" title="Normal text size" aria-label="Normal text size">A</a>
Missing Skip Link (A)
On many pages it was found that there was not a “Skip to content” link as the first interactive element, if any were found at all. Keyboard users utilise this link to bypass navigation and jump straight to the content.

WCAG Reference:
2.4.1 Bypass Blocks – Level A
Understanding Bypass Blocks | How to Meet Bypass Blocks

| Issue ID: DAC_Skip_Link_01 |

Page title: ECNI - Equality Commission for Northern Ireland
URL: [https://www.equalityni.org/Home](https://www.equalityni.org/Home)
Task: 1
Can be found on all other pages.

No “Skip to main content” link was found.

Keyboard only user comments:
“When tabbing through this page there is no skip to content button; this means that a user would have to tab through main navigation every time before getting to the main content. This would be very time consuming, and users would usually expect a skip to content button to be present.”

Solution:
Add a “Skip to content” link to bypass the repeated content found on all pages.
An example can be found in [Appendix IV](#).
Links without text (A)

Links were found that could be ambiguous without additional text. This text was not available for keyboard users.

WCAG Reference:
1.1.1 Non-text Content – Level A
Understanding Non-text Content | How to Meet Non-text Content

Issue ID: DAC_Link_Text_Visual_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1
Can be found on all other pages.

Screen Shot:

Keyboard users are not given the tooltip that mouse users do, designating which flag means which language.

Screen reader user comments:
“There are links out of context which, when selected will change the language used on the page. I would expect to find a combo box, or method of selection from which I can select a language rather than separate links for each language.”

Current Code Ref(s): #Language > div.content > a:nth-child(1)
<a href="/" title="English"> <img src="/SiteImages/flag-GB.png" alt="English"></a>

Solution:
One solution would be a tooltip that works on mouse hover and keyboard focus advising the language. There is an incomplete example in Appendix IV.
Illogical heading structure (A)

Heading levels have not been used to structure the page. Screen reader users use the hierarchical structure of the headings to understand the relations to different sections.

WCAG Reference:
1.3.2 Meaningful Sequence – Level A
Understanding Meaningful Sequence | How to Meet Meaningful Sequence
1.3.1 Info and Relationships – Level A
Understanding Info and Relationships | How to Meet Info and Relationships

Issue ID: DAC_Heading_Misassigned_01

Page title: ECNI - Equality rights at work, services and in education
URL: https://www.equalityni.org/Individuals
Task: 2

Screen Shot:

The heading structure does not represent the page. The top-level heading does not describe the page, nor do the levels of the proceeding headings match the layout of the page.
**Solution:**
The h2 is the page description and should be set to h1.
“EMPLOYERS & SERVICE PROVIDERS” and “DELIVERING EQUALITY” are just links and have no content on the page, and so are given heading mark-up needlessly.
As the other headings come under the main heading “Individuals” and so should be at level h2.
Issue ID: DAC_Hading_Misassigned_02

Page title: ECNI - Delivering Equality, Equality Commission, Northern Ireland
URL: https://www.equalityni.org/Delivering-Equality
Task: 9

Screen Shot:

The heading structure does not represent the page. The top-level heading does not describe the page, nor do the levels of the proceeding headings match the layout of the page. Additionally, there is a second heading level 1, which could confuse screen reader users.

Screen reader user comments:
“The headings on this page move from H1 to H3 which I found confusing as this does not follow a logical consecutive structure. A logical hierarchical heading structure allows users to better understand their place on the page.”

Screen reader user comments:
When using this page, I found that there was multiple heading level 1. This could cause confusion for a screen reader because heading level one is often the page title. So, it would be helpful if there was only one heading level 1 for this reason.

Solution:
Ensure there is only 1 top-level heading, and it described the page’s function. e.g. “Delivering equality”
Headings not descriptive (A)
The headings used on the page are not descriptive enough for screen reader users to determine the content introduced by each heading.

WCAG Reference:
1.3.1 Info and Relationships – Level A
Understanding Info and Relationships | How to Meet Info and Relationships
2.4.6 Headings and Labels – Level AA
Understanding Headings and Labels | How to Meet Headings and Labels

Issue ID: DAC_Heading_NonDescriptive_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1
Can be found on all other pages.

Screen Shot:

Top-level heading does not have appropriate text.
Note, it is also not appropriate for the link either.

Current Code Ref(s): #Logo > h1

Solution:
What should be the top-level heading is nearly always shown at level 2,
Due to the class “hide” that hides content from all users (see Issue ID: DAC_Text_Undisclosed_01) no other text is given. It is advised to reorganise the headings throughout the website to ensure that the headings are in a structured hierarchical order.
**Visual Headings not marked up (A)**

Visual headings were found, but they were not marked up as heading in the html. Screen reader users use the hierarchical structure of the headings to understand the relations to different sections.

**WCAG Reference:**
1.3.1 Info and Relationships – Level A

**Understanding Info and Relationships** | **How to Meet Info and Relationships**

**Issue ID: DAC_Heading_Visual_01**

Page title: ECNI - Disability discrimination and equality rights in the workplace
URL: [https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability](https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability)
Task: 4

**Screen Shot:**

Many visual headings that introduce content on the website were found were not marked up correctly.

**Current Code Ref(s):** #TopicTabContentInner > div.tabContent.first.selected >
div.tabContentAccordion.accordions > div.tabContentInner > span > span > strong
<span style="font-size:18px;">&lt;span style="color:#B22222;"&gt;&lt;strong&gt;Time limits apply&lt;/strong&gt;&lt;/span&gt;</span>

**Solution:**
Ensure that any textual information that introduces content is marked up using HTML heading format in a structured hierarchical way.
There are many visual headings found throughout the site that introduce content but are not marked up.

**Current Code Ref(s):** #TopicTabContentInner > div.tabContent.first.selected > div.tabContentInner > span

```html
<span style="font-size: 18px;">The Equality Commission's priorities for action</span><strong>The Equality Commission's priorities for action</strong></span>
```

**Solution:**
Ensure all headings are marked up in a structured and hierarchical way.
Pseudo element not visible to Assistive Technology (A)

An element was found that did not have any defined structure or internal text. This element cannot be accessed by Voice Activation users and does not read out to screen reader users.

**WCAG Reference:**
1.3.1 Info and Relationships - Level A
   - Understanding Info and Relationships | How to Meet Info and Relationships
4.1.2 Name, Role, Value – Level A
   - Understanding Name, Role, Value | How to Meet Name, Role, Value

**Issue ID:** DAC_Pseudo_Invisible_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: [https://www.equalityni.org/Home](https://www.equalityni.org/Home)
Task: 1

The ‘Share’ button is not read out to screen reader users. The only text in the element is a non-breaking space (\&nbsp;)

**Voice activation user comments:**
“The ‘Share’ button does not get picked up by Dragon. This meant that I had to use advanced commands to control the mouse to access it. As some voice activation users don’t know about advanced commands then they would not be able to access it.”

**Keyboard only user comments:**
“The side buttons receive highlighting, when tabbed onto but the third one, ‘Share’ does not. This is inaccessible for a keyboard only user. Therefore, anyone who struggles or can’t use a mouse for any reason wouldn’t be able to access this.”
**Current Code Ref(s):** #SocialWidget > div.socialIcon.share

```html
<div class="socialIcon share">
  <div class="st_sharethis_custom" st_processed="yes">&nbsp;</div>
  <script type="text/javascript" src="https://ws.sharethis.com/button/buttons.js"></script>
  <script type="text/javascript">
    stLight.options({publisher: "556fda1c-e675-4f03-8e1c-89691ba3e4a3",
    doNotHash: false, doNotCopy: false, hashAddressBar: false});
  </script>
</div>
```

**Solution:**
Ensure that elements are marked up as they are visually presented.
In this case it would be a link (or possibly a button) with the text “Share”.
For example:
```html
<div class="st_sharethis_custom" st_processed="yes" aria-label="Share" role="link">&nbsp;</div>
```
**Active indicator missing (A)**

A visual indicator designating that a certain option is current or active was not reproduced for screen reader users.

**WCAG Reference:**
1.3.1 Info and Relationships – Level A
- Understanding Info and Relationships | How to Meet Info and Relationships
1.3.3 Sensory Characteristics – Level A
- Understanding Sensory Characteristics | How to Meet Sensory Characteristics

**Issue ID: DAC_Active_Indicator_01**

**URL:** [https://www.equalityni.org/Individuals](https://www.equalityni.org/Individuals)

**Page:** ECNI - Equality rights at work, services and in education
**Task:** 2

**Screen shot:**

The selection status of the tab is not fed back to screen reader users.

**Current Code Ref(s): #\34 2**

```html
<div class="storyNavItemHolder selected" id="42">
  <div class="storyNavItemInner">
    <div class="storyArrow">&nbsp;</div>
    <div class="storyNavItem">
      <div class="storyTitle">How We Can Help</div>
      <div class="storySummary">Unsure of your equality rights and the law?</div>
    </div>
    <div class="clear">&nbsp;</div>
  </div>
</div>
```
Solution:
Add an attribute of “aria-selected” that will allow screen reader users to know which tab is active. See W3C’s Supported States and Properties for more details.
Error not advised to screen reader (A)

It was found that some errors are not indicated to screen reader users after submission.

WCAG Reference:
3.3.2 Labels or Instructions – Level A
Understanding Labels or Instructions | How to Meet Labels or Instructions

3.3.1 Error Identification – Level A
Understanding Error Identification | How to Meet Error Identification

Issue ID: DAC_Error_Annoucement_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1

Screen Shot:

Error messages are not automatically read out to screen reader users, who are just kept on the same element (in this case the “Subscribe” button).

Screen reader user comments:
“While navigating the ‘contact form’ and submitting the form with errors, I found no clear indication of error handling is present. Currently users will need to navigate to the start of the form, and identify the message ‘the entered values cannot be saved, please see the fields below for more details.”

Current Code Ref(s): #p_lt_FooterNewsletterSignup_pnlForm > div.formRow.email
<div class="formRow email">
  <input name="p$ltFooterNewsletterSignup$txtEmail" type="text" value="Enter email address" id="p_lt_FooterNewsletterSignup_txtEmail" title="Enter email address" onfocus="if(this.value == this.defaultValue) {
    this.value = ''; }" onblur="if(this.value == '') {
    this.value = this.defaultValue; }">
  <span id="p_lt_FooterNewsletterSignup_vldEmailReq" class="error" style="display:none;">Please enter Email Address</span>
  <span id="p_lt_FooterNewsletterSignup_vldEmailReg" class="error" style="display: inline;">Please enter valid Email Address</span>
</div>
Solution:
Ensure the error is read out by –
Either: Move the focus to the error (using the JavaScript function ".focus();");
Or: Using the attribute `aria-live="polite"` so that the error is read out when it appears.
Mandatory fields and error messages (A)

Required fields were not advised to users before they enter information. When an erroneous data is entered, only some fields show error messages.

WCAG Reference:
3.3.2 Labels or Instructions – Level A
Understanding Labels or Instructions | How to Meet Labels or Instructions
3.3.1 Error Identification – Level A
Understanding Error Identification | How to Meet Error Identification
3.3.3 Error Suggestion – Level AA
Understanding Error Suggestion | How to Meet Error Suggestion

Issue ID: DAC_Mandatory_Fields_01

URL: https://www.equalityni.org/contactus
Page: ECNI - Contact us - Equality Commission for Northern Ireland
Task: 11

Screen shot:

There are no mandatory field indicators, and the additional information at the bottom of the page advises that sharing personal information is not compulsory; but if users try to send information without filling out the name an error appears. Note that when the name is filled in with a message, no error message is given when submitting, and no confirmation either. This is probably due to the Captcha not being filled in, but there is no affirmation of this.
Screen reader user comments:
“While navigating the ‘Contact form’, I found that there is no indication of compulsory or optional items at the time of testing. I would expect a (*) for all items which are compulsory, or a prompt of ‘required’ for all fields which must be completed. This also applies to other forms identified during the test.”

Solution:
Ensure that all mandatory fields are indicated to users.
If an error is committed then the error is described to the user in text.
Label and value (A)
The assumed label of the input and the first value both have instructions, either opposing each other or repeating the instructions.

WCAG Reference:
3.3.2 Labels or Instructions – Level A
Understanding Labels or Instructions | How to Meet Labels or Instructions

Issue ID: DAC_Label_Value_01

URL: https://www.equalityni.org/Blog
Page: ECNI - Blog - Equality Commission for Northern Ireland
Task: 16

Screen shot:

A few combo boxes have been found on the website that have the same text for the label and the first option. This means that both are read out.
Other combo boxes have different instructions that could confuse users.

Screen reader user comments:
“When navigating through the forms list out of context, I located a form element that was announced to me as ‘select an office: select blog month’. In context Jaws announces ‘select blog month’. It would be helpful to write a clear form label to express the purpose of the combo box out of context.”

Screen reader user comments:
“When navigating through the forms out of context, I found that the combo box label to “Choose a newsletter” is also an option within the combo box. This is confusing as, to the user the form label is duplicated.”
Current Code Ref(s):

```html
#p_lt_SiteZone_pageplaceholder_p_lt_ctl00_TestBlogMonth_ddlBlogMonths
<select
name="p$lt$SiteZone$pageplaceholder$p$lt$ctl100$TestBlogMonth$ddlBlogMonths"
onchange="javascript:setTimeout('__doPostBack('p$lt$SiteZone$pageplaceholder$p$lt$ctl100$TestBlogMonth$ddlBlogMonths','',''), 0')"
id="p_lt_SiteZone_pageplaceholder_p_lt_ctl100_TestBlogMonth_ddlBlogMonths"
title="Select an office" class="blog-month-ddl">
  <option selected="selected" value="">Select a blog month</option>
  <option value="/Blog/Articles/December-2019">December 2019</option>
</select>
```

Solution:
This has been brought about by the lack of visual labelling and so the value (and sometimes the placeholder) is used as the visual label.
See Issue ID: DAC_Label_Visual_01
**Bleed-through (A)**

Visually hidden and unwanted content is called bleed-through and is very confusing for screen reader users as this reads out inappropriate details.

**WCAG Reference:**
1.3.2 Meaningful Sequence – Level A  
[Understanding Meaningful Sequence](#) | [How to Meet Meaningful Sequence](#)  
3.2.3 Consistent Navigation – Level AA  
[Understanding Consistent Navigation](#) | [How to Meet Consistent Navigation](#)

| Issue ID: DAC_Bleedthrough_01 |

Page title: ECNI - Equality Commission for Northern Ireland  
URL: [https://www.equalityni.org/Home](https://www.equalityni.org/Home)  
Task: 1

There is visually hidden text that is read out to screen reader users at the end of the page advising “Share This Copy and Paste”

**Current Code Ref(s):** #stcpDiv  
<div id="stcpDiv" style="position: absolute; top: -1999px; left: -1988px;" >ShareThis Copy and Paste</div>

**Solution:**  
Either remove the text or use the CSS rule “display: none;” to hide the element from all users.
Element not of type (A)
The element does not have a role equal to its visual identification. This can cause mis-identification by Screen reader users and an inability to access for Voice Activation users. e.g. Buttons look like links.

WCAG Reference:
4.1.1 Parsing – Level A
Understanding Parsing | How to Meet Parsing

Issue ID: DAC_Role_Incorrect_01

Page title: ECNI - Equality rights at work, services and in education
URL: https://www.equalityni.org/Individuals
Task: 2

Screen Shot:

The “Go buttons” are not buttons, nor are they labelled “go”. This will stop voice activation users from using them as the commands for clicking buttons is different from clicking links, and they cannot access the buttons via its labelling as it is programmatically labelled differently to its visual label.

Current Code Ref(s): #SectorSubPages > div:nth-child(1) > div > div.subPageLink > a
<a href="/Individuals/I-have-a-work-related-problem" title="I have a work related problem">
   <span class="hide">I have a work related problem</span>&nbsp;
</a>

Solution:
Because of the different commands used to interact with different types of components by Dragon (and other assistive software), the element needs to of the same type as it appears visually. This can be achieved by using the attribute ‘role’.
Please see W3C’s WAI-ARIA Role Model for more information.
Please see Issue ID: DAC_Label_InName_01 for the labelling issue.
Issue ID: DAC_Role_Incorrect_02

Page title: ECNI - Disability discrimination and equality rights in the workplace
URL: https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability
Task: 4

Screen Shot:

Is all disability discrimination the same?
How common is this?

The ‘links’ under the main content are not marked up as such. They are pseudo links with an incorrect role of “tab”.

Current Code Ref(s): #ui-accordion-3-header-0
<h3 class="ui-accordion-header ui-helper-reset ui-state-default ui-corner-all ui-accordion-icons ui-state-hover" role="tab" id="ui-accordion-3-header-0" aria-controls="ui-accordion-3-panel-0" aria-selected="false" tabindex="0">
  <span class="ui-accordion-header-icon ui-icon ui-icon-triangle-1-e"></span>
  Is all disability discrimination the same?
</h3>

Solution:
Because of the different commands used to interact with different types of components by Dragon (and other assistive software), the element needs to of the same type as it appears visually. This can be achieved by using the attribute ‘role’. Please see W3C’s WAI-ARIA Role Model for more information. Additionally, see Issue ID: DAC_Pseudo_Link_01
**Visual label not contained in accessible name (A)**

The visual label is not part of the accessible name and so the element cannot be selected by that label by Voice Activation Users.

**WCAG Reference:**

2.5.3 Label in Name – Level A

[Understanding Label in Name](#) | [How to Meet Label in Name](#)

**Issue ID: DAC_Label_InName_01**

Page title: ECNI - Equality rights at work, services and in education

URL: [https://www.equalityni.org/Individuals](https://www.equalityni.org/Individuals)

Task: 2

**Screen Shot:**

![Screen Shot](image)

The “Go” buttons are not buttons, nor are they labelled “go”. This will stop Voice activation users from using them as the commands for clicking buttons is different from clicking links, and they cannot access the buttons via its labelling as it is programmatically labelled differently to its visual label.

**Voice activation user comments:**

“The ‘go’ links at the top of the page aren’t picked up when the command “click go” is given. After some investigation I found that the text above them is what needs to be said to pick them up. I found this a little confusing as I expected them to be picked up as ‘go’.”

**Current Code Ref(s):**

```html
<a href="/Individuals/I-have-a-work-related-problem" title="I have a work related problem">
  <span class="hide">I have a work related problem</span>&nbsp;
</a>
```
Solution:
The word “Go” is not in the link text anywhere. The link text would be “I have a work related problem” if it was not hidden from all users with the “hide” class: See Issue ID: DAC_Text_Undisclosed_01.
Best practice would have the links marked up as “Go”, but this is not descriptive enough. One possible solution would be to have the text read “Go to I have a work related problem”.

Also apparent on:
https://www.equalityni.org/Individuals/I-have-a-problem-with-an-education-service/Disability
Issue ID: DAC_Label_InName_02

Page title: ECNI - Legal case decisions and settlements - Equality Commission NI
URL: https://www.equalityni.org/cases
Task: 14

Screen Shot:

Button-image does not have a label equivalent to the visual (image) text.

Voice activation user comments:
“The ‘go’ button on this page does not appear to be labelled correctly. This meant that when I said “click go” it was not picked up.”

Voice activation user comments:
“In the footer, when I say “click follow us” only the Twitter link is picked up by Dragon. I found this a little confusing as the words ‘follow us’ are on both the links too. I expected both to be picked up.”

Current Code Ref(s): #PublicationsFiltersInner > div.formRow.submit > input[type=button]
<input type="button" title="GO" onclick="buildSearchURL();" aria-label="Click">

Solution:
Similar to Issue ID: DAC_Label_InName_01, the “Go” button is not labelled “Go”, but is instead labelled “Click”.
Rename the button to “Go”. For example:
<input type="button" title="GO" onclick="buildSearchURL();" aria-label="Go">
Label with unpronounceable characters (A)
An element has been labelled with characters that changes the pronunciation that Voice Activation users would use to select it. This could be very difficult for users to realise.

WCAG Reference:
2.4.6 Headings and Labels – Level A
Understanding Headings and Labels | How to Meet Headings and Labels

Issue ID: DAC_Label_Unpronounceable_01

URL: https://www.equalityni.org/Individuals/I-have-a-work-related-problem
Page: I have a work related problem
Task: 3

Screen shot:

Because of the slash in the middle of the words “Gender” and “sex” have been merged into one word.

Voice activation user comments:
“When I try to access the ‘gender/sex’ link on this page by saying either ‘click gender’ or ‘click sex’ it is not being picked up. I found this a little confusing as they were the commands that I would expect to work. To get Dragon to pick it up I had to say ‘click gender sex’.”

Solution:
Use an aria-label to make the accessible name easy to pronounce.
For example:
```html
<a href="/Individuals/I-have-a-work-related-problem/Gender-Sex"
aria-label="Gender or Sex including Trans">
  Gender/Sex (including Trans) <span class="subTitle"></span>
</a>
```

This is also the case on these pages:
https://www.equalityni.org/Delivering-Equality (pregnancy/maternity link)
Frame title not unique (A)
Multiple frames were found that did not have a unique title. When viewed out of context screen reader users will not be able to understand the different frames. Additionally, the description is not subjective to the content.

WCAG Reference:
1.1.1 Non-text Content – Level A
Understanding Non-text Content | How to Meet Non-text Content

Issue ID: DAC_Frame_NotHidden_01

Page title: ECNI - Disability discrimination and equality rights in the workplace
URL: https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability
Task: 4

Frames must have a unique title attribute
Element's title attribute is not unique
Violations found on this page: 2

Current Code Ref(s): #st_gdpr_iframe
<iframe src="https://c.sharethis.mgr.consensu.org/portal.html" id="st_gdpr_iframe" title="presentation iframe" style="width: 0px; height: 0px; position: absolute; left: -5000px;" nuan_newframe="true"></iframe>

Related Elements: iframe[align="right"]

Solution:
The problem lays with the “Sharethis” iframe, which is not supposed to be accessed, but has been move off screen hiding it visually, but not programmatically.
See Issue ID: DAC_Bleedthrough_01
ARIA role missing obligatory children (A)

Certain ARIA roles are ‘parental’ and need ‘child’ elements to be correct in syntax.

**WCAG Reference:**

4.1.1 Parsing – Level A

*Understanding Parsing | How to Meet Parsing*

---

**Issue ID: DAC_ARIA_Children_01**

Page title: ECNI - Disability discrimination and equality rights in the workplace

URL: [https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability](https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability)

Task: 4

Screen Shot:

![Screen Shot Image]

Certain ARIA roles must contain particular children

Expecting ARIA child role to be added: tab

Violations found on this page: 5

**Current Code Ref(s):**

```
.tabContent.first.selected > .tabContentAccordion.accordions > .accordionLeft.ui-accordion.ui-widget:nth-child(1)
<:div class="accordionLeft ui-accordion ui-widget ui-helper-reset" role="tablist">
</:div>
```

**Solution:**

Ensure elements with an ARIA role that require child roles contain them

Tablist is a type of aria-element that should contain only elements of the aria role tab. It appears to be used incorrectly on many places through the website.

See [W3C’s WAI-ARIA Roles Model](https://www.w3.org/WAI/ARIA/roles) for more information
Pseudo link (A)

Pseudo links must be marked up correctly to allow keyboard and screen readers users to interact with the element on the page.

WCAG Reference:
4.1.2 Name, Role, Value – Level A

Understanding Name, Role, Value | How to Meet Name, Role, Value

Issue ID: DAC_Pseudo_Link_01

Page title: ECNI - Disability discrimination and equality rights in the workplace
URL: https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability
Task: 4

Screen Shot:

The tabs for the main sections cannot be activated via Voice Activation Software, not be navigated to by Keyboard users. This issue appears everywhere these ‘tabs’ are used.

Current Code Ref(s): #TopicTabsInner > div:nth-child(2)
<div class="tab " tabid="1">
  <h3>How we can help</h3>
</div>

Solution:
This widget could be made using a ‘tablist’. Please see W3C's Example of Tabs with Manual Activation for an example.
Alternatively, assign a role of link, so that voice activation users can perceive this as a button and add a tabindex of 0 so that it is targetable by a keyboard.
Additionally, the element also does not have a keyboard activation event, and therefore this will also need to be added.
The tabs for the different content on the page cannot be picked up by Dragon using the “Click link” command, nor the name of the tab. This can be seen on all pages with this tabbed widget.

**Keyboard only user comments:**
“The tabs on the right-hand side are mouse dependent. I am unable to switch the tabs as they gain no keyboard focus; this means I would be unable to access the information without asking for assistance. Users would expect to be able to tab to this area to switch the tabs.”

**Voice activation user comments:**
“The tabs below the ‘go’ buttons are not being picked up by Dragon. This meant that I had to use advanced commands to control the mouse to access them. As some voice activation users don’t know about advanced commands then they would not be able to access them.”
Current Code Ref(s): #\34 3

Solution:
See the solution in Issue ID: DAC_Pseudo_Link_01.

This issue also occurs on these pages:
- https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability
- https://www.equalityni.org/Individuals/I-have-a-problem-with-a-service/Disability
- https://www.equalityni.org/Individuals/I-have-a-problem-with-an-education-service/Disability
  Case studies tab
- https://www.equalityni.org/Individuals/I-have-a-problem-with-an-education-service/Disability
- https://www.equalityni.org/Employers-Service-Providers/Service-Providers/Services/Race
  Making it work tab
**Pseudo input (A)**
Pseudo form fields must be marked up correctly to allow keyboard and screen readers users to interact with the element on the page.

**WCAG Reference:**
4.1.2 Name, Role, Value – Level A

*Understanding Name, Role, Value* | *How to Meet Name, Role, Value*

**Issue ID: DAC_Pseudo_Input_01**

**URL:** [https://www.equalityni.org/Search-Results?q=discrimination](https://www.equalityni.org/Search-Results?q=discrimination)
Page: Search results
Task: 15

**Screen shot:**

The form field does not have a role, nor a programmatical label to define what the input is or what it is for.

**Voice activation user comments:**
“The ‘sort by’ field does not get picked up by Dragon. This meant that I had to use advanced commands to control the mouse to access it. As some voice activation users don’t know about advanced commands then they would not be able to access it.”
**Current Code Ref(s):**

```html
<div class="gsc-orderby-label gsc-inline-block">Sort by:</div>

```html
```html
<div class="gsc-selected-option">Date</div>
```
```html
</div>
</div>
</div>
</div>
</div>
</div>
</div>

**Solution:**

Add a label
- “Sort by:” should be the label for the input and should be marked up as such.
- Because it is a pseudo input, a unique id attribute will need to be assigned to it.

Emulate the input it will be standing in for.

Give the element a role suited for this type of element (listbox)

Assign the label to the input by adding an aria-labelledby with a value equal to the label’s id attribute
Expanding content doesn’t advise status (A)
Expanding content was found during the audit process that did not advise users if it was expanded or collapsed.

WCAG Reference:
2.4.4 Link Purpose (In Context) - Level A
Understanding Link Purpose (In Context) | How to Meet Link Purpose (In Context)
1.3.5 Identify Input Purpose (WCAG 2.1) – Level AA
Understanding Identify Input Purpose | How to Meet Identify Input Purpose

Issue ID: DAC_Expanding_01

Page title: ECNI - Disability discrimination and equality rights in the workplace
URL: https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability
Task: 4

Screen Shot:

Expanding content does not advise screen reader users if it is expanded or not.

Screen reader user comments:
“When navigating down the page using Jaws. I found a list of subjects that could expand with more information. However, Jaws is announcing these as tabs. for example :age tab: when pressing on the tab more information appears. But it could be made clearer by having the tab as an expandable link. So that when a screen reader presses on the tab JAWS would announce if the information is expanded or collapsed.”

Screen reader user comments:
“While navigating the page, the link announced as ‘menu’ does not inform users that it is expandable or collapsible.”
Current Code Ref(s): #ui-accordion-3-header-0
<h3 class="ui-accordion-header ui-helper-reset ui-state-default ui-corner-all ui-accordion-icons ui-state-hover" role="tab" id="ui-accordion-3-header-0" aria-controls="ui-accordion-3-panel-0" aria-selected="false" tabindex="0">
  <span class="ui-accordion-header-icon ui-icon ui-icon-triangle-1-e"></span>
  Is all disability discrimination the same?
</h3>

Solution:
Add an attribute of aria-expanded to advise screen reader users of the state of the expandable.
See W3C’s Supported States and Properties for more information.
**List not marked up (A)**

The list has been marked up using paragraph and line breaks. The list points are just text.

**WCAG Reference:**
1.3.1 Info and Relationships – Level A
**Understanding Info and Relationships** | **How to Meet Info and Relationships**

| Issue ID: DAC_MarkUp_List_01 |

Page title: ECNI - Employers and Service Providers, Equality Commission NI
URL: [https://www.equalityni.org/Employers-Service-Providers](https://www.equalityni.org/Employers-Service-Providers)
Task: 8

There is a visual list on the “HERE TO HELP” section that has not been marked up as such.

**Current Code Ref(s):** #StoriesHolderInner > div.story.selected.

```html
<strong>- sex<br>- pregnancy or maternity<br>- gender reassignment<br>- married or civil partnership<br>- religious or similar philosophical belief<br>- political opinion<br>- race<br>- sexual orientation<br>- disability<br>- age</strong>
```

**Related elements:**
#SectorContent > div:nth-child(1) > div > p:nth-child(3)
#SectorEvents > div

**Solution:**
Mark up the list correctly.
See [W3C’s HTML 5.2 Standards](https://www.w3.org/TR/2014/REC-html52-20141028/)
Table not marked up (A)
Because this has been put into an SVG, this is not a list. The list points are just text.

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

Issue ID: DAC_MarkUp_Table_01

Page title: ECNI - Legal case decisions and settlements - Equality Commission NI
URL: https://www.equalityni.org/cases
Task: 14

Screen Shot:

<table>
<thead>
<tr>
<th>CASE</th>
<th>YEAR</th>
<th>DOWNLOAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gruzdaite v McGrane Nurseries Ltd (Tribunal decision)</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td>Gruzdaite v McGrane Nurseries Ltd (Tribunal decision) - Lithuanian translation</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td>Kevin Meier v British Telecommunications PLC (Appeal Court judgement)</td>
<td>2019</td>
<td></td>
</tr>
</tbody>
</table>

The “table” is not marked up as such, and therefore does not give the benefits to screen reader users that a fully marked up table would.

Location(s): #CaseDecisionsDocs

Solution:
Mark up the list correctly.
See W3C’s HTML 5.2 Standards
Cannot stop carousel (A)
A carousel was found on the page, but could not be paused or stopped.
This can cause a distraction to some users who are trying to read content, and could cause navigational issues for keyboard and screen reader users.

WCAG Reference:
2.2.2 Pause, Stop, Hide – Level A
Understanding Pause, Stop, Hide | How to Meet Pause, Stop, Hide
2.2.3 No Timing – Level AAA
Understanding No Timing | How to Meet No Timing

Issue ID: DAC_Carousel_Pause_01

Page title: ECNI - Delivering Equality, Equality Commission, Northern Ireland
URL: https://www.equalityni.org/Delivering-Equality
Task: 9

Screen Shot:

Users cannot stop the carousel (or at least there is no obvious way to).
There is what appears to be a play pause button, but this is a link to more information.

Voice activation user comments:
“The carousel on this page moves every six seconds. There was no way for me to control this as there is no pause button present on it.”
Low vision user comments:
“The carousel is difficult to read due to the fact the carousel does not pause. It ideally should have navigation arrows and a play/pause button. I thought it did have a navigation arrow but turns out it’s a link to another page which is really confusing, if it is a link to read more information I would prefer a button saying ‘read more’.”

Location(s): #StoriesHolder

Related Element: #StoriesHolderInner > div > div.bx-viewport > div > div:nth-child(2) > div.storyText > div.storyLink > a

Solution:
Add a pause button so users can stop the carousel by obvious means.
Links and buttons must have discernible text (A)
Links must have an appropriate textual component for screen reader users to determine the link’s action.

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

Issue ID: DAC_Link_Text_01

Page title: ECNI - Delivering Equality, Equality Commission, Northern Ireland
URL: https://www.equalityni.org/Delivering-Equality
Task: 9

Screen Shot:

![Screen Shot](image)

The link does not have any (discernible) text to inform users what it does.

Current Code Ref(s): #StoriesHolderInner > div > div.bx-viewport > div > div:nth-child(2) > div.storyText > div.storyLink
<div class="storyLink"><a href="/Delivering-Equality/Addressing-inequality/Housing-communities/Policy-responses-(1)"><span class="hide">Housing policy priorities and recommendations</span>&nbsp;</a></div>

Solution:
See the solution in Issue ID: DAC_Text_Undisclosed_01.
Keyboard navigation breaks carousel (A)
When using the keyboard to navigate (via the tab key) through the carousel, the view changes and does not display correctly.

WCAG Reference:
2.1.1 Keyboard – Level A
Understanding Keyboard | How to Meet Keyboard

Issue ID: DAC_Carousel_BrokenKeyboard_01

Page title: ECNI - Delivering Equality, Equality Commission, Northern Ireland
URL: https://www.equalityni.org/Delivering-Equality
Task: 9

Screen Shot:

Pressing the tab key to navigate as keyboard user would, will cause the view of the carousel to move upwards so only the bottom of the carousel can be seen.
There is no obvious way that this can be fixed.

Solution:
Ensure the carousel operates in the correct fashion no matter what input modality is used.
**Validation failure (A)**

When tested using W3C's Mark-up Validator, errors in the code were found that may affect how assistive technology views the page and cause spurious results.

**WCAG Reference:**

4.1.1 Parsing – Level A  
[Understanding Parsing](#) | [How to Meet Parsing](#)

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**Issue ID: DAC_Validation_01**

Page title: ECNI - Delivering Equality, Equality Commission, Northern Ireland  
URL: [https://www.equalityni.org/Delivering-Equality](https://www.equalityni.org/Delivering-Equality)  
Task: 9  
These errors can be found on most pages

**Results for W3C’s Markup Validation Service**

Error: Saw a form start tag, but there was already an active form element. Nested forms are not allowed. Ignoring the tag.  
From line 247, column 102; to line 247, column 174

```html
dir="ltr"><form class="gsc-search-box gsc-search-box-tools" accept-charset="utf-8"><table
```

Error: Attribute x-webkit-grammar not allowed on element input at this point.  
From line 247, column 331; to line 247, column 523

```html
gs_tti50"><input autocomplete="off" type="text" size="10" name="search" title="search" id="gsc-i-id1" placeholder="Custom Search" dir="ltr" spellcheck="false" x-webkit-grammar="builtin:search" lang="en"></td>
```

Error: End tag form seen, but there were open elements.  
From line 247, column 1551; to line 247, column 1557

```html
</table></form></div>
```

Error: Unclosed element div.  
From line 247, column 22; to line 247, column 101

```html
__gce_0"><div class="gsc-control-searchbox-only gsc-control-searchbox-only-en" dir="ltr"><form
```

Error: Unclosed element div.  
From line 247, column 2; to line 247, column 21

```html
sible;"> <div id="__gce_0"><div c
```
Solution:
Ensure the website pages validate correctly so assistive technology can work with them in the correct and consistent way.
CAPTCHA (A)

It was found there was a CAPTCHA used for User Validation. It is advised not to use these as screen reader users have difficulty using them, if they are usable at all.

WCAG Reference:
1.1.1 Non-text Content – Level A
Understanding Non-text Content | How to Meet Non-text Content

Issue ID: DAC_Captcha_01

Page title: ECNI - Contact us - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/contactus
Task: 11
Also found on: https://www.equalityni.org/help

Screen Shot:

The image is not accessible to screen reader users. There is not an audio challenge or any other alternative.

Screen reader user comments:
“When filling out the form to contact the company I found that I had to put a security code in. This was in the form of a picture. This is difficult for a screen reader to use because they will need a sighted person to assist as they will be unable to see the picture.”

Location(s):
#p_lt_SiteZone_pageplaceholder_p_lt_ContactFormZone_BizForm_viewBiz_captcha_txtSecurityCode
Solution:
Include a different validation process.
Other options include a HoneyPot or Two-Factor Authentication.
See W3C’s Captcha Alternatives and thoughts

This is the same on https://www.equalityni.org/help

NOTE: In “Text only” view (from the link in the header banner), the Captcha image does not appear and so the form cannot be used.
Image-Link not descriptive (A)

Image-links were found that did not have an adequate description for screen reader users to determine the link’s action.

**WCAG Reference:**
2.4.4 Link Purpose (In Context) - Level A
[Understanding Link Purpose (In Context)](https://www.w3.org/WAI/WCAG2AA/understanding/link-purpose)
[How to Meet Link Purpose (In Context)](https://www.w3.org/WAI/WCAG2AA/info/understanding-computer-speech)

**Issue ID:** DAC_ImageLink_NonDescriptive_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: [https://www.equalityni.org/Search-Results?q=discrimination](https://www.equalityni.org/Search-Results?q=discrimination)
Task: 15

**Screen Shot:**

There are many thumbnail images labelled “Thumbnail image”. This is not descriptive for screen reader users of the link’s action (nor the image).

**Screen reader user comments:**

“When navigating through the links list out of context, I found that above each blog there is an image link that Jaws announces as ‘thumbnail image’. These do not announce specific content which means that I am confused by their purpose. Providing a clear alt text or hiding this from screen reader users if used for decorative purposes will resolve this issue.”
Current Code Ref(s):

Solution:
Remove the alternative text from the alt attribute (leaving alt="") and incorporate it into the adjoining link.
Image with non-descriptive ALT attribute (A)
Images need an appropriate and descriptive alternative text so screen reader users can understand the content.

WCAG Reference:
1.1.1 Non-text Content – Level A
Understanding Non-text Content | How to Meet Non-text Content

Issue ID: DAC_Image_Alt_NonDescriptive_01

Page title: ECNI - Providing good customer service to disabled people
URL: https://www.equalityni.org/Employers-Service-Providers/Accessible-goods-and-services/Getting-customer-service-right
Task: 19

Screen Shot:

The image has been given an alternative text attribute that has a hyphen in the middle that will be read out to some users.

Current Code Ref(s): #TopicTabContentInner > div.tabContent.first.selected > div.tabContentInner > p:nth-child(5) > img
<img alt="Jam logo" src="/ECNI/media/ECNI/Images/Every%20Customer%20Counts/GoodPractice/JAMcard.png" style="float: right; margin: 5px 10px;" title="Jam-logo">

Solution:
Ensure that the image is accurately described by the alt attribute.
For example:
<img alt="Jam logo" src="/ECNI/media/ECNI/Images/Every%20Customer%20Counts/GoodPractice/JAMcard.png" style="float: right; margin: 5px 10px;" title="Jam-logo">
Issue ID: DAC_Image_Alt_NonDescriptive_02

URL: https://www.equalityni.org/Individuals/I-have-a-work-related-problem/Disability
Page:
Task: Journey 1, 4.

Screen shot:

Screen reader user comments:
“I found that the link announced as ‘photo image of’, which does not clearly indicate a destination page or function. This also applies to other pages.”

Current Code Ref(s):
#player_uid_509207024_1 > div.ytp-chrome-top.ytp-show-cards-title > div.ytp-title-channel > a
<a class="ytp-title-channel-logo" target="_blank"
href="https://www.youtube.com/channel/UCrpFTBIkr0w7Za4XXsUKvQg" aria-label="Photo image of " style="background-image: url(&quot;https://yt3.ggpht.com/-me9KpwjjxLk/AAAAAAAAAAA/AAAAAAAAAA/Hhv8B659SKE/s68-c-k-no-mo-rj-c0xffffff/photo.jpg&quot;);"'></a>

Solution:
Ensure alternative text describes the image-link’s target.
Note: This is on a 3rd Party page in an iframe.
(https://www.youtube.com/embed/Jd_DUk0Twu8), so this might not be editable.
No audio description (AA)
A few times on the videos were found where screen reader users watching would need an audio description to get all the information that visuals users get. Unfortunately, this audio description was not available.

WCAG Reference:
1.2.5 Audio Description (Pre-recorded) – Level AA
Understanding Audio Description (Pre-recorded)
How to Meet Audio Description (Pre-recorded)

Issue ID: DAC_Audio_Description_01

Page: Individuals page
URL: https://www.equalityni.org/Individuals
Task: 2

Screen Shot:
Some of the videos found on the website had text displayed on screen, but that information was never given textually or audibly for screen reader users.

Solution:
Add Audio Description for information that is visual only.
**Zooming (AA)**

Users should be able to zoom up to 200% without loss of information. Users should be able to use the system in a viewport of 256x320px.

**WCAG Reference:**

1.4.4 Resize text – Level AA  
[Understanding Resize text](#) | [How to Meet Resize text](#)  
1.4.10 Reflow (WCAG 2.1) – Level AA  
[Understanding Reflow](#) | [How to Meet Reflow](#)

**Issue ID: DAC_Zoom_Loss_Function_01**

Page title: ECNI - Equality Commission for Northern Ireland  
URL: [https://www.equalityni.org/Home](https://www.equalityni.org/Home)  
Task: 1

**Screen Shot:**

There are a few elements missing from mobile view. This means that if a user zooms in to a level greater than 150% (on a 1280 x 1024px viewport) functionality is lost.
The following was not present in mobile view:
- The extra, popup links on the top images
- Supplementary images in the news area
- ENCI Newsletter subscription
- The share options

Solution:
Ensure all functions in normal desktop view can be used when zooming up to 400%.
When viewing the carousel in mobile mode (or zoomed in to 200%) the previous/next buttons are not available to users. The activate area of the slide buttons are not big enough for mobility impaired to press on mobile devices.

**Low vision user comments:**
“When testing the page there are no arrows to navigate through the carousel which I meant I found it difficult to navigate it my recommendation would be to arrows so that it easy to navigate.”

**Solution:**
Ensure that there is an option for users to choose the slides that it large enough for those without fine motor control.

This issue also fails Success Criterion 2.5.5 Target Size – Level AAA
Issue ID: DAC_Zoom_Loss_Function_03

URL: https://www.equalityni.org/Individuals/I-have-a-problem-with-a-service/Disability
Page: Complaints process
Task: 5

Due to the misplacement of a link, the page does not respond properly to mobile view.

**Low vision user comments:**
“When testing multiple pages on Android they don’t wrap which means I could miss out on information and also the link is off the page my recommendation would be to have the link appear on the page so that information isn’t missing.”

**Current Code Ref(s):**
#TopicTabContentInner >
div.tabContent.first.selected >
div.tabContentAccordion.accordions >
div.tabContentInner > table
<table border="0" cellspacing="1" style="width: 821px; height: 22px;">%

**Solution:**
The width of the table has been set in the element style attribute. For this to be responsive, the style should be in a CSS file and a media query (See W3C’s Media Queries) should be used.
**Colour contrast (AA)**

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. 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.

**WCAG Reference:**
1.4.3 Contrast (Minimum) - Level AA  
[Understanding Contrast (Minimum)](https://www.w3.org/TR/UNDERSTANDING-WCAG21/contrast-minimum.html) | [How to Meet Contrast (Minimum)](https://www.w3.org/TR/UNDERSTANDING-WCAG21/contrast-minimum-contrast.html)  
1.4.11 Non-text Contrast (WCAG 2.1) – Level AA  
[Understanding Non-text Contrast](https://www.w3.org/TR/UNDERSTANDING-WCAG21/contrast-non-text.html) | [How to Meet Non-text Contrast](https://www.w3.org/TR/UNDERSTANDING-WCAG21/contrast-non-text-contrast.html)

**Issue ID: DAC_Colour_Contrast_00**

Can be found throughout the website

The following violations of the WCAG Guideline **1.4 (Distinguishable)** have been found; specifically, the Success Criteria **1.4.3 Contrast (Minimum)** and **1.4.11 Non-text Contrast**.

The issues raised are for specific colour combinations and these colour combinations may be found in multiple places throughout the website.

**Solution:**
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Issue ID: DAC_Colour_Contrast_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1

Screen Shot:

The button that popup when the mouse is over the first 3 photo images are badly contrasted against the background. This is true for all 3 images.

Foreground: #FFFFFF, Background: #DEB6D7, the contrast ratio is: 1.8:1
Location(s): #Sectors > div.sector.pink > div.sectorImage > div > div:nth-child(1) > a

Solution:
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Issue ID: DAC_Colour_Contrast_02

Page title: ECNI - Equality rights at work, services and in education
URL: https://www.equalityni.org/Individuals
Task: 2

Screen Shot:

![Screen Shot](image)

Foreground: #FEFEFE, Background: #329BB5, the contrast ratio is: 3.2:1
Font-weight: 600; (Not bold), font-size: 16px; (12pt)
Text failed at Level AA

**Example location(s):** #SectorNav > div.sectorDesc

**Solution:**
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Issue ID: DAC_Colour_Contrast_03

Page title: ECNI - Legal case decisions and settlements - Equality Commission NI
URL: https://www.equalityni.org/cases
Task: 14

Screen Shot:

Foreground: #000000, Background: #595959, the contrast ratio is: 3.0:1
Text failed at Level AA

Location(s): #CaseDecisionsInner > div.PagerControl > div > span:nth-child(3) > span

Solution:
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Issue ID: DAC_Colour_Contrast_04

URL: https://www.equalityni.org/Employers-Service-Providers
Page: Service Providers
Task: 8

Screen shot:

![Employer Training](image)

Foreground: #FFFFFF, Background: #E5BFE1, the contrast ratio is: 1.6:1

**Low vision user comments:**
“When testing the page, I am struggling to read the employer training button due to it being white text and a light background my recommendation would be to change the colour of the text to black so that’s easily readable.”

**Solution:**
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Issue ID: DAC_Colour_Contrast_05

URL: [https://www.equalityni.org/Disability](https://www.equalityni.org/Disability)
Page: ECNI - Delivering Disability Equality in Northern Ireland
Task: 10

Screen shot:

Foreground: #FFFFFF, Background: #009C5E, the contrast ratio is: 3.5:1
Text failed at Level AA

Low vision user comments:
“The white/green contrasting may cause some user groups difficulty in reading due to low contrast. When analysed, 16px or 12pt text returned a 3.6:1 ratio falling below AA minimum. Although the larger H1 26px or 19.5pt text size will meet the reduced 3.0:1 minimum. Nevertheless, the smaller text fails to meet the guideline minimum.”

Solution:
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Issue ID: DAC_Colour_Contrast_06

URL: [https://www.equalityni.org/contactus](https://www.equalityni.org/contactus)
Page: ECNI - Contact us - Equality Commission for Northern Ireland
Task: 11

Screen shot:

Foreground: #FFFFFF, Background: #A9A9A9, the contrast ratio is: 2.4:1
Text failed at Level AA

Low vision user comments:
“The send button was not initially noticed due to poor contrasting. Ye white/grey appearance was low in contrast making the button title difficult to ascertain. The diminishing background shade adds additional issues in the deciphering of the buttons purpose.
When analysed, the average or mid-range background shade was measured as approximately 2.5:1 falling below AA minimum. A solid background with increased contrast is recommended.”

Solution:
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Issue ID: DAC_Colour_Contrast_07

URL: https://www.equalityni.org/contactus
Page: ECNI - Contact us - Equality Commission for Northern Ireland
Task: 11

Screen shot:

Low vision user comments:
“Some difficulty in gaining focus to edit fields was experienced as the ability to locate and access form fields was problematic. The thin borders could not be seen, as glare emitted from the background distorts and reduces the border appearance. Providing a bolder border to provide a clear field to enter data is recommended.”

Solution:
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Issue ID: DAC_Colour_Contrast_08

URL: [https://www.equalityni.org/help](https://www.equalityni.org/help)
Page: ECNI - How we can help, Equality Commission, Northern Ireland
Task: 12

Screen shot:

Foreground: #FFFFFF, Background: #319BB5, the contrast ratio is: 3.2:1

Low vision user comments:
“The white/blue contrasting may cause some user groups difficulty in reading due to low contrast. When analysed, 16px or 12pt text returned a 3.2:1 ratio falling below AA minimum. Although the larger H1 26pt or 19.5pt text size will meet the reduced 3.0:1 minimum. Nevertheless, the smaller text fails to meet the guideline minimum.”

Solution:
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Variable background contrast (AA)
It is generally discouraged to use text on a background image with varying colours as the extra shapes can make it difficult for dyslexic users to distinguish the text. This is exacerbated by the range of colours behind the text that can be poor in contrast.

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

Issue ID: DAC_Colour_Contrast_09

URL: https://www.equalityni.org/Individuals
Page: ECNI - Equality rights at work, services and in education
Task: 2

Screen shot:

Foreground: #FFFFFF, Background: #319BB5, the contrast ratio is: 3.2:1

Low vision user comments:
“The white title over the video is difficult to read due to similarities of colour. I found the Video that appears under How We Can Help tab was easier to read as it had bold text and an outline.”

Solution:
Ensure the contrast between foreground and background colours meets WCAG 2 AA contrast ratio thresholds.
Colour contrast of indicator too low (AA)
The contrast between the focus highlight and the background is too low likely to be difficult for people with low vision to notice.

WCAG Reference:
1.4.11 Non-text Contrast (WCAG 2.1) – Level AA
Understanding Non-text Contrast | How to Meet Non-text Contrast

Issue ID: DAC_Colour_Contrast_10

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1
Can be found throughout the website

Screen Shot:

Deny all cookies  Allow only essential cookies

The focus is very hard to distinguish against many of the element or background colours. Often the background does not surpass the WCAG 2.1 AA non-text contrast minimum
Foreground: #4F84D9, Background: #004B82, the contrast ratio is: 2.4:1

Keyboard only user comments:
“The cookies banner at the very top before the page technically starts, does receive highlighting but it is difficult to see. These buttons receive blue highlighting but although it is a different shade. It is still the same colour as the background of this section.”

Keyboard only user comments:
“The first ‘VIEW ALL’ has focus and highlighting but the highlighting is difficult to see. This is caused by it being too thin. A user could easily loose where they are easily. This would be confusing and frustrating for many keyboard only users.”

Solution:
Ensure the contrast between the focus highlight and the element/background colours meets WCAG 2 AA contrast ratio thresholds.
Font rendered thinly (AA)
Due to the font frailty, even though programmatically the colour surpasses the needed contrast ratio of 4.5 to 1, the rendered text does not.

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

Issue ID: DAC_Colour_Contrast_09

Page title: ECNI - Equality rights at work, services and in education
URL: https://www.equalityni.org/Individuals
Task: 2
Applies to all ‘blue’ links on website.

Screen Shot:

Our Legal work

The Equality Commission provides free legal advice to over 4,000 individuals every year who believe they have been discriminated against. Learn more about our legal work.

- A short guide to the role and services of the Equality Commission NI (pdf)
- Leaflet: Know your rights (pdf)

Privacy / GDPR - We are fully committed to protecting the rights and privacy of our clients and other individuals in accordance with the General Data Protection Regulation. See our Legal Services Privacy Notice (pdf)

Coded: Foreground: #297E93, Background: #FFFFFF, the contrast ratio is: 4.7:1
Rendered: Foreground: #398699, Background: #FFFFFF, the contrast ratio is: 4.2:1

Although the coded colour surpasses the WCAG Guidelines, due to the font being thin the rendered colour does not.

Example location(s): #SectorContent > div:nth-child(1) > div > p:nth-child(2) > a
Solution:
Either: increase the colour contrast by using a darker link colour;
Or: Increase the weight of the font so the true colour is displayed.

Example of increased weight: `font-weight: 600;`

against. Learn more about our legal work.

- A short guide to the role and services of the Equality Commission NI (pdf)
- Leaflet: Know your rights (pdf)
**Abbreviation (AAA)**
Abbreviations that are not widely known need to be expanded in the first instance for users to understand. This is especially significant for screen reader users who hear abbreviations as one word, not as separate letters.

**WCAG Reference:**
3.1.4 Abbreviations – Level AAA
Understanding Abbreviations | How to Meet Abbreviations

### Issue ID: DAC_Abbreviation_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: [https://www.equalityni.org/Home](https://www.equalityni.org/Home)
Task: 1
Can be found on all other pages.

**Screen Shot:**

The H1 on the page is read back to screen reader users as “Eknee Logo”. This abbreviation does not mean anything to users when read as an acronym.

**Screen reader user comments:**
“While navigating the first page of the test, I found that the image-link announced as ‘etc-Ni logo’, does not clearly indicate what it is meant to convey. Including a clear indication of this item, by possibly including the full explanation rather than the acronym, will cause less confusion in the future. This also applies to all pages at the time of testing.”
VoiceOver announces “ECNI logo”, TalkBack announces “E C N I logo”.
Current Code Ref(s): #Logo
<div id="Logo">
<h1>
    <a href="/" title="Home">
        <img src="/SiteImages/ECNI.png" alt="ECNI Logo"/>
        <span class="hide">Equality Commission Northern Ireland</span>
    </a>
</h1>
</div>

Solution:
Use spaces in the alt attribute to ensure that all abbreviation letters are read out individually. For example: alt="E C N I Logo"
Additionally see Issue ID: DAC_Text_Undisclosed_01
Issue ID: DAC_Abbreviation_02

Page title: ECNI - Delivering Equality, Equality Commission, Northern Ireland
URL: https://www.equalityni.org/Delivering-Equality
Task: 9

Screen Shot:

The abbreviation “UNCRPD” is not expanded in the first use of the word.

Location(s): #StoriesHolderInner > div > div.bx-viewport > div > div:nth-child(5) > div.storyText > h3

Solution:
Having the expansion next to the heading would allow users to know what the abbreviation means. Alternatively, have a tooltip that shows the expansion on mouse hover or keyboard focus.
Section missing heading (AAA)
Sections of the page do not have unique headings to separate them from other content.

WCAG Reference:
2.4.10 Section Headings – Level AAA
Understanding Section Headings | How to Meet Section Headings

Issue ID: DAC_Heading_Missing_01

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1

Screen Shot:

The news section does not have a heading (marked up or even visible).
Headings given the page structure to users who are cognitively different or screen reader users.

Location(s): #SectorNews

Solution:
Add a heading to all section to introduce the content.
Pictogram consistency (AA)

A symbol has been used to indicate a function, but the same symbol has been used to indicate other functionality also. This could be confusing to many users not only cognitively different users.

**WCAG Reference:**
3.2.4 Consistent Identification – Level AA

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

| Issue ID: DAC_Consistent_Identification_01 |

URL: [https://www.equalityni.org/Home](https://www.equalityni.org/Home)
Page: ECNI - Equality Commission for Northern Ireland
Task: 1

**Screen shot:**

![Screen shot](image)

Chevrons have been used for multiple reasons, including to reference expanding content; so, when used for other means this can confuse users.

**Low vision user comments:**

“I found the chevron arrows really confusing, I expected information to drop down from the downward facing arrow or appear from the right of the right arrow.”

**Solution:**

Only use a symbol to mean one function or indication.
Text Spacing (AA)
It is important to allow users to increase the size of character, line and paragraph spacing so they can make text easier to read.

WCAG Reference:
1.4.12 Text Spacing – Level AA
Understanding Text Spacing | How to Meet Text Spacing

Issue ID: DAC_Text_Spacing_01

Page title: ECNI - Equality rights at work, services and in education
URL: https://www.equalityni.org/Individuals
Task: 2

Screen Shot:

When the below text-based increases are used, some text overflows its container.
- 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.

Solution:
Ensure that text wraps correct and does not overflow its containers when a larger text styling is used (as per WCAG 2.1 Success Criterion 1.4.12 Text Spacing)
Non-descriptive links [Non-HTML] (AAA)

A link to a non-html file is not descriptive, missing the title and file format.

**NOTE:** It is advised to use HTML files instead of PDF as they can be made accessible easily.

**WCAG Reference:**

2.4.9 Link Purpose (Link Only) - Level AAA

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

**Issue ID:** DAC_Link_NonDescriptive_02

Page title: ECNI - Equality rights at work, services and in education

URL: [https://www.equalityni.org/Individuals](https://www.equalityni.org/Individuals)

Task: 2

Screen Shot:

When read out of context the links do not advise the user that they will be download a PDF.
Voice activation user comments:
“The questionnaire link in the ‘gathering information …’ accordion opens a form in Word format. This form was not locked down meaning that when I tried to tab through the editable areas it just moves the text down. It would be easier if the form was in HTML format.”

Screen reader user comments:
“When navigating out of context there is a link announced as ‘know your rights at work’. I found that VoiceOver users may not be aware that the link targets a PDF as this is not indicated (navigating out of context via the links setting of the iOS rotor).”

Current Code Ref(s): 

Solution:
Add the PDF part of the text to the link.
For example:

It is advised to use a PDF document instead of a Word document.
It is advised to use a HTML document instead of a PDF.
Non-subjective links (AAA)

Links were found that did not have a subject and leaving screen reader users unable to determine the link’s target.

WCAG Reference:
2.4.9 Link Purpose (Link Only) - Level AAA
Understanding Link Purpose (Link Only) | How to Meet Link Purpose (Link Only)

Issue ID: DAC_Link_NonSubjective_01

Page title: ECNI - Discrimination and rights in the workplace, Equality Commission, Northern Ireland
URL: https://www.equalityni.org/Individuals/I-have-a-work-related-problem
Task: 3

Screen Shot:

There are link that have the same text, but go to different targets.
It may not be possible for users to determine the link’s target when viewed out of context.

Screen reader user comments:
“While navigating the third URL, I found that blind users running iOS VoiceOver will not be able to identify what the link announced as ‘view all’ relates to when navigating out of context.”

Current Code Ref(s): #SectorContent > div:nth-child(1) > div > p:nth-child(5) > a
<a href="http://ecni-dev.virtual.tibus.net/Individuals/Advisors">
<img alt="View all" src="/ECNI/media/ECNI/Images/viewAllBlue.png">
</a>
Related element: #SectorContent > div:nth-child(3) > div > p:nth-child(5) > a

Solution:
Add visually hidden text to the link to give it a subject.
Content can be visually hidden using CSS. See the “sr-only” class in Appendix IV for an example.

For example:
```html
<a href="http://ecn1-dev.virtual.tibus.net/Individuals/Advisors">
    <img alt="" src="/ECNI/media/ECNI/Images/viewAllBlue.png">
    <span class="sr-only">View all downloadable Advisor resources</span>
</a>
```
Issue ID: DAC_Link_NonSubjective_02

Page title: ECNI - Legal case decisions and settlements - Equality Commission NI
URL: https://www.equalityni.org/cases
Task: 14

Screen Shot:

The pagination is just numbered links, without any context to what it may be.

**Current Code Ref(s):** #CaseDecisionsInner > div.PagerControl > div > span:nth-child(3)

```
<span>&nbsp;&nbsp;</span><span class="SelectedPage">1</span>&nbsp;&nbsp;
<a href="/cases?page=2" class="UnselectedPage">2</a>&nbsp;
<a href="/cases?page=3" class="UnselectedPage">3</a>&nbsp;
<a href="/cases?page=4" class="UnselectedPage">4</a>&nbsp;
<a href="/cases?page=5" class="UnselectedPage">5</a>&nbsp;
<a href="/cases?page=6" class="UnselectedPage">6</a>&nbsp;
<a href="/cases?page=7" class="UnselectedPage">7</a>&nbsp;
<a href="/cases?page=8" class="UnselectedPage">8</a>&nbsp;
</span>
```

**Solution:**
Add visually hidden text to the link to give it a subject.
Content can be visually hidden using CSS.
See the “sr-only” class in Appendix IV for an example.

For example:
```
<a href="/cases?page=2" class="UnselectedPage">
    <span class="sr-only">Go to page</span> 2
</a>
```
Repeated Image Link Text (AAA)
It was found that some image-links had both alt text and link text. With alt and link text both being the same it is repeated to the user.

WCAG Reference:
2.4.9 Link Purpose (Link Only) - Level AAA
Understanding Link Purpose (Link Only) | How to Meet Link Purpose (Link Only)

Issue ID: DAC_Image_Alt_RepeatingLink_01

Page title: ECNI - Delivering Equality, Equality Commission, Northern Ireland
URL: https://www.equalityni.org/Delivering-Equality
Task: 9

Screen Shot:

The image has alternative text that is repeating the link text. This information is superfluous and only protracts screen reader navigation.

Current Code Ref(s): #StoriesHolderInner > div > div.bx-viewports > div > div:nth-child(2) > div.storyImage > img
<img alt="Housing policy priorities and recommendations" src="/ECNI/media/ECNI/Images/Hot%20topics/Housing.jpg?ext=.jpg">

Voice activation user comments:
“Dragon appears to be picking up an invisible link to the right of each of the images in the content of the blog page. I found this confusing as there was no link there.”
Solution:
As this image is not adding any information, it is decorative and should be given a null alt. For example:

```html
<img alt="" src="/ECNI/media/ECNI/Images/Hot%20topics/Housing.jpg?ext=.jpg">
```
Italics (AAA)

Italic font was found to be used. Dyslexic users claim that the italic character ‘swim’ into each other making it hard to read.

WCAG Reference:
Guideline 3.1: Make text content readable and understandable.
Understanding Guideline 3.1

Issue ID: DAC_Italics_01

Page title: ECNI - Providing good customer service to disabled people
URL: https://www.equalityni.org/Employers-Service-Providers/Accessible-goods-and-services/Getting-customer-service-right
Task: 19

Screen Shot:

47% of disabled customers surveyed said staff attitude has discouraged them from revisiting certain establishments. Almost half of those surveyed would not go back to businesses with poor customer service - Short changed: The Trailblazers' High Streets report

Some disabled people require additional assistance or a companion when out and about. It's great practice to offer free entry for a disabled person's friend, family or personal assistant. Choose a system that's fair, easy to use and works well for customers and staff.

Italic text should be used infrequency and not used for large blocks of text.

Location(s): #TopicTabContentInner > div.tabContent.first.selected > div.tabContentAccordion.accordion > div.tabContentInner > em

Solution:
This section is making use of the <em> tag.
The <em> element naturally adds italics, and it needs to be changed from this default styling. Additionally, it would be more appropriate to use the <q> element and style that as needed.

End of Report
### Appendix I

#### Usability comments

**Partially covered elements (U)**

Some element are partially covered, which may confuse some users,

**WCAG Reference:**

None. Advisory.

**Issue ID: DAC_Obscured_Element_01**

Page title: ECNI - Equality Commission for Northern Ireland
URL: [https://www.equalityni.org/Home](https://www.equalityni.org/Home)
Task: 1

**Screen Shot:**

The cookie layer button “Allow all cookies” is partially obstructed by the BrowseAloud widget when the “Cookies” banner is on the screen.

**Low vision user comments:**

“When testing on iPhone and zooming in the BrowseAloud icon gets in the way of text meaning I was unable to read it my recommendation would be to have it to say at the side of the screen so that text doesn’t get blocked.”

**Location(s):** #__ba_panel

**Solution:**

Consider if the BrowseAloud widget is needed as users normally has their own assistive technology, and there is a link to it at the top of the page.
Issue ID: DAC_Obscured_Element_02

Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 1

Screen Shot:

The share buttons are partially obstructed by the header when the “Cookies” banner is on the screen.

Location(s): #SiteHeaderInner

Solution:
Move the social media bar down with the header.
Page titles not front loaded (U)
If the page description is not the first part of the page title, screen reader users have to listen to the whole title to find out if the page they are on is the correct one,

WCAG Reference:
None. Advisory.

Issue ID: DAC_PageTitle_FrontLoaded_01

Page title: ECNI - Equality rights at work, services and in education
URL: https://www.equalityni.org/Individuals
Page title: ECNI - Equality Commission for Northern Ireland
URL: https://www.equalityni.org/Home
Task: 2

The page titles are not front loaded, as the website’s abbreviation comes first on all page titles.

Solution:
While only a minor issue, best practice advises having the page description first in the title.
**Superfluous characters (U)**
Some additional characters are added when they do not serve a purpose. These could confuse some users.

**WCAG Reference:**
None. Advisory.

---

**Issue ID: DAC_Superfluous_Content_01**

Page title: ECNI - Delivering Equality, Equality Commission, Northern Ireland
URL: [https://www.equalityni.org/Delivering-Equality](https://www.equalityni.org/Delivering-Equality)
Task: 9

Screen Shot:

Slide 1 has a random “>” at the end of the text.
While not a major problem, it will be a distraction
Current Code Ref(s): #StoriesHolderInner > div > div.bx-viewport > div > div:nth-child(2) > div.storyText

```html
<div class="storyText">
  <h3>Housing policy priorities and recommendations</h3>
  <div>Following engagement with stakeholders and wider consideration, the Equality Commission has identified a number of priority areas for action. Read more about our recommendations for housing and communities in Northern Ireland</div>
</div>
```

Solution:
Remove the stray character.
**Issue ID: DAC_Superfluous_Content_01**

**URL:** https://www.equalityni.org/Individuals/I-have-a-problem-with-an-education-service/Disability

**Page:** ECNI - Disability rights in education

**Task:** 7

**Screen shot:**

<table>
<thead>
<tr>
<th>How am I protected against disability discrimination?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are protected from disability discrimination in the provision of education and associated services whether they are paid for or free. They include:</td>
</tr>
<tr>
<td><strong>Schools</strong></td>
</tr>
<tr>
<td>- Provision of education:</td>
</tr>
<tr>
<td>- Admission arrangements</td>
</tr>
<tr>
<td>- Timetabling/homework</td>
</tr>
<tr>
<td>- Assessment and exam arrangements</td>
</tr>
<tr>
<td>- School discipline and sanctions</td>
</tr>
<tr>
<td>- Suspension / expulsion procedures</td>
</tr>
<tr>
<td>- Work experience</td>
</tr>
<tr>
<td>- Preparation for the next phase of education</td>
</tr>
<tr>
<td><strong>Associated services:</strong></td>
</tr>
<tr>
<td>- Access to school facilities / clubs / activities and trips</td>
</tr>
<tr>
<td><strong>Institutions of Further and Higher Education</strong></td>
</tr>
<tr>
<td>- Universities</td>
</tr>
<tr>
<td>- Colleges</td>
</tr>
<tr>
<td>- Teacher training</td>
</tr>
<tr>
<td>- Agricultural colleges</td>
</tr>
<tr>
<td><strong>Provision of education:</strong></td>
</tr>
<tr>
<td>- Training courses and distance learning – day and evening</td>
</tr>
<tr>
<td>- Careers advice and graduation ceremonies</td>
</tr>
<tr>
<td>- Curriculum design, examinations and assessments</td>
</tr>
<tr>
<td>- Arranging study abroad or work placements</td>
</tr>
<tr>
<td><strong>Associated services:</strong></td>
</tr>
<tr>
<td>- Lecture, recreation, entertainment and sports facilities</td>
</tr>
<tr>
<td>- Catering and child care facilities</td>
</tr>
<tr>
<td>- Campus or college-owned shops and car parking</td>
</tr>
<tr>
<td>- Residential accommodation</td>
</tr>
<tr>
<td>- Financial advice and welfare services</td>
</tr>
</tbody>
</table>

**General Qualifications Bodies:**

- Provision of extra time or assistance in examinations
- Granting exemptions

However, there are limited circumstances where special educational needs and disability discrimination is allowed.

- Schools are not required to provide auxiliary aids and services* or disabled students with an identified Special Educational Need (SEN**).

*The provision of a special piece of equipment or simply extra assistance to disabled students from specially trained staff.

**SEN - when a student has significantly greater difficulty in learning than the majority of students and the education provider makes a formal statement identifying the student's needs and the full range of provision required to ensure participation in...
Under the “How am I protected against disability discrimination?” expandable, in the lists “Provision of education” and “Associated services” there is an unprintable character that is shown before each list item.

**Low vision user comments:**
“I don’t know if these are a special type of bullet point or if they are a font awesome icon gone wrong but it looked out of place.”

**Current Code Ref(s):** #ui-accordion-3-panel-2 > ul:nth-child(4) > li:nth-child(1)

```html
<a>&nbsp;Training courses and distance learning – day and evening</a>
```

**Solution:**
The character is in the string and should be removed or replaced.
The character is a Unicode character: U+F0A7
Search not in line (U)
The search button is not in line with the search field.

WCAG Reference:
None. Advisory.

<table>
<thead>
<tr>
<th>Issue ID: DAC_Layout_Alignment_01</th>
</tr>
</thead>
</table>

URL: [https://www.equalityni.org/Home](https://www.equalityni.org/Home)
Page: ECNI - Equality Commission for Northern Ireland
Task: 1

Screen shot:

The search button is not in line with the search field.

Low vision user comments:
“Although there is a pencil line border around the search field my eyes are drawn to where the search icon does not finish in line with the border. This can slow someone with Nystagmus down as it distracts the eye and can make navigating slow.”

Solution:
Make the button visually pleasant.
## 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:

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass (P)</strong></td>
<td>The site meets the requirements of the checkpoint.</td>
</tr>
<tr>
<td><strong>Fail (L) Low Priority</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Fail (M) Medium Priority</strong></td>
<td>The site fails to meet the requirements against AA criteria measured against WCAG 2.1</td>
</tr>
<tr>
<td><strong>Fail (H) High Priority</strong></td>
<td>The site fails to meet the requirements against A criteria measured against WCAG 2.1 and more severe accessibility issues were identified.</td>
</tr>
<tr>
<td><strong>Not Applicable (N/A)</strong></td>
<td>No content was found on the site to which the checkpoint would relate.</td>
</tr>
</tbody>
</table>
**Principle 1: Perceivable – Information and users interface components must be presentable to users in ways they can perceive.**

<table>
<thead>
<tr>
<th>Non-text Content:</th>
<th>1.1.1 All non-text content that is presented to the user has a text alternative that serves the equivalent purpose. (Level A)</th>
<th>Fail (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio-only and Video-only (Pre-recorded):</td>
<td>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:</td>
<td>Not Applicable (N/A)</td>
</tr>
<tr>
<td>Understanding Success Criterion 1.2.1</td>
<td>Pre-recorded Audio-only: An alternative for time-based media is provided that presents equivalent information for pre-recorded audio-only content.</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Captions (Pre-recorded):</td>
<td>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)</td>
<td>Pass (P)</td>
</tr>
<tr>
<td>Audio Description or Media Alternative (Pre-recorded):</td>
<td>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)</td>
<td>Fail (H)</td>
</tr>
<tr>
<td>Captions (Live):</td>
<td>1.2.4 Captions are provided for all live audio content in synchronized media. (Level AA)</td>
<td>Not Applicable (N/A)</td>
</tr>
<tr>
<td><strong>Audio Description (Pre-recorded):</strong></td>
<td>Fail (M)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>1.2.5 Audio description</strong> is provided for all <strong>pre-recorded video</strong> content in <strong>synchronized media.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Level AA)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sign Language (Pre-recorded):</strong></th>
<th>Fail (L)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2.6 Sign language interpretation</strong> is provided for all <strong>pre-recorded audio</strong> content in <strong>synchronized media.</strong></td>
<td></td>
</tr>
<tr>
<td>(Level AAA)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Extended Audio Description (Pre-recorded):</strong></th>
<th>Fail (L)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td>(Level AAA)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Media Alternative (Pre-recorded):</strong></th>
<th>Fail (L)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td>(Level AAA)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Audio-only (Live):</strong></th>
<th>Not Applicable (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.2.9 An alternative for time-based media that presents equivalent information for live audio-only content is provided.</strong></td>
<td></td>
</tr>
<tr>
<td>(Level AAA)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Info and Relationships:</strong></th>
<th>Fail (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.3.1 Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.</strong></td>
<td></td>
</tr>
<tr>
<td>(Level A)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Meaningful Sequence:</strong></th>
<th>Fail (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.3.2 When the sequence in which content is presented affects it’s meaning, a correct reading sequence can be programmatically determined.</strong></td>
<td></td>
</tr>
<tr>
<td>(Level A)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sensory Characteristics:</strong></th>
<th>Fail (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td></td>
</tr>
<tr>
<td>(Level A)</td>
<td></td>
</tr>
</tbody>
</table>
### 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)

| Fail (M) |

### 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)

| Fail (L) |

### 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)

---

**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)

---

**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)
| **Contrast (Enhanced):** | \begin{itemize}
| **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: |
| 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. |
| \textit{(Level AAA)} |
| \textbf{Fail (L)} |
| **Low or No Background Audio:** | \begin{itemize}
| **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: |
| \textbf{Understanding Success Criterion 1.4.7} |
| \begin{itemize}
| 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. |
| \textbf{Pass (P)} |
| \textbf{Note:} Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content. |
| \textit{(Level AAA)} |
**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.
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)  
Pass (P)

**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)  
Fail (L)

**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)  
Fail (M)
### 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):

<table>
<thead>
<tr>
<th>Component Type</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>User Interface Components</strong></td>
<td>Visual information required to identify <em>user interface components</em> and <em>states</em>, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author;</td>
</tr>
<tr>
<td><strong>Graphical Objects</strong></td>
<td>Parts of graphics required to understand the content, except when a particular presentation of graphics is <em>essential</em> to the information being conveyed.</td>
</tr>
</tbody>
</table>

(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)
**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:

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

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

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

**Note**
Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML **title attribute**.

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

*(Level AA)*

<table>
<thead>
<tr>
<th>Pass (P)</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dismissable</td>
<td><strong>mechanism</strong> is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an <strong>input error</strong> or does not obscure or replace other content;</td>
</tr>
<tr>
<td>Hoverable</td>
<td>If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing;</td>
</tr>
<tr>
<td>Persistent</td>
<td>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.</td>
</tr>
<tr>
<td>Note</td>
<td>Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML <strong>title attribute</strong>.</td>
</tr>
<tr>
<td>Note</td>
<td>Custom tooltips, sub-menus, and other non-modal popups that display on hover and focus are examples of additional content covered by this criterion.</td>
</tr>
<tr>
<td>(Level AA)</td>
<td></td>
</tr>
</tbody>
</table>
# 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)*

## 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)*

## 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)*
## 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:

<table>
<thead>
<tr>
<th>Turn off</th>
</tr>
</thead>
<tbody>
<tr>
<td>A <a href="#">mechanism</a> is available to turn the shortcut off;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Remap</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc);</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active only on focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>The keyboard shortcut for a <a href="#">user interface component</a> is only active when that component has focus.</td>
</tr>
</tbody>
</table>

(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:

<table>
<thead>
<tr>
<th>Turn off:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The user is allowed to turn off the time limit before encountering it; or</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjust:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extend:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, &quot;press the space bar&quot;), and the user is allowed to extend the time limit at least ten times; or</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Real-time Exception:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Exception:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The time limit is <a href="#">essential</a> and extending it would invalidate the activity; or</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20 Hour Exception:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The time limit is longer than 20 hours.</td>
</tr>
</tbody>
</table>

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)
### 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)*

| Fail (H) |
| 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) | Fail (L) |
| Interruptions: | 2.2.4 Interruptions can be postponed or suppressed by the user, except for 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) | Pass (P) |
Three Flashes:
2.3.2 Web pages do not contain anything that flashes more than three times in any one-second period.
(Level AAA)  
Pass (P)

Animation from Interactions (WCAG 2.1):
2.3.3 Motion animation triggered by interaction can be disabled, unless the animation is essential to the functionality or the information being conveyed.
(Level AAA)  
Not Applicable (N/A)

Bypass Blocks:
2.4.1 A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.
(Level A)  
Fail (H)

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)  
Pass (P)

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 in, a process.
(Level AA)  
Pass (P)
### Headings and Labels:

**2.4.6** Headings and *labels* describe topic or purpose.  
(Level AA)  
**Fail (M)**

### Focus Visible:

**2.4.7** Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.  
(Level AA)  
**Pass (P)**

### Location:

**2.4.8** Information about the user's location within a *set of Web pages* is available.  
(Level AAA)  
**Pass (P)**

### Link Purpose (Link Only):

**2.4.9** A *mechanism* is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be *ambiguous to users in general*.  
(Level AAA)  
**Fail (L)**

### Section Headings:

**2.4.10** Section headings are used to organize the content.  

**Note 1:** "Heading" is used in its general sense and includes titles and other ways to add a heading to different types of content.

**Note 2:** This success criterion covers sections within writing, not *user interface components*. User Interface components are covered under Success Criterion 4.1.2.  
(Level AAA)  
**Fail (L)**

### Pointer Gestures (WCAG 2.1):

**2.5.1** All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential.

**Note**  
This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).  
*(Level A)*  
**Not Applicable (N/A)**
**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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Pass (P)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Down-Event</strong></td>
<td>The <strong>down-event</strong> of the pointer is not used to execute any part of the function;</td>
</tr>
<tr>
<td><strong>Abort or Undo</strong></td>
<td>Completion of the function is on the <strong>up-event</strong>, and a <strong>mechanism</strong> is available to abort the function before completion or to undo the function after completion;</td>
</tr>
<tr>
<td><strong>Up Reversal</strong></td>
<td>The up-event reverses any outcome of the preceding down-event;</td>
</tr>
<tr>
<td><strong>Essential</strong></td>
<td>Completing the function on the down-event is <strong>essential</strong>.</td>
</tr>
</tbody>
</table>

**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)**

**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.

**Fail (H)**

**Note**
A best practice is to have the text of the label at the start of the name.

**(Level A)**

**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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Not Applicable (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supported Interface</strong></td>
<td></td>
</tr>
<tr>
<td>The motion is used to operate functionality through an accessibility supported interface;</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
</tbody>
</table>
| **Essential**  
The motion is essential for the function and doing so would invalidate the activity.  
* (Level A) |

| **Target Size (WCAG 2.1):**  
**2.5.5** The size of the target for pointer inputs is at least 44 by 44 CSS pixels except when: |
|---|
| **Equivalent**  
The target is available through an equivalent link or control on the same page that is at least 44 by 44 CSS pixels;  
**Inline**  
The target is in a sentence or block of text;  
**User Agent Control**  
The size of the target is determined by the user agent and is not modified by the author;  
**Essential**  
A particular presentation of the target is essential to the information being conveyed.  
* (Level AAA) |

| **Concurrent Input Mechanisms (WCAG 2.1):**  
**2.5.6** Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings.  
* (Level AAA) |

| Fail (L)  
**Concurrent Input Mechanisms (WCAG 2.1):**  
**2.5.6** Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings.  
* (Level AAA) |

| Pass (P)  
**Concurrent Input Mechanisms (WCAG 2.1):**  
**2.5.6** Web content does not restrict use of input modalities available on a platform except where the restriction is essential, required to ensure the security of the content, or required to respect user settings.  
* (Level AAA) |
## Principle 3: Understandable – Information and the operation of user interface must be understandable.

### Language of Page:
3.1.1 The default human language of each Web page can be programmatically determined. (Level A)  
**Pass (P)**

### Language of Parts:
3.1.2 The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)  
**Not Applicable (N/A)**

### 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)  
**Fail (L)**

### Reading Level:
3.1.5 When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)  
**Fail (L)**

### 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)  
**Fail (M)**

### Consistent Identification:

**3.2.4** Components that have the *same functionality* within a set of *Web pages* are identified consistently.  
(Level AA)  
**Fail (M)**

### Change on Request:

**3.2.5** *Changes of context* are initiated only by user request or a *mechanism* is available to turn off such changes.  
(Level AAA)  
**Pass (P)**

### Error Identification:

**3.3.1** If an *input error* is automatically detected, the item that is in error is identified and the error is described to the user in text.  
(Level A)  
**Fail (H)**

### Labels or Instructions:

**3.3.2** *Labels* or instructions are provided when content requires user input.  
(Level A)  
**Fail (H)**
### 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)  
**Fail (L)**

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

<table>
<thead>
<tr>
<th>Parsing:</th>
<th>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.</th>
<th>Fail (H)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note:</strong> 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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Name, Role, Value:</strong></td>
<td>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.</td>
<td>Fail (H)</td>
</tr>
<tr>
<td><strong>Note:</strong> 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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Status Messages (WCAG 2.1)</td>
<td>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)</td>
<td>Not Applicable (N/A)</td>
</tr>
</tbody>
</table>
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.
Appendix IV

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.

```css
d.sr-only {
  position: absolute !important;
  overflow: hidden !important;
  white-space: nowrap !important;
  width: 1px !important;
  height: 1px !important;
  margin: -1px !important;
  padding: 0 !important;
  border: 0 !important;
  clip: rect(1px, 1px, 1px, 1px) !important;
  -webkit-clip-path: inset(50%) !important;
  clip-path: inset(50%) !important;
}
```
Focus Highlight for Keyboard Only Users

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).

```css
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

```css
{ 
  border-style: solid;
  border-width: 2px;
  border-color: #FD5200;
}
```
Skip to content

Keyboard users navigate through the page left to right, top to bottom; this means that on every page they encounter the same navigation menus seen on the top of most webpages. To allow a more fluid experience for these users a “Skip to content” link is added as the first encountered on the page to skip over the many links that could be contained in the navigation menus.

Adding the following HTML and CSS code to your page will allow this to happen.

Assuming you are using the html5 standards (using landmark areas) the following can be added to your main content section.

```html
<main id="maincontent" tabindex=-1>

This next section is the link itself, and should be the first encountered element by keyboard users on the page.

```html
<a href="#maincontent" class="skip">Skip to main content</a>

Lastly, here is the CSS code to hide the link until it receives focus so no visual change can be seen to your page by adding this.

```css
.skip {
  position:absolute;
  overflow: hidden;
  top:   -1px;
  width: 1px;
  height: 1px;
}

.skip:focus {
  position: relative;
  top:       auto;
  width:     auto;
  height:    auto;
  overflow:  auto;
}
**Tooltips**

Tooltips are a good way to give secondary information to a user; be that abbreviation expansions, explaining icon uses or adding notes.

Using the title attribute is not accessibly sufficient for tooltips as it has inherent flaws:

- Text cannot be enlarged without assistive software.
- Often not read out by screen reading software.
- Cannot be activated by keyboard alone.

Ensuring that the tool-tip is accessible is a simple process of:

- Adding the class of “tooltip” to the element
- Adding a span directly after the element with the tool tip in.
- Adding the following CSS code to your page/project.

If the object does not normally take focus from the keyboard, adding an attribute of tabindex with a value of 0 will allow keyboard users to access the item.

```css
.tooltip + span {
    background-color: #FFFFC0;
    color: black;
    font-size: 12pt;
    font-weight: 500;
    display: block;
    position: absolute;
    overflow: hidden;
    height: 1px;
    margin: -1px;
    padding: 0;
    border: 0;
}
.tooltip:focus + span, .tooltip:hover + span {
    border: 2px solid black;
    height: auto;
    margin: auto
}
```

**Note about WCAG 2.1 Success Criterion**

1.4.13 **Content on Hover or Focus**

This success criterion advises that of anything covering any other content on mouse hover or keyboard focus, it must be ‘dismissible’ without moving the mouse or keyboard focus. (e.g. by using the ‘Esc’ key)
Error message best practices

Form errors are problematic issues for users, but especially screen reader users. The best approach is to have a list of errors at the top of the page (above the top-level heading) so it is visible when the page is refreshed and is immediately focused so it can be read out by screen reading software.

The list should have a heading (level 2) and each field name be a link to the field in question. To become focusable the heading will need a tabindex, and to keep it out of the tab order it should be negative (“-1”).

As an example:

```html
<div class="border-red">
<h2 tabindex="-1">The form contained errors:</h2>
<p>
<ul class="errorList">
<li><a href="#fName">First name:</a> Required field. </li>
<li><a href="#hTel">Home Phone:</a> Invalid telephone number. </li>
<li><a href="#TnCs">Terms and Conditions:</a> You must agree with the Terms and Conditions to Proceed. </li>
</ul>
</p>
</div>
```