



## Digital Accessibility Centre

### Accessibility Audit Report for University of East London

Company	UEL
Date	05 <sup>th</sup> October 2022
DAC Ref.	000846
Version	v1.0
Standard	WCAG 2.1

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## Executive Summary

An accessibility retest audit for **The UEL Website** was carried out by the Digital Accessibility Centre (DAC) technical team on **05<sup>th</sup> October 2022**.

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

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

Upon retesting the service, it has been noted that a large number of issues had been addressed; however, there remains a significant amount of accessibility issues still remaining at single A and double AA level which would need to be resolved. Some issues have remained unchanged, or resolved in some instances yet remain elsewhere, or have been altered but remain an issue due to the implementation of changes.

Additionally, issues flagged by GDS were also investigated, with some appearing to be resolved within the production environment at the time of testing, with others remaining present or were only discovered when viewing the live site. These have been indicated near the end of the report, below the usability issues section.



## Audit Summary

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



A

- [Images](#)
- [Video – Media Alternative](#)
- [Video - Captions](#)
- [Heading Structure](#)
- [Emphasised Text](#)
- [Tables](#)
- [Form Controls - Grouped](#)
- [Incorrect Tags - PDF](#)
- [Search Filters](#)
- [Moving Content](#)
- [Skip Link](#)
- [Document Title - PDF](#)
- [Focus Order](#)
- [Autofocus](#)
- [Empty Link](#)
- [Non-Descriptive Links](#)
- [Accordion](#)
- [Role](#)
- [Custom Elements](#)
- [Incorrect use of Aria](#)
- [Buttons – Visible](#)
- [Tabs](#)



AA

- [Non-Text Contrast](#)
- [Buttons – Ambiguous Text](#)
- [Status Message](#)



AAA

- [Non-Descriptive Links \(Out of Context\)](#)



## Scope

## Tasks

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

URL: <https://univeastlond.prod.acquia-sites.com/>

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





## Browser matrix and Assistive Technology (AT) combinations

### Desktop

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

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

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

### Mobile/ Tablet

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

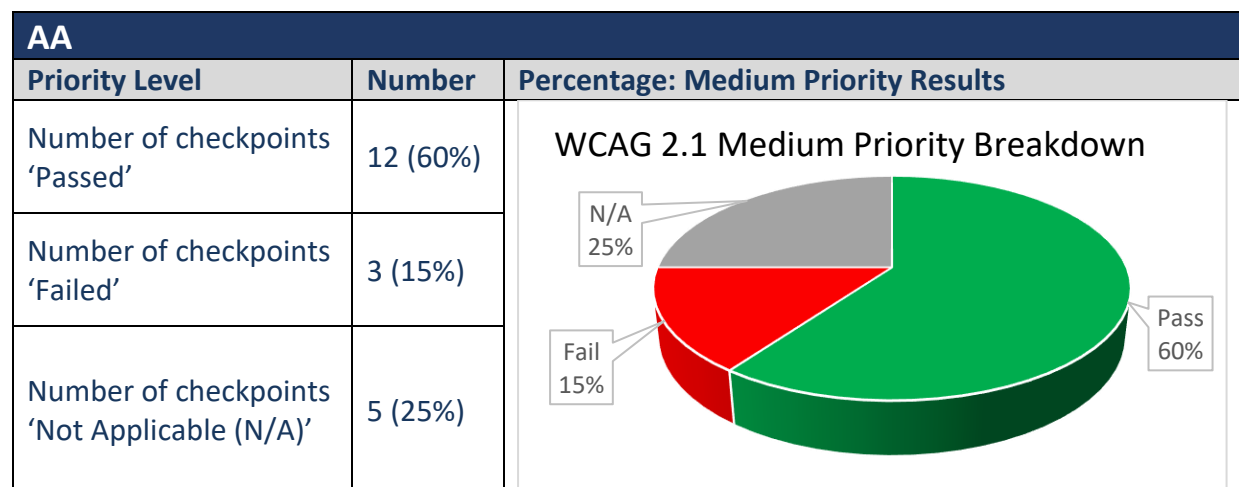
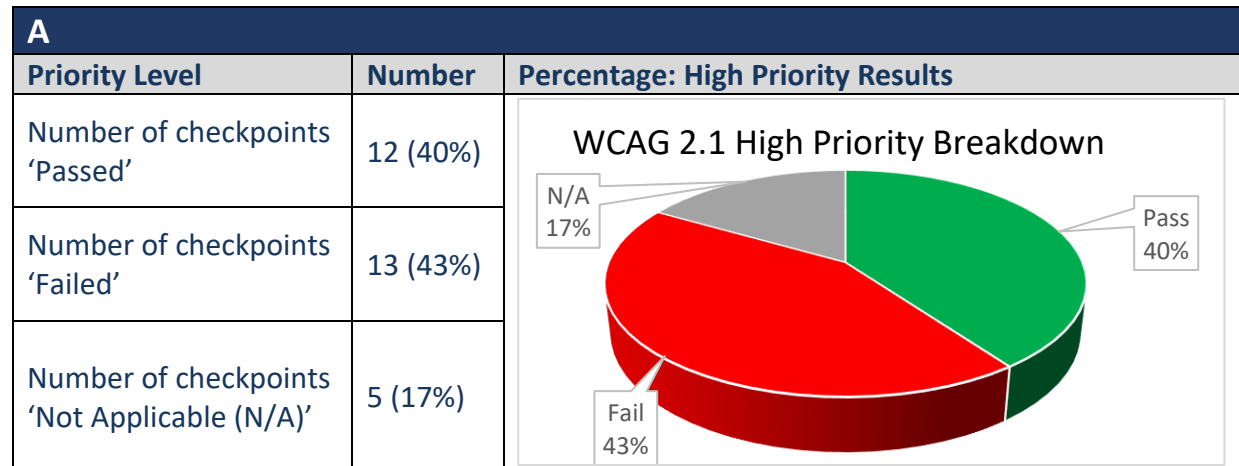


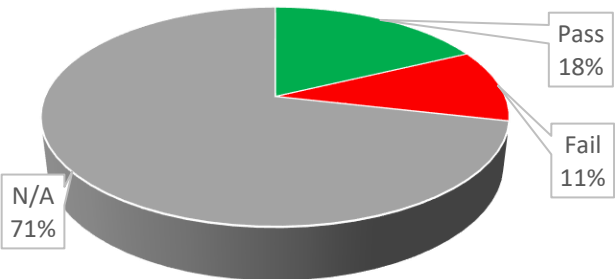
## Summary Graphs

### WCAG 2.1 Breakdown

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

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



AAA										
Priority Level	Number	Percentage: Low Priority Results								
Number of checkpoints 'Passed'	5 (18%)	<div>WCAG 2.1 Low Priority Breakdown</div>  <table><thead><tr><th>Category</th><th>Percentage</th></tr></thead><tbody><tr><td>N/A</td><td>71%</td></tr><tr><td>Pass</td><td>18%</td></tr><tr><td>Fail</td><td>11%</td></tr></tbody></table>	Category	Percentage	N/A	71%	Pass	18%	Fail	11%
Category	Percentage									
N/A	71%									
Pass	18%									
Fail	11%									
Number of checkpoints 'Failed'	3 (11%)									
Number of checkpoints 'Not Applicable (N/A)'	20 (71%)									



## 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.



## High Priority – WCAG A

### Images

There are images present which do not have appropriate alternative text for screen reader users.

#### WCAG Reference:

##### 1.1.1 Non-text Content

[Understanding Non-text Content](#) | [How to Meet Non-text Content](#)  
(Level A)

Issue ID: DAC\_Images\_04

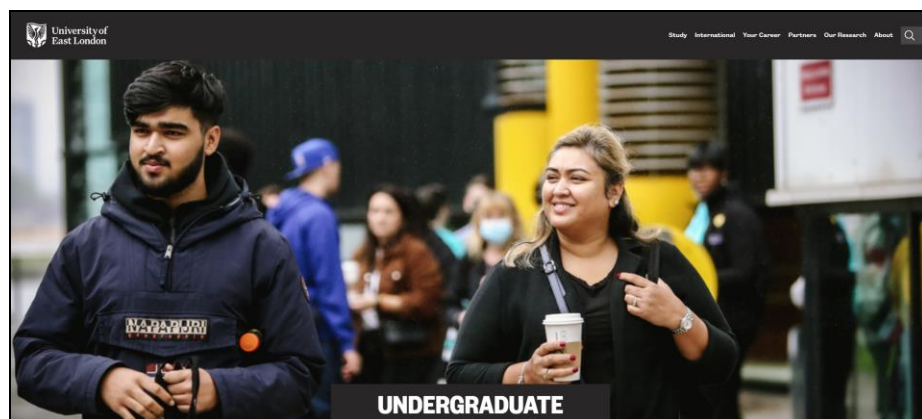
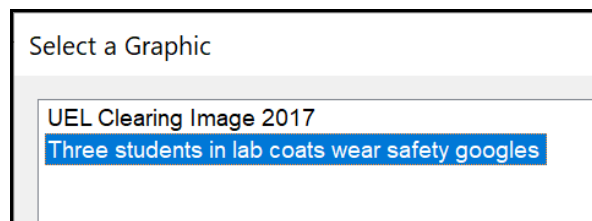
**Retest result:** Original image is no longer present; however, the banner image labelled 'UEL Clearing 2017' is still present and ambiguous.

URL: <https://univeastlond.prod.acquia-sites.com/study/undergraduate/why-uel>

Page title: Why UEL? | University of East London

Journey: 1 Step 3

Screenshot:



The banner background image has been given an alt attribute. As this is a decorative image, giving it an alt text value adds clutter to the page for screen reader users without providing meaningful information.



**Current Code Ref(s):**

```

```

**Solution:**

Ensure all decorative images have a null alt attribute (alt="").



## Video – Media Alternative

The video has no transcript available for users who may require alternative formats.

### WCAG Reference:

#### 1.2.1 Audio-only and Video-only (Pre-recorded)

[Understanding Audio-only and Video-only \(Pre-recorded\)](#) | [How to Meet Audio-only and Video-only \(Pre-recorded\)](#)  
(Level A)

#### 1.2.3 Audio Description or Media Alternative (Pre-recorded)

[Understanding Audio Description or Media Alternative \(Pre-recorded\)](#) | [How to Meet Audio Description or Media Alternative \(Pre-recorded\)](#)  
(Level A)

Issue ID: DAC\_Video\_Alternative\_01

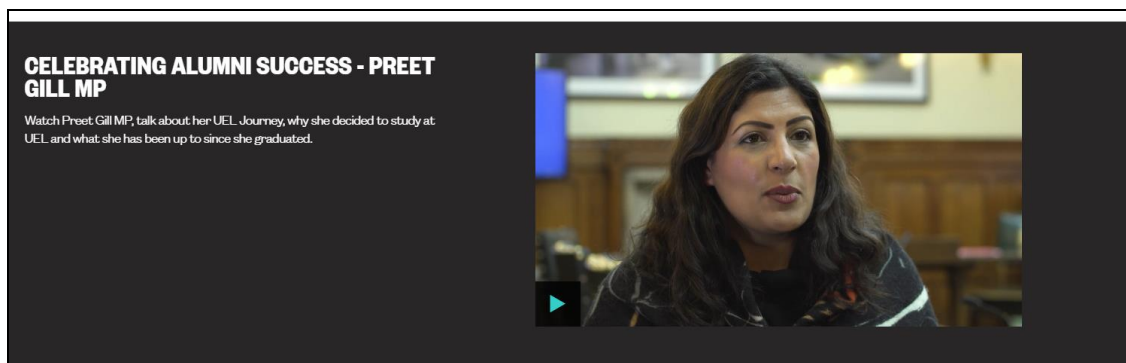
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/about/alumni>

Page title: Alumni | University of East London

Journey: 1 Step 2

Screenshot:



There is no transcript available for users who may require an alternative format. All video content should have a transcript or audio description which presents equivalent information.

### Solution:

Ensure that all time-based media has an alternative, such as an audio description or transcript for people which have difficulty perceiving visual content.



## Video - Captions

Automatically generated captions have been used which are not accurate.

### WCAG Reference:

#### 1.2.2 Captions (Pre-recorded)

[Understanding Captions \(Pre-recorded\)](#) | [How to Meet Captions \(Pre-recorded\)](#)  
(Level A)

Issue ID: DAC\_Video\_Captions\_01

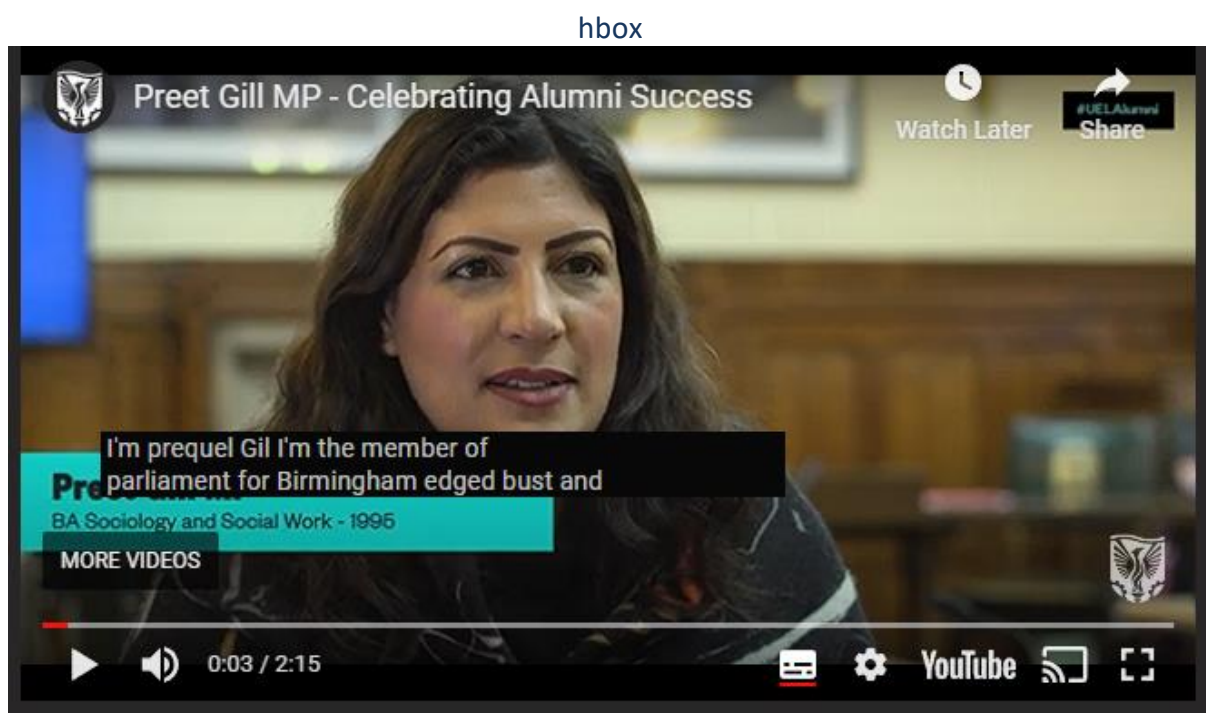
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/about/alumni>

Page title: Alumni | University of East London

Journey: 1 Step 2

Screenshot:



The captions for the video content have been auto generated and do not accurately represent the spoken content.

### Solution:

Ensure that the captions are accurate for all video content. If auto generated captions are used, then they should be checked for accuracy and any mistakes edited.





## Heading Structure

The heading structure of some pages is not a logical hierarchy.

### WCAG Reference:

#### 1.3.1 Info and Relationships

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

#### 2.4.6 Headings and Labels

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

Issue ID: DAC\_Headings\_02

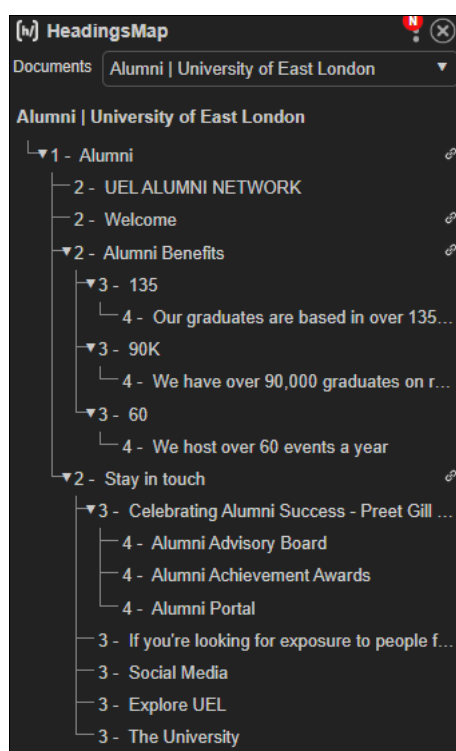
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/about/alumni>

Page title: Alumni and supporters | UEL

Journey: 1 Step 2

Screenshot:



“If you're looking for exposure to people from different countries, people who bring a different outlook to your own, people who bring a sense of maturity, UEL is the place for you, it's a fantastic place to study.”

Firoz Patel

BA International Development with NGO Management, 2006





While the heading structure is presented in a semantic order, there is text content which does not specifically introduce content or new topics and should not be marked up as headings. These include the blockquote and statistic numbers.

#### Current Code Ref(s):

```
<h3 class="coh-heading coh-ce-f50d7750" data-element-id="headingsMap-39"> If
you're looking for exposure to people from different countries, people who bring a
different outlook to your own, people who bring a sense of maturity, UEL is the
place for you, it's a fantastic place to study." </h3>
```

```
<div class="coh-container stat-item coh-ce-cpt_dynamic_stat_item-33f41896">
<h3 class="coh-heading coh-style-header-1-medium ssa-instance-1540699664 coh-ce-
cpt_dynamic_stat_item-e8ebf630" data-element-id="headingsMap-22"> 135 </h3>
<h4 class="coh-heading coh-style-heading-3 coh-ce-cpt_dynamic_stat_item-6ca62319"
data-element-id="headingsMap-23"> Our graduates are based in over 135 countries
</h4>
</div>
```

```
<div class="coh-container stat-item coh-ce-cpt_dynamic_stat_item-33f41896">
<h3 class="coh-heading coh-style-header-1-medium ssa-instance-35383239 coh-ce-
cpt_dynamic_stat_item-e8ebf630" data-element-id="headingsMap-24"> 90K </h3>
<h4 class="coh-heading coh-style-heading-3 coh-ce-cpt_dynamic_stat_item-6ca62319"
data-element-id="headingsMap-25"> We have over 90,000 graduates on record </h4>
</div>
```

```
<div class="coh-container stat-item coh-ce-cpt_dynamic_stat_item-33f41896">
<h3 class="coh-heading coh-style-header-1-medium ssa-instance-472344039 coh-ce-
cpt_dynamic_stat_item-e8ebf630" data-element-id="headingsMap-26"> 60 </h3>
<h4 class="coh-heading coh-style-heading-3 coh-ce-cpt_dynamic_stat_item-6ca62319"
data-element-id="headingsMap-27"> We host over 60 events a year </h4>
</div>
```

#### Solution:

Ensure that only text which introduces content or begins a topic is marked up as a heading. In this instance the various numbers relating to statistics should not be headings; additionally, blockquotes should not be marked up as a heading either.



## Emphasised Text

There is text which is emphasised that does not have the appropriate semantic mark up to allow screen reader users to recognise the emphasis.

### WCAG Reference:

#### 1.3.1 Info and Relationships

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

(Level A)

Issue ID: DAC\_Blockquote\_01

**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/about/alumni>

Page title: Alumni and supporters | UEL

Journey: 1 Step 2

Screenshot:



There is a blockquote on the page which is not marked appropriately. Screen reader users may not be aware of the context of the text as the emphasis is provided by CSS and heading tags.

This issue is consistent wherever blockquotes have been used.

### Current Code Ref(s):

```
<div class="coh-container"> <h3 class="coh-heading coh-ce-f50d7750" data-element-id="headingsMap-39"> If you're looking for exposure to people from different countries, people who bring a different outlook to your own, people who bring a sense of maturity, UEL is the place for you, it's a fantastic place to study." </h3> <p class="coh-paragraph coh-ce-357397eb">Firoz Patel</p> <p class="coh-paragraph coh-ce-dbd9ed74">BA International Development with NGO Management, 2006</p> </div>
```



### Solution:

Ensure any emphasised text has appropriate semantic mark up to allow screen reader users to understand the context of the text. In this instance the quoted text is presented visually as a block quote but has not been appropriately marked up with the `<blockquote>` tag

### Example

```
<blockquote class="coh-heading coh-ce-f50d7750"> If you're looking for exposure to people from different countries, people who bring a different outlook to your own, people who bring a sense of maturity, UEL is the place for you, it's a fantastic place to study. </blockquote>
```

See [Using semantic markup to mark emphasized or special text](#) for more information.



## Tables

There is content which is displayed as a table that does not have appropriate semantic markup for screen reader users.

### WCAG Reference:

#### 1.3.1 Info and Relationships

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

Issue ID: DAC\_Tables\_01

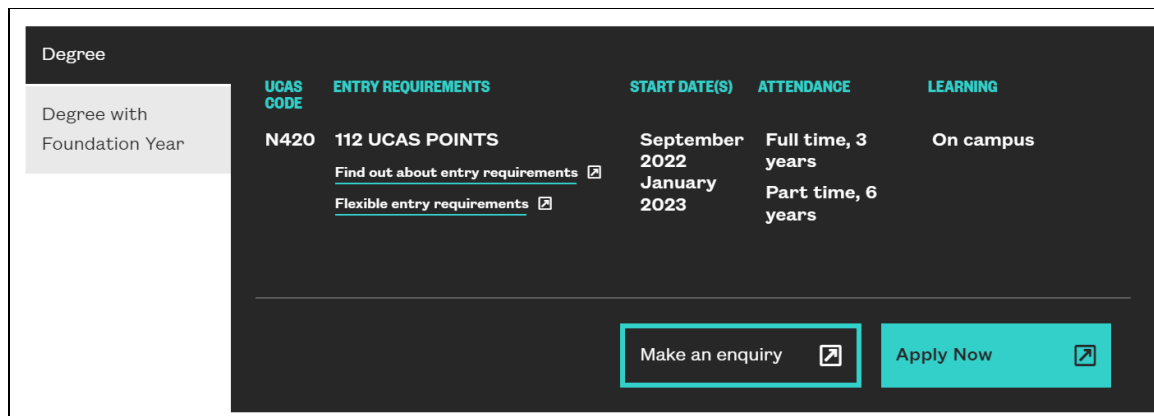
**Re-test result:** Issue partially fixed, there is now a table layout presented to users which is mostly correct, however there are separate links, dates etc. that are included all in a single row, rather than being on separate rows, as they appear visually.



URL: <https://univeastlond.prod.acquia-sites.com/undergraduate/courses/bsc-hons-accounting-finance>



Page title: BSc (Hons) Accounting and Finance | UEL

Journey: 1 step 5

Screenshot:



Degree	UCAS CODE	ENTRY REQUIREMENTS	START DATE(S)	ATTENDANCE	LEARNING
Degree with Foundation Year	N420	112 UCAS POINTS <a href="#">Find out about entry requirements</a>  <a href="#">Flexible entry requirements</a> 	September 2022 January 2023	Full time, 3 years Part time, 6 years	On campus

[Make an enquiry](#)  [Apply Now](#) 

There is content which is displayed in a tabular format which does not have appropriate semantic HTML markup to allow screen reader users to interact with the content in a meaningful way.

### Current Code Ref(s):

```
<tr class="coh-container study-options-accordion__content__row">
<td class="coh-container row-body ucas-width">
<p class="coh-paragraph ucas-code coh-ce-4d7c449f">N420</p>
</td>
<td class="coh-container row-body entry-req-width coh-ce-9d417938">
<p class="coh-paragraph ucas-points-container">
```



```

<span class="coh-inline-element ucas-points">112</span>
<span class="coh-inline-element">UCAS POINTS</span> </p>
<p class="coh-paragraph ucas-points-error-msg coh-ce-14b445f0">UCAS points will be
updated soon</p>
<div class="coh-container coh-ce-dd72d4af">
<div class="coh-container ssa-component coh-component ssa-component-instance-
a5433fd0-2fb8-479e-ba5b-8570d254be75 coh-component-instance-a5433fd0-2fb8-479e-
ba5b-8570d254be75 link-outer-container coh-ce-cpt_progressive_reveal_cta_link-
2eff10fa" tabindex="0">
<div class="coh-container cta-inline-link progressive-trigger js-jumplink-cpt-
progressive-reveal-cta-link outer-trigger-link ssa-instance-3525332816 coh-ce-
cpt_progressive_reveal_cta_link-4bb6aad4" tabindex="-1" aria-label="Find out about
entry requirements" data-modal-open="progressive-reveal-0" role="button"
id="progressive-trigger-0">
<span class="coh-inline-element link-text coh-ce-cpt_progressive_reveal_cta_link-
10487ad9" aria-hidden="true">Find out about entry requirements</span>
<span class="coh-inline-element icon-span" aria-hidden="true"></span>
</div>
</div>
[...]
```

```

<div class="coh-container ssa-component coh-component ssa-component-instance-
27a4fd06-00ba-4398-925d-cb36b13cba68 coh-component-instance-27a4fd06-00ba-4398-
925d-cb36b13cba68 link-outer-container coh-ce-cpt_progressive_reveal_cta_link-
2eff10fa" tabindex="0">
<div class="coh-container cta-inline-link progressive-trigger js-jumplink-cpt-
progressive-reveal-cta-link outer-trigger-link ssa-instance-2766029055 coh-ce-
cpt_progressive_reveal_cta_link-4bb6aad4" tabindex="-1" aria-label="Flexible entry
requirements" data-modal-open="progressive-reveal-1" role="button"
id="progressive-trigger-1">
<span class="coh-inline-element link-text coh-ce-cpt_progressive_reveal_cta_link-
10487ad9" aria-hidden="true">Flexible entry requirements</span>
<span class="coh-inline-element icon-span" aria-hidden="true"></span>
</div>
</div>
[...]
```

```

</td>

<td class="coh-container row-body start-date-width">
<p class="coh-paragraph">September 2022          January 2023          </p> </td>

<td class="coh-container row-body attendance-width">
<ul class="coh-list-container coh-unordered-list coh-ce-ebc52bd">
<li class="coh-list-item coh-ce-78109ac8"> Full time, 3 years </li>
<li class="coh-list-item coh-ce-78109ac8"> Part time, 6 years </li>
</ul>
</td>

<td class="coh-container row-body learning-width coh-ce-505647e"> <ul class="coh-
list-container coh-unordered-list coh-ce-ebc52bd">
<li class="coh-list-item coh-ce-fb9d5b0d"> On campus </li>
</ul>
<div class="coh-container ssa-component coh-component ssa-component-instance-
25f964c2-fce6-4e67-a857-df62fbb03ea6 coh-component-instance-25f964c2-fce6-4e67-
```



```
a857-df62fbb03ea6 link-outer-container coh-ce-cpt_progressive_reveal_cta_link-  
2eff10fa" tabindex="0">    </div>  
[...]  
</td>  
</tr>
```

**Solution:**

Ensure that content presented as a table has the appropriate mark up to allow screen reader users to read and understand the content.

Content which visually appears on a separate row should be marked up as such within the table structure.

See [Tables with one header](#) for more information or alternatively a [description list](#) could be used to present the relationships in the content to screen reader users.



## Form Controls - Grouped

There are grouped form controls which do not have a shared or common label.

### WCAG Reference:

#### 1.3.1 Info and Relationships

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

#### 3.3.2 Labels or Instructions

[Understanding Labels or Instructions](#) | [How to Meet Labels or Instructions](#)  
(Level A)

Issue ID: DAC\_Forms\_04

**Retest result:** Issue remains present. The buttons remain ungrouped, causing them to appear ambiguous when viewed out of context.

URL: <https://univeastlondstg.prod.acquia-sites.com/undergraduate/courses/bsc-hons-biomedical-science>

Page title: BSc (Hons) Biomedical Science | UEL

Journey: 2 step 6

Screenshot:

How do you wish to study?

Full-time Part-time

Where are you applying from?

UK International

The buttons for full-time or part-time and 'where are you applying from?' do not have a shared label to give context to the buttons. All grouped inputs should have a shared or common label.

### Current Code Ref(s):

```
<div class="question-row current" data-rowid="1">
```





```

    <h2 class="question-title">How do you wish to study?</h2>

    <div class="answers">
      <button class="answer" data-relatedrow="2">Full-time</button>
      <button class="answer" data-relatedrow="12">Part-time</button>
      <button class="close" data-relatedrow="1">close</button>
    </div>
  </div>

```

### Solution:

Ensure that all grouped form controls have a shared or common label to allow screen reader users to fully understand the context of the question. In this instance we suggest using a fieldset and label to group the related buttons, which will provide a clear purpose when viewed out of context.

### Example

```

<fieldset class="question-row current" data-rowid="1">
  <legend>
    <h2 class="question-title">How do you wish to study?</h2>
  </legend>
  <div class="answers">
    <button class="answer" data-relatedrow="2">Full-time</button>
    <button class="answer" data-relatedrow="12">Part-time</button>
    <button class="close" data-relatedrow="1">close</button>
  </div>
</fieldset>

```



## Incorrect Tags - PDF

There are elements in the pdf document which have been tagged incorrectly.

### WCAG Reference:

#### 1.3.1 Info and Relationships

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

Issue ID: DAC\_PDF\_Tags\_01

**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/sites/default/files/6727.pdf>

Page title: 6727.pdf

Journey: 1 step 6

Screenshot:

**BSc (Hons) Accounting and Finance**

Course Aim and Title	BSc (Hons) Accounting and Finance
Intermediate Awards Available	Cert HE, Dip HE
Teaching Institution(s)	UEL on campus
Alternative Teaching Institutions (for local arrangements see final section of this specification)	N/A
UEL Academic School	Royal Docks School of Business and Law
UCAS Code	N420
Professional Body Accreditation	ACCA, CIMA, ICAEW, CPA Australia, IFA & AIA
Relevant QAA Benchmark Statements	Accounting and Finance
Additional Versions of this Course	N/A
Date Specification Last Updated	25/03/2019

Course Aims and Learning Outcomes

**This course is designed to give you the opportunity to:**

- to contribute to the achievement of the University's vision to widen opportunity, access and provision to non-traditional students
- to enhance students' capability to find rewarding, satisfying and productive employment
- to obtain, for single honours graduates, recognition for their award and a high level of professional examination paper exemptions from the UK accountancy bodies
- to provide students with a relevant, interesting and stimulating learning experience and an element of choice in the construction of their course of study
- to engender a lifelong learning attitude by students that may help create employment opportunities, future career development and further study
- a structure designed to provide graduates with a thorough grounding in accounting and the concepts that underlay it
- a structure that allows students to develop a broad and detailed understanding of



Content throughout the document has been tagged as tables which will be confusing for screen reader users. The content should be tagged as paragraphs or lists. There are visible headings which are not tagged appropriately and tables which do not have table headers.

**Solution:**

Ensure all content within the pdf is tagged appropriately. Content which is not a table should not be tagged as a table. Headings should be tagged with an appropriate level and table headers should be tagged accordingly.

See [PDF accessibility overview](#) from Adobe for more information.



## Search Filters

The search filters will be confusing for multiple users groups.

### WCAG Reference:

#### 1.3.1 Info and Relationships

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

#### 1.3.3 Sensory Characteristics

[Understanding Sensory Characteristics](#) | [How to Meet Sensory Characteristics](#)  
(Level A)

#### 4.1.2 Name, Role, Value

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)  
(Level A)

Issue ID: DAC\_Role\_02

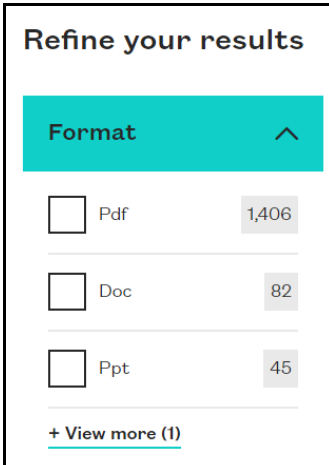
**Retest result:** Issue remains present. Due to the use of 'menu' and 'menuitem' roles, and the lack of 'checkbox' role, the format filter checkboxes are announced as 'menuitem links', which does not correctly convey the functionality of the components and would not interact appropriately with assistive technologies.

URL: <https://univeastlondstg.prod.acquia-sites.com/study/undergraduate/andrew-test-page-do-not-edit/clearing-search>

Page title: Site Search | University of East London

Journey: 1 step 11

Screenshot:



Refine your results	
Format	
<input type="checkbox"/> Pdf	1,406
<input type="checkbox"/> Doc	82
<input type="checkbox"/> Ppt	45
<a href="#">+ View more (1)</a>	



The links to select a document format may be confusing for multiple user groups. The links are styled as checkboxes which will be confusing for Voice Activation users. The links are contained in a list which has a role=menu which will override the role of link meaning users may not know that the elements are selectable.

When a link is selected, there is a tick shown next to the link to show it is selected. The tick will not be announced to screen reader users. The page title is not updated to inform users that the page content has changed and the message which shows the number of results is not announced to screen reader users.

#### Current Code Ref(s):

```
<ul class="module-filter__facets-list" role="menu">
  <li class="module-filter__facets-item" role="menuitem">
    <!-- Checkbox facets -->
    <a href="?f.Format%7Cpdf=pdf&collection=uel-meta" style="text-
transform:capitalize" class="module-filter__facets-link square ">
      pdf
      <span>
        1,406
      </span>
    </a>
  </li>
  <li class="module-filter__facets-item" role="menuitem">
    <!-- Checkbox facets -->
    <a href="?collection=uel-meta&f.Format%7Cdoc=doc" style="text-
transform:capitalize" class="module-filter__facets-link square ">
      doc
      <span>
        82
      </span>
    </a>
  </li>
  <li class="module-filter__facets-item" role="menuitem">
    <!-- Checkbox facets -->
    <a href="?f.Format%7Cppt=ppt&collection=uel-meta" style="text-
transform:capitalize" class="module-filter__facets-link square ">
      ppt
      <span>
        45
      </span>
    </a>
  </li>
  <li class="module-filter__facets-item" role="menuitem" style="display: none;">
    <!-- Checkbox facets -->
    <a href="?f.Format%7Cpptx=pptx&collection=uel-meta" style="text-
transform:capitalize" class="module-filter__facets-link square ">
      pptx
      <span>
        20
      </span>
    </a>
  </li>
</ul>
```



</ul>

**Screen reader comments:**

"I located a form field that was announced to me by JAWS as 'navigation tab menu checked not checked sub men'. This form label is ambiguous as it does not provide clear information to indicate the purpose of the field. This also applies to the second menu in a The list which contains various document types and the '+view more 1' button."

"I located document types both in and out of context. These documents do not contain clear file names. This means that prior to opening the files, screen reader users do not know what the files relate too."

**Solution:**

We would recommend that the elements should be structured as a group of checkboxes to allow users to interact with the components in the expected manner. Checkboxes will announce as selected to users where links will not.

The elements should have a shared or common label of 'Document format'.

See [Grouping Controls from W3C](#) for more information.

If this is not possible, then further text should be added to the link to inform users that the document type has been selected. Role=menu and menuitem should be removed from the elements and text should be added to the links to inform screen reader users which links are selected.



## Moving Content

There is content which moves for more than 5 seconds that does not have an accessible pause feature.

### WCAG Reference:

#### 2.2.2 Pause, Stop, Hide

[Understanding Pause, Stop, Hide](#) | [How to Meet Pause, Stop, Hide](#)  
(Level A)

Issue ID: DAC\_Moving\_Content\_03

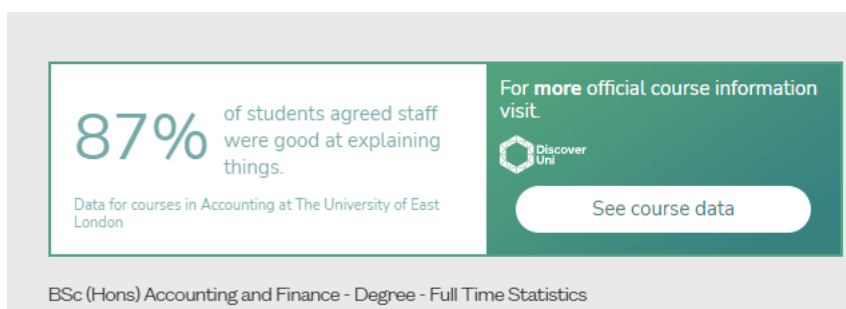
**Retest result:** issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/undergraduate/courses/bsc-hons-accounting-finance>

Page title: BSc (Hons) Accounting and Finance | University of East London

Journey: 1 step 5

Screenshot:



The content in the statistics section is constantly changing which may be difficult for users with cognitive impairments and screen reader users to read. Due to the nature of constantly changing content, users may not have enough time to read the content, and may become distracted by the movement itself.

### Current Code Ref(s):

```
<iframe class="coh-iframe coh-ce-cpt_discover_uni_carousal-f96bd7fe"
src="https://discoveruni.gov.uk/widget/10007144/SD2030/responsive/small/en-GB"
title=" BSc (Hons) Accounting and Finance - Degree - Full Time Statistics">
[...]
```

### Keyboard only user comments:

"The first item in the carousel above the 'related courses' section refreshes every few seconds. There is no way for me to control this as there is no pause button on it. As a result, I don't have enough time to read the information."



**Solution:**

Ensure that any content which moves for more than five seconds has an accessible pause feature.





## Skip Link

The skip to content link is not the first focusable link on the page.

### WCAG Reference:

#### 2.4.1 Bypass Blocks

[Understanding Bypass Blocks](#) | [How to Meet Bypass Blocks](#)  
(Level A)

Issue ID: DAC\_Skip\_Link\_03

**Retest result:** Issue remains present but has been altered. The 'Back to top' link cannot be accessed via keyboard and does not appropriately anchor focus.

### Additional WCAG criteria failure:

#### 2.1.1 Keyboard

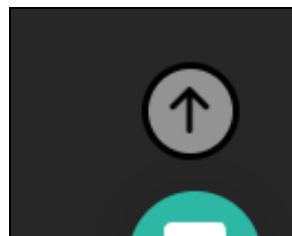
[Understanding Keyboard](#) | [How to Meet Keyboard](#)  
(Level A)

URL: <https://univeastlond.prod.acquia-sites.com/>

Page title: Homepage | UEL

Journey: 1 step 1

Screenshot:



Keyboard reliant users are not able to access the 'Back to top' button. While it receives focus, it is not actionable via keyboard using either Enter or Spacebar. Additionally, when actioned via the mouse and attempting to use the Tab key, focus returns to below the 'Back to top' button, meaning that the focus was not anchored to an element at the top of the page.

### Current Code Ref(s):

```
<div class="coh-container ssa-component coh-component ssa-component-instance-c130cfb5-a3c8-4ec5-a3eb-241d12efa870 coh-component-instance-c130cfb5-a3c8-4ec5-a3eb-241d12efa870 link-outer-container back-to-top-outer-container coh-cpt_scroll_to_top_component-f3224283 coh-container-boxed" aria-label="Back to top link" role="button" tabindex="0">
```



```
<a href="javascript:void(0)" class="coh-container scroll-to-top outer-trigger-link  
coh-ce-cpt_scroll_to_top_component-c32266 coh-container-boxed coh-js-scroll-top"  
title="Back to Top" rel="nofollow" tabindex="-1" style=""> </a>  
</div>
```

**Solution:**

Ensure that when using JavaScript or other methods of implementing custom elements, that the appropriate roles are applied and that appropriate events are used, such as keyboard input in this instance. Additionally, we suggest using an element, such as an appropriate landmark, as the anchor element.



## Document Title - PDF

The document title has not been specified on a PDF Document.

### WCAG Reference:

#### 2.4.2 Page Titled

[Understanding Page Titled](#) | [How to Meet Page Titled](#)

(Level A)

Issue ID: DAC\_PDF\_Title\_01

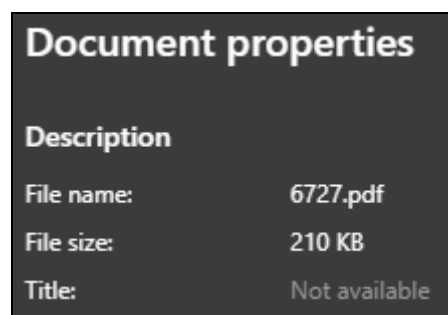
**Retest result:** Issue remains present

URL: <https://univeastlond.prod.acquia-sites.com/sites/default/files/6727.pdf>

Page title: 6727.pdf

Journey: 1 step 6

Screenshot:



The document title has not been set when the document was created which will mean the file path is used as a title. This will be confusing for screen reader users.

### Solution:

Ensure that all pdf documents have the title set when the document is created to allow screen reader users to understand the purpose of the document.



## Focus Order

The focus order of some pages and components may be confusing for users who navigate with a keyboard only.

### WCAG Reference:

#### 2.4.3 Focus Order

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

Issue ID: DAC\_Focus\_Order\_02

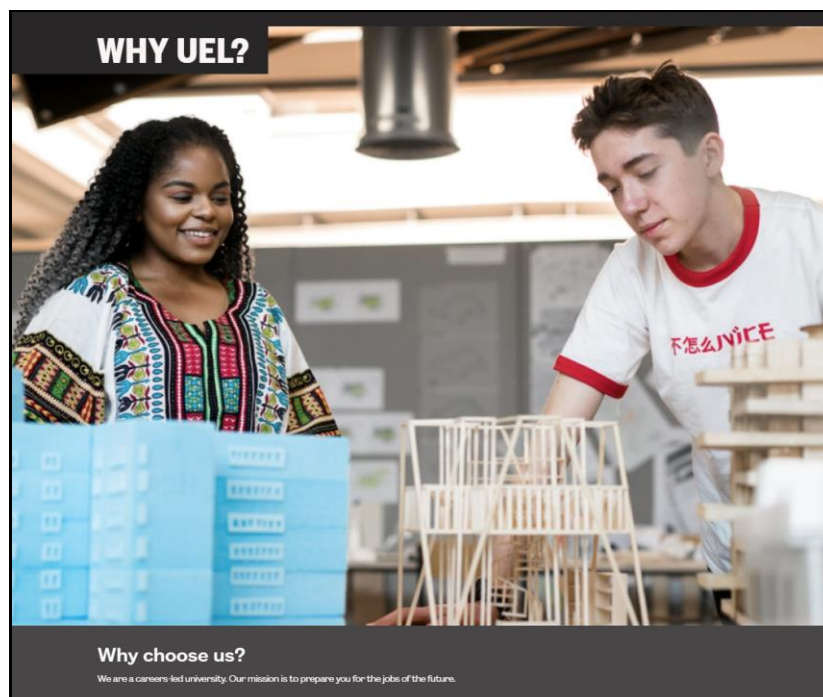
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/study/undergraduate/why-uel>

Page title: Why UEL? | University of East London

Journey: 1 Step 3

Screenshot:



There is an image which has been included in the tab order of the page using a tabindex value of 0. This may be confusing for keyboard only users as focus disappears from screen.

The image appears to have markup consistent with a carousel but there is no carousel present.

This issue is consistent on other pages such as the Alumni and supporters page.



### Current Code Ref(s):

```
<div class="coh-slider-item coh-ce-cpt_hero_carousel-ccfe915c slick-slide slick-
current slick-active" role="group" aria-label="slide 1" style="width: 2575px;"
data-slick-index="0" aria-hidden="false" tabindex="0">
<article> <div class="coh-container paragraph--type--hero-banner coh-ce-75faa7d0">
<div class="coh-container paragraph-item coh-ce-82ce84b1"> <div class="coh-
container para-image coh-ce-ec175104">
<div>
<article>

<div>

</div>
</article>
</div>
</div>
[...]
```

### Solution:

Non-interactive elements should not be included in the tab order of the page. Remove the `tabindex=0` value from the element.



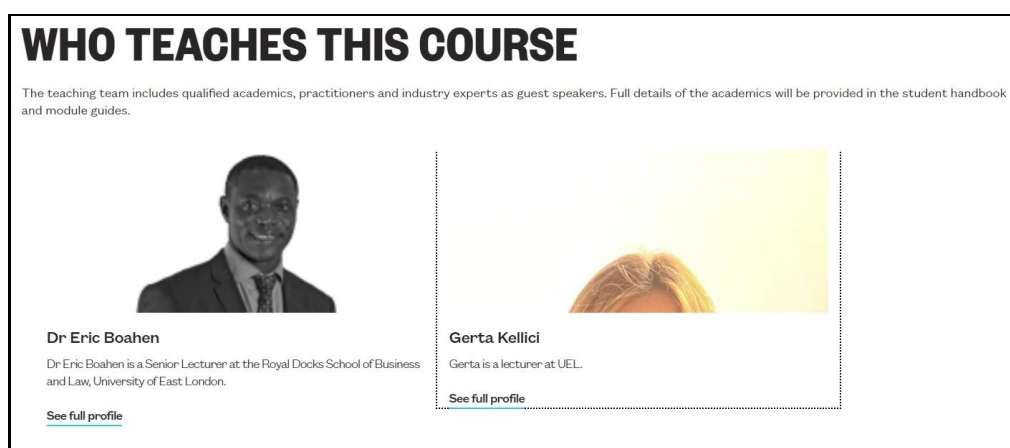
**Retest result:** Issue remains present

URL: <https://univeastlond.prod.acquia-sites.com/undergraduate/courses/bsc-hons-accounting-finance>

Page title: BSc (Hons) Accounting and Finance | University of East London

Journey: 1 step 5

Screenshot:



The container for each image under the heading 'Who teaches this course' has been included in the tab order of the page with `tabindex=0`. This will mean that focus will disappear when keyboard only users tab through the page. Non-interactive components should not be included in the tab order.

This is consistent in other locations where this component has been used.

#### Current Code Ref(s):

```
<div class="coh-slider-item slick-slide slick-current slick-active" role="group"
aria-label="slide 1" style="width: 561.857px;" data-slick-index="0" aria-
hidden="false" tabindex="0">

<article role="article" about="/about-uel/staff/eric-boahen"> <div class="coh-
container ssa-instance-360905077 coh-ce-5dd3cae1">  </div> <div class="coh-container">
<h4 class="coh-heading coh-style-header-4 coh-ce-fb89dca7"> Dr Eric Boahen </h4>
<p class="coh-paragraph coh-style-body coh-ce-9bb5cc8f">Dr Eric Boahen is a Senior
Lecturer at the Royal Docks School of Business and Law, University of East
London.</p> <div class="link-outer-container dark-link" tabindex="-1"
style="display:inline-flex"><a href="https://univeastlond.prod.acquia-
sites.com/about-uel/staff/eric-boahen" class="coh-link coh-style-inline-link coh-
```



```
ce-82ffdfa5" target="_self" tabindex="0"> See full profile </a></div> </div>  
</article>  
</div>
```

**Solution:**

Remove the `tabindex=0` attribute from the containing `div` within this carousel component. The links will receive keyboard focus allowing users to interact with the content.



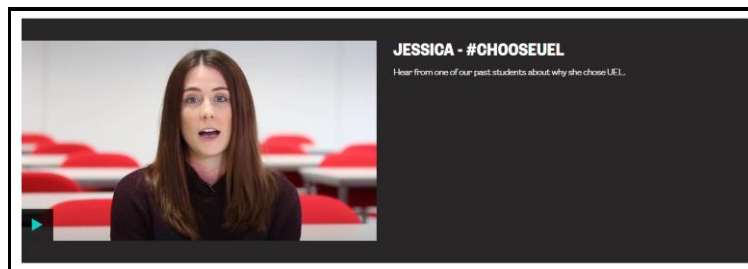
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/undergraduate/courses/bsc-hons-accounting-finance>

Page title: BSc (Hons) Accounting and Finance | UEL

Journey: 1 step 5

Screenshot:



The video section may be confusing for users who navigate with a keyboard only. The controls for the video are visibly hidden but will still receive keyboard focus resulting in focus disappearing from the screen. This can be confusing and disorientating for users.

This issue is consistent with other pages including: -

<https://univeastlond.prod.acquia-sites.com/about-uel/staff/rachel-tribe>

<https://univeastlond.prod.acquia-sites.com/study/clearing>

<https://univeastlond.prod.acquia-sites.com/elaines-accessibility-page>

#### Current Code Ref(s):

```
<div id="mep_0" class="mejs__container coh-video-inner mejs__video" tabindex="0"
role="application" aria-label="Video Player" style="background: transparent;
width: 672px; height: 378px; min-width: 0px;">
  <div class="mejs__inner">
    <div class="mejs__mediaelement">
      <mediaelementwrapper id="mejs_07544457713185793">
        <div id="mejs_07544457713185793-iframe-overlay" class="mejs__iframe-
overlay"></div>
        <iframe id="mejs_07544457713185793_youtube_iframe" frameborder="0"
allowfullscreen="1" allow="accelerometer; autoplay; clipboard-write; encrypted-
media; gyroscope; picture-in-picture" title="YouTube video player"
src="https://www.youtube.com/embed/AnGMeoE1wmo?controls=1&rel=0&disablekb=
1&showinfo=0&modestbranding=0&html5=1&iv_load_policy=3&playsin
line=1&enablejsapi=1&origin=https%3A%2F%2Funiveastlond.prod.acquia-
sites.com&widgetid=1" nuan_newframe="true" width="672" height="378"></iframe>
        <video class="coh-video-inner" playsinline="" tabindex="0" poster=""
preload="none"
src="https://www.youtube.com/watch?v=AnGMeoE1wmo&ab_channel=UniversityofEastLo
```





```

ndon" data-coh-
video="{&quot;stretching&quot;:&quot;responsive&quot;;&quot;autoRewind&quot;:true,
&quot;clickToPlayPause&quot;:true,&quot;showPlayCenter&quot;:true,&quot;alwaysShow
Controls&quot;:false,&quot;hideVideoControlsOnLoad&quot;:false,&quot;hideVideoCont
rolsOnPause&quot;:false,&quot;pauseOtherPlayers&quot;:true,&quot;playOnHover&quot;
:false,&quot;features&quot;:[&quot;playpause&quot;;&quot;current&quot;;&quot;progr
ess&quot;;&quot;duration&quot;;&quot;volume&quot;;&quot;fullscreen&quot;;]}"
id="mejs_07544457713185793_from_mejs" style="width: 100%; height: 100%; display:
none;"></video>
    </mediaelementwrapper>
</div>
<div class="mejs__layers">
    <div class="mejs__poster mejs__layer" style="display: none; width: 100%;
height: 100%;"></div>
    <div class="mejs__overlay mejs__layer" style="width: 100%; height: 100%;
display: none;">
        <div class="mejs__overlay-loading"><span class="mejs__overlay-loading-
bg-img"></span></div>
        <div class="mejs__overlay mejs__layer" style="display: none; width: 100%;
height: 100%;">
            <div class="mejs__overlay-error"></div>
            <div class="mejs__overlay mejs__layer mejs__overlay-play" style="display:
none; width: 100%; height: 100%;">
                <div class="mejs__overlay-button" role="button" tabindex="0" aria-
label="Play" aria-pressed="false"></div>
            </div>
            <div class="mejs__controls" style="display: none;"></div>
        </div>
    </div>
</div>

```

### Keyboard only user comments:

"There are nine missing tabs before the play button on the video. At this point I did not know where my focus had gone."

### Solution:

Ensure that controls which are not visible on the screen are not included in the tab order of the page.



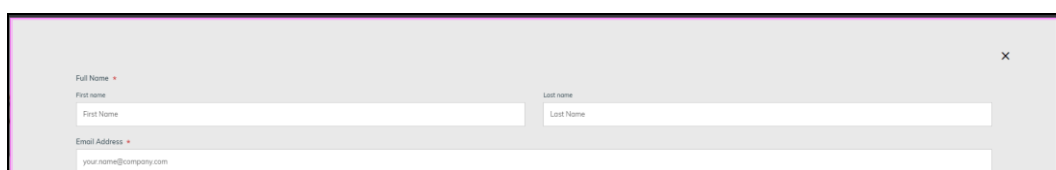
**Retest result:** Issue partially fixed. While originally the focus was set to the 'close' button, now it is set to the container itself; however, this still appears in the tab order and users must tab backwards in order to reach the close button.  
(Additionally, there are multiple elements receiving focus on this page, before the modal is opened, relating to the page banner)

URL: <https://univeastlond.prod.acquia-sites.com/international/regions/africa>

Page title: Africa | University of East London

Journey: 2 step 3

Screenshot:



Focus has been set to the close button using autofocus as the button is at the end of the dom. The div containing the modal has been included in the tab order of the page using `tabindex=0`. This will result in a confusing tab order for users who navigate with a keyboard only.

#### Current Code Ref(s):

```
<div class="coh-modal-inner js-first-focus is-open" data-modal-document=""  
  tabindex="0" style="" role="document">  
  [...]  
</div>  
  
<div class="coh-modal-close-wrapper">  
  <button aria-label="Close" class="coh-modal-close-button js-last-focus" data-  
    autofocus="" data-modal-close-btn="">Close</button>  
</div>  
</div>
```

#### Screen reader comments:

"There is a missing tab between the close button and the 'first name' field. At this point I did not know where my focus had gone."

#### Solution:

We would recommend placing the close button at the top of the document and removing `tabindex=0` from the containing div to preserve a logical tab order.



## Autofocus

There are elements which receive keyboard focus automatically which may confuse keyboard only users.

### WCAG Reference:

#### 2.4.3 Focus Order

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

Issue ID: DAC\_Focus\_Order\_08

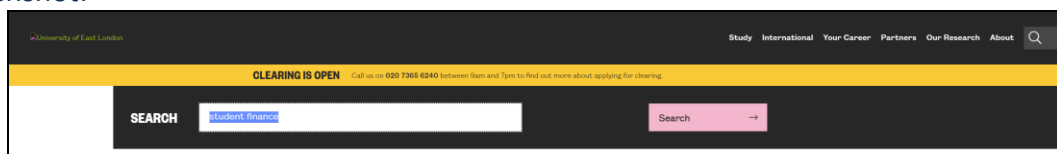
**Retest result:** Issue remains present.

URL: <https://univeastlondstg.prod.acquia-sites.com/site-search?query=student+finance&f.Tabs%7CAllDocumentsFill=All+results&collection=uel-meta>

Page title: Site Search | University of East London

Journey: 1 step 11

Screenshot:



Focus has been set to the search input page meaning that when the page loads, focus is placed directly within the input. This may be confusing for screen reader users and keyboard only users.

### Current Code Ref(s):

```
<input required="" name="query" id="funnelback-query" type="Search query"
autofocus="" class="module-search__query tt-input" autocomplete="off"
placeholder="Start your search here..." value="student finance" spellcheck="false"
dir="auto" aria-labelledby="fb-query" aria-required="true" style="position:
relative; vertical-align: top;">
```

### Keyboard only user comments:

"When this page loaded my focus started at the top of the content. I found this confusing as I expect my focus to always start at the top of the page."

### Solution:

Remove the autofocus attribute from the input to allow the expected tab order of the page.



## Empty Link

There is an empty link present on the page which may be confusing for screen reader users.

### WCAG Reference:

#### 2.4.3 Focus Order

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

(Level A)

#### 2.4.4 Link Purpose (In Context)

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

(Level A)

#### 2.4.9 Link Purpose (Link Only)

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

(Level AAA)

#### 4.1.2 Name, Role, Value

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

(Level A)

Issue ID: DAC\_Links\_08

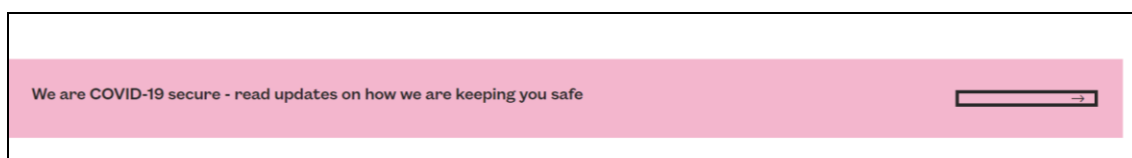
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/elaines-accessibility-page>

Page title: Elaine's Accessibility page | University of East London

Journey: 1 step 13

Screenshot:



There is a link which has no text to allow screen reader users to understand the purpose or destination of the link.

### Current Code Ref(s):

```
<a href="" class="coh-link btn-black-border" target="_self"> </a>
```

### Solution:

Ensure all links have appropriate text to allow screen reader users to understand the purpose or destination of the link.



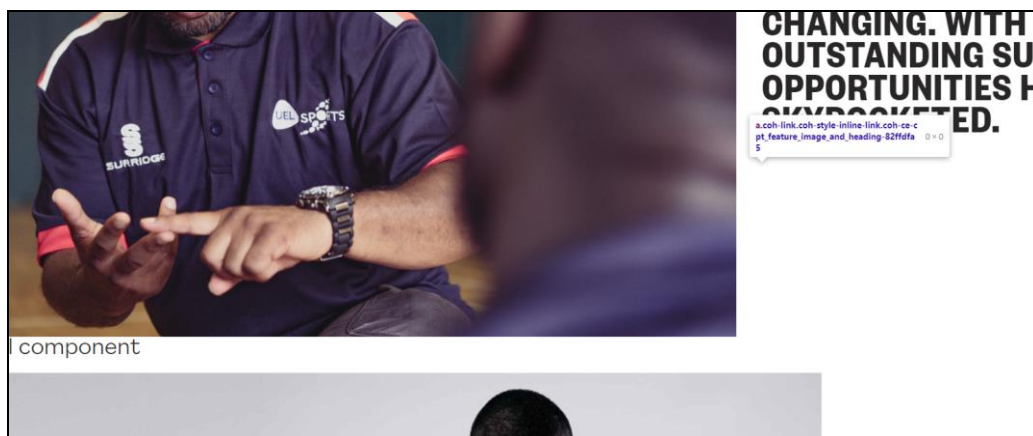
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/elaines-accessibility-page>

Page title: Elaine's Accessibility page | University of East London

Journey: 1 step 13

Screenshot:



There is an empty link on the page, which will be confusing for screen reader and keyboard only users.

#### Current Code Ref(s):

```
<div class="link-outer-container dark-link" tabindex="0" style="display:inline-flex">
  <a href="" class="coh-link coh-style-inline-link coh-cpt_feature_image_and_heading-82ffdfa5" target="_self" tabindex="-1">
</div>
```

#### Keyboard only user comments:

"There is an invisible element above the 'testimonial component' section that my keyboard focus goes onto. I found this confusing as there is no clickable element visible there."

#### Solution:

If the link has a purpose, then ensure there is visible text present to allow users to understand the purpose of the link. If the link has no purpose then it should be removed or hidden.



## Non-Descriptive Links

There are links which are not descriptive and may be confusing for screen reader users.

**WCAG Reference:**

### 2.4.4 Link Purpose (In Context)

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

### 2.4.9 Link Purpose (Link Only)

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

### 2.4.10 Section Headings

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

Issue ID: DAC\_Links\_03

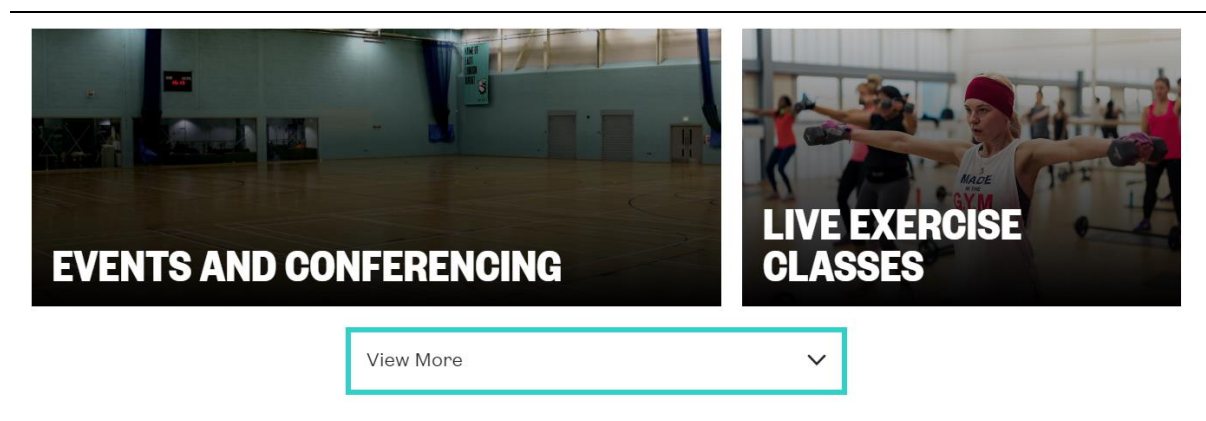
**Re-test result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/study/student-life/sport/sportsdock>

Page title: SportsDock | University of East London

Journey: 1 Step 4

Screenshot:



There is a link to 'View More' which will be confusing for screen reader users as it is not clear what will be viewed. The section above is a series of articles but there is no heading to introduce the section. Users may not be aware that the 'View more' link displays more articles until after the link has been selected.

**Current Code Ref(s):**



```
<a href="/" class="coh-container cta-secondary bg-teal-black js-jumplink-cpt-cta-link outer-trigger-link coh-style-margin-bottom-small coh-ce-cpt_cta_link-d53fe4d" target="_self" tabindex="-1"> <span class="coh-inline-element link-text ssa-instance-94424599 coh-ce-cpt_cta_link-4c0777d4">View More</span> </a>
```

### Solution:

Consider adding more text to the link to make the purpose of the link clear to screen reader users. The text can be hidden with CSS if required.

### Example

```
<a href="/" class="coh-container coh-component coh-component-instance-110e255c-d9ba-4844-8247-bf49fddd2ea1 contextual-component cta-secondary bg-teal-black coh-style-margin-bottom-small coh-ce-cpt_cta_link-646131ff" target="_self"> <span class="coh-inline-element link-text coh-instance-928682816 coh-ce-cpt_cta_link-4c0777d4">View More<span class="visually-hidden">&nbsp;Articles</span></span> </a>
```

A heading to introduce the section would also add context to the link.





**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/student-life/sport/sportsdock>

Page title: SportsDock | University of East London

Journey: 1 Step 4

Screenshot:



There are links to download documents which are not descriptive for screen reader users. The links do not inform users that the links will download non-html documents. Assistive technology users may require specialist software to interact with certain document types, the file type should be included in the link text.

#### Current Code Ref(s):

```
<div class="coh-container coh-ce-d69ceab2"> <h3 class="coh-heading coh-style-
heading-3 coh-ce-424b21d1"> <a href="https://univeastlond.prod.acquia-
sites.com/sites/default/files/6587.docx" class="coh-link coh-style-inline-link
coh-ce-3a201833" target="_self"> SportsDock Terms and Conditions </a> </h3>
<p class="coh-paragraph coh-style-body"> <span class="coh-inline-element coh-ce-
2bcf30b4">docx,</span> <span class="coh-inline-element">75.34 KB</span> </p>
</div>
```

```
<div class="coh-container coh-ce-d69ceab2"> <h3 class="coh-heading coh-style-
heading-3 coh-ce-424b21d1"> <a href="https://univeastlond.prod.acquia-
sites.com/sites/default/files/6586.docx" class="coh-link coh-style-inline-link
coh-ce-3a201833" target="_self"> SportsDock Fair Processing Notice </a> </h3>
<p class="coh-paragraph coh-style-body"> <span class="coh-inline-element coh-ce-
2bcf30b4">docx,</span> <span class="coh-inline-element">63.52 KB</span> </p>
</div>
```

#### Screen reader comments:

"The accounting and finance course specification does contain file type or size information, but it is separated from the link text by a blank line. It would be helpful if this information could be included within the link text."

#### Solution:

The link purpose and file type should be clearly described within the link text to allow screen reader users to understand that the link will download a non-html document prior to selection.





## Example

```
<div class="coh-container coh-ce-d69ceab2">
  <h3 class="coh-heading coh-style-heading-3 coh-ce-424b21d1"> <a aria-
label="Download SportsDock Terms and Conditions docx 75.34kb"
href="https://univeastlond.prod.acquia-sites.com/sites/default/files/6587.docx"
class="coh-link coh-style-inline-link coh-ce-3a201833" target="_self"> SportsDock
Terms and Conditions   </a> </h3>
  <p aria-hidden="true" class="coh-paragraph coh-style-body"> <span class="coh-
inline-element coh-ce-2bcf30b4">docx,</span> <span class="coh-inline-
element">75.34 KB</span> </p>
</div>
```



## Accordion

There is an accordion with expanding content which will be confusing for users who rely on audio feedback.

### WCAG Reference:

#### 2.4.4 Link Purpose (In Context)

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

Issue ID: DAC\_Accordion\_01

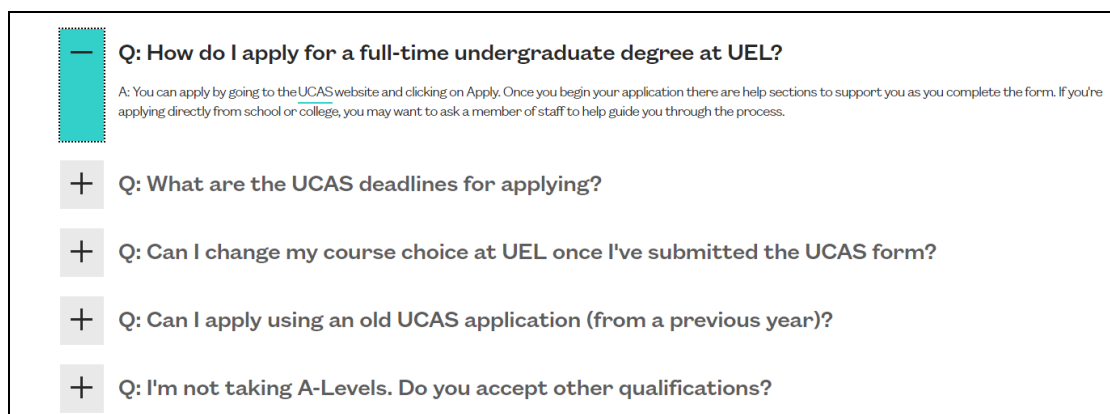
**Retest result:** Issue partially fixed. The links now announce expanded/ collapsed when activated; however, the links each announce as 'Accordion link' which is ambiguous to screen reader users.

URL: <https://univeastlond.prod.acquia-sites.com/study/undergraduate/why-uel>

Page title: Why UEL? | University of East London

Journey: 1 Step 3

Screenshot:



The FAQ Accordion will be confusing for screen reader users. The links to expand the content all read as 'Accordion link', which does not fully indicate the purpose of the link or the content it relates to.

This issue is consistent wherever this component is used.

### Current Code Ref(s):

```
<a href="javascript:void(0)" class="coh-container coh-ce-cpt_accordion_item_faq-787f7316 coh-interaction" data-interaction-modifiers="{"modifierType":"toggle-modifier","interactionScope":"parent","modifierName":":"active","interactionParent":":".accordion-
```



```

item";,&quot;interactionTarget";&quot;.accordion-
item";},{&quot;modifierType";:&quot;toggle-
modifier";,&quot;interactionScope";:&quot;this";,&quot;interactionTarg
et";:&quot;a";,&quot;modifierName";:&quot;link-active";}}"
rel="nofollow" data-coh-settings="{
&quot;xs&quot;;:{&quot;linkAnimation&quot;;:[&quot;animationType&quot;;:&quot;slide&
quot;;,&quot;animationScope&quot;;:&quot;component&quot;;,&quot;animationDirection&qu
ot;;:&quot;up&quot;;,&quot;animationEasing&quot;;:&quot;easeInOutQuad&quot;;,&quot;ani
mationDuration&quot;;:200,&quot;animationTarget&quot;;:&quot;.accordion-
body&quot;;}} }" aria-expanded="false">
<span class="coh-inline-element .accordion-toggle-text coh-ce-
cpt_accordion_item_faq-3bdfd7">Accordion</span>
</a>

```

### Screen reader comments:

"The accordions on the staff profile page do not contain a clear link text. I would also expect information that indicates the state of the accordion."

### Solution:

We would highly recommend using a button element with aria-expanded and using the question text as the label.

### Example:

```

<h3>
<button aria-controls="accordion-default-content-1" aria-expanded="false">
<span> Q: How do I apply for a full-time undergraduate degree at UEL?</span>
</button>
</h3>

```

Alternatively, use the respective H3s as the link text associated with each link.

See [Accordion from the UK Government Design System](#) for a good example.



## Role

There are user interface components which do not have a specified role to allow screen reader users to understand the purpose of the component.

### WCAG Reference:

#### 4.1.1 Parsing

[Understanding Parsing](#) | [How to Meet Parsing](#)

(Level A)

#### 4.1.2 Name, Role, Value

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

(Level A)

Issue ID: DAC\_Role\_01

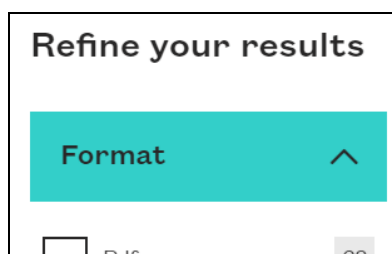
**Retest result:** issue remains present.

URL: <https://univeastlondstg.prod.acquia-sites.com/site-search?query=student+finance&f.Tabs%7CAllDocumentsFill=All+results&collection=uel-meta>

Page title: Site Search | University of East London

Journey: 1 step 11

Screenshot:



The element to expand the filter section is a span which has aria-expanded and aria-haspopup set. There is no role announced to screen reader users to allow them to know that the element is an interactive component.

### Current Code Ref(s):

```
<span class="module-filter__item-title open" aria-haspopup="true" aria-expanded="true" tabindex="0" role="form">Format</span>
```

### Solution:

Either use an html `<button>` or `role=button` on the element to allow screen reader users to understand the purpose of the component. Aria-haspopup is not necessary for this component as it is not a menu button.



### Example

```
<span role="button" class="module-filter__item-title open" aria-expanded="true"
tabindex="0">Format</span>
```



## Custom Elements

There are custom dropdown listboxes, which are not accessible to screen reader users.

### WCAG Reference:

#### 4.1.1 Parsing

[Understanding Parsing](#) | [How to Meet Parsing](#)

(Level A)

#### 4.1.2 Name, Role, Value

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

(Level A)

Issue ID: DAC\_Listboxes\_01

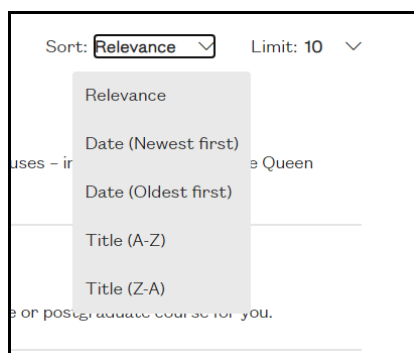
**Retest result:** Issue remains present.

<https://univeastlondstg.prod.acquia-sites.com/site-search?query=student+finance&f.Tabs%7CAllDocumentsFill=All+results&collection=uel-meta>

Page title: Site Search | University of East London

Journey: 1 step 11

Screenshot:



When users interact with the dropdown listboxes, focus is not given to the first element in the listbox and remains on the button. This will be confusing for screen reader users as they will have to press tab to reach the first element in the list which is not the normal navigation for screen reader users.

The listbox contains nested active elements as the <li> elements with role=option contain a link which will also be confusing for screen reader users.

This issue applies to both dropdown elements on the page.

**Current Code Ref(s):**



```

<section class="dropdown-list fb-sort-dropdown">
  <span id="fb-sort-dropdown" class="sr-only">
    Sort results by
  </span>
  Sort:
  <button class="dropdown-list__link js-dropdown-list__link opened" aria-
haspopup="listbox" aria-expanded="true">
    <span>Relevance</span>
  </button>
  <ul class="dropdown-list__list" role="listbox" tabindex="-1" aria-
labelledby="fb-sort-dropdown" style="display: block;">
    <li role="option" aria-selected="false">
      <a class="dropdown-list__list-link" title="Sort by
Relevance" href="?collection=uel-meta&sort=">
        Relevance
      </a>
    </li>
    <li role="option" aria-selected="false">
      <a class="dropdown-list__list-link" title="Sort by Date
(Newest first)" href="?collection=uel-meta&sort=date">
        Date (Newest first)
      </a>
    </li>
    <li role="option" aria-selected="false">
      <a class="dropdown-list__list-link" title="Sort by Date
(Oldest first)" href="?collection=uel-meta&sort=adate">
        Date (Oldest first)
      </a>
    </li>
    <li role="option" aria-selected="false">
      <a class="dropdown-list__list-link" title="Sort by Title
(A-Z)" href="?collection=uel-meta&sort=title">
        Title (A-Z)
      </a>
    </li>
    <li role="option" aria-selected="false">
      <a class="dropdown-list__list-link" title="Sort by Title
(Z-A)" href="?collection=uel-meta&sort=dttitle">
        Title (Z-A)
      </a>
    </li>
  </ul>
</section>

```

### Screen reader comments:

“When clicking on the ‘relevance’ filters, JAWS enters forms mode which is indicated via an audible clicking sound. I used the cursor keys to navigate through the filters, but JAWS remained silent. I would expect JAWS to read the different options available to me within this filter rather than remaining silent.”

“When testing the forms on the ‘clearing search: page I found a ‘10’ button. This may indicate how many results are present on the page and if this is the case, including this



information in the form label will help users to understand the purpose of this form element out of context.”

**Solution:**

Ensure focus is given to the listbox when it is presented. See [Collapsible Dropdown Listbox Example](#) for more information and an accessible example.





## Incorrect use of Aria

There are elements that use aria incorrectly which may cause issues for users of assistive technology.

### WCAG Reference:

#### 4.1.2 Name, Role, Value

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)  
(Level A)

Issue ID: DAC\_Aria\_04

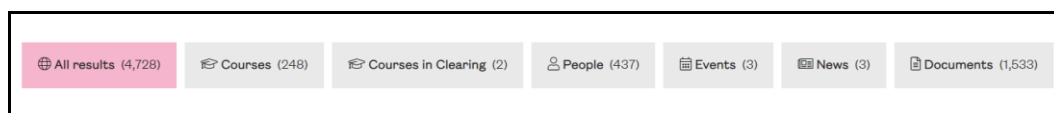
**Retest result:** issue remains present.

URL: <https://univeastlondstg.prod.acquia-sites.com/study/undergraduate/andrew-test-page-do-not-edit/clearing-search>

Page title: Clearing Search | UEL

Journey: 1 step 11

Screenshot:



The links to filter the results have role=none applied to the containing list item which will override the natural role of link. Screen reader users will not know that the links are selectable. The containing list has a role=menu which is also incorrect.

### Current Code Ref(s):

```
<ul class="tabs__list" role="menu" aria-label="Tab navigation">
  <li class="tabs__item" role="none">
    <a href="?collection=uel-meta" class="tabs__link tabs__link--icon active">
      <span class="fal fa-globe"></span>
      All results
      <span class="search-facet-count">(4,728)</span>
    </a>
  </li>
  <li class="tabs__item" role="none">
    <a href="?f.Tabs%7Cuel-courses=Courses&collection=uel-meta"
class="tabs__link tabs__link--icon ">
      <span class="fal fa-graduation-cap"></span>
      Courses
      <span class="search-facet-count">(248)</span>
    </a>
  </li>
  <li class="tabs__item" role="none">
```



```

    <a href="?collection=uel-meta&f.Tabs%7CcourseClearing=clearing"
class="tabs__link tabs__link--icon ">
    <span class="fal fa-graduation-cap"></span>
    Courses in Clearing
    <span class="search-facet-count">(2)</span>
    </a>
</li>
<li class="tabs__item" role="none">
    <a href="?f.Tabs%7Cuel-people=People&collection=uel-meta"
class="tabs__link tabs__link--icon ">
    <span class="fal fa-user"></span>
    People
    <span class="search-facet-count">(437)</span>
    </a>
</li>
<li class="tabs__item" role="none">
    <a href="?f.Tabs%7Cuel-events=Events&collection=uel-meta"
class="tabs__link tabs__link--icon ">
    <span class="fal fa-calendar-alt"></span>
    Events
    <span class="search-facet-count">(3)</span>
    </a>
</li>
<li class="tabs__item" role="none">
    <a href="?f.Tabs%7Cuel-news=News&collection=uel-meta" class="tabs__link
tabs__link--icon ">
    <span class="fal fa-newspaper"></span>
    News
    <span class="search-facet-count">(3)</span>
    </a>
</li>
<li class="tabs__item" role="none">
    <a href="?f.Tabs%7Cuel-documents=Documents&collection=uel-meta"
class="tabs__link tabs__link--icon ">
    <span class="fal fa-file-alt"></span>
    Documents
    <span class="search-facet-count">(1,533)</span>
    </a>
</li>
</ul>

```

### Screen reader comments:

“When navigating through the clearing search page using the tab key, I discovered that JAWS announces ‘tab navigation’ several times. This changes when screen reader users move to the document formats. It would be helpful if this information could be announced only once and that the other information receiving focus with the tab key is clearly described.”

### Solution:

Remove the roles from the <ul> and <li> elements. A heading should be added before the section to ensure the links can be understood when navigating in context.



## Buttons – Visible

A button labelled as ‘Scroll to next region’ does not remain visible when receiving focus/loading the page.

### WCAG Reference:

#### 4.1.2 Name, Role, Value

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)  
(Level A)

Issue ID: DAC\_Buttons\_01\_Retest

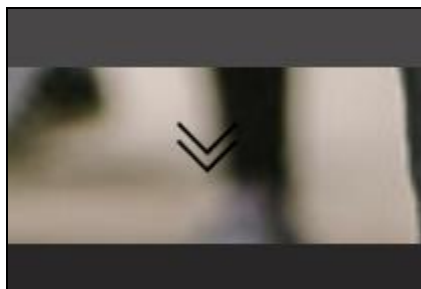
**Retest result:** Original issue resolved, button now announces as ‘Scroll to next content’; however, the button does not remain visible for sighted users. Given that the button purpose is superfluous, as the next content region is directly below, the button can be removed entirely. Relates to GDS issue.

URL: <https://univeastlond.prod.acquia-sites.com/>

Page title: Homepage | UEL

Journey: 1 step 1

Screenshot:



There is a button to scroll down the page which does not remain visible to users upon loading the page or navigating via keyboard.

### Current Code Ref(s):

```
<div class="coh-container coh-ce-cpt_homepage_hero_image-d104ba5c">
<button class="coh-button homepage-hero__arrow ssa-instance-2199930715 coh-ce-
cpt_homepage_hero_image-298fe8d2 coh-interaction homepage-hero__arrow--visible"
data-interaction-
modifiers="[{"modifierType":"","interactionScope":"","document"}]" data-coh-settings="{
  "xs":{"buttonAnimation":{"animationType":"","none":""}} }" type="button" role="button" title="scroll to next content">
<span class="coh-inline-element icon-span" aria-hidden="true"></span>
</button>
</div>
```



**Solution:**

Ensure that buttons remain visible so that users are aware of them and can utilise them as intended. Alternatively, as the button seemingly serves little purpose in this instance, it can be removed entirely.



## Tabs

There are tabs present which do not have the appropriate semantic HTML to allow screen reader users to interact with the content in a meaningful way.

### WCAG Reference:

#### 4.1.2 Name, Role, Value

[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)  
(Level A)

Issue ID: DAC\_Tabs\_01

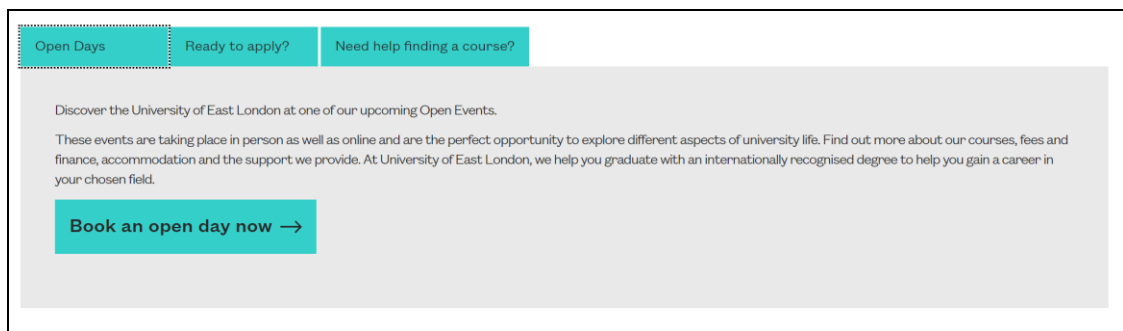
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/study/undergraduate/why-uel>

Page title: Why UEL? | University of East London

Journey: 1 Step 3

Screenshot:



The visible tabs on the page do not have the appropriate semantic markup to allow screen reader users to recognise the content as tabs and interact with them in the manner they would expect. The elements will announce as links, when a link is selected and the content is displayed, screen reader users will not be aware that the page content has changed.

Tabs should be marked up correctly to enable screen reader users to interact with the content of each tab and hear which tab is selected. The links should be buttons and have a role of tab, an associated tabpanel and use aria-selected to inform users of the state of the tab.

### Current Code Ref(s):

```
<ul class="coh-accordion-tabs-nav">
<li class="coh-style-tab-button">
<div class="link-outer-container" tabindex="0" style="display:inline-block;
width:100%; min-width:auto">
```



```

<a href="#2052257781-1194199413" tabindex="-1" style="display: block;">Open
Days</a>
</div>
</li>
<li class="coh-style-tab-button">
<div class="link-outer-container is-active" tabindex="0" style="display:inline-
block; width:100%; min-width:auto">
<a href="#2052257781-812783246" tabindex="-1" style="display: block;">Ready to
apply?</a>
</div>
</li>
<li class="coh-style-tab-button">
<div class="link-outer-container is-active" tabindex="0" style="display:inline-
block; width:100%; min-width:auto">
<a href="#2052257781-762005338" tabindex="-1" style="display: block;">Need help
finding a course?</a>
</div>
</li>
</ul>

```

### Solution:

Ensure that the tabs are marked appropriately with `role=tab`. The content which is displayed by each tab should have `role=tabpanel`. `Aria-selected` should be used to inform screen reader users of the state of each tab.

See [Example of Tabs with Manual Activation](#) for more information.



## Medium Priority – WCAG AA

### Non-Text Contrast

There are non-text elements which may be difficult for users to see clearly due to the low contrast ratio of the foreground and background colours

**WCAG Reference:**

#### 1.4.11 Non-text Contrast

[Understanding Non-text Contrast](#) | [How to Meet Non-text Contrast](#)  
(Level AA)

Issue ID: DAC\_Non\_Text\_01

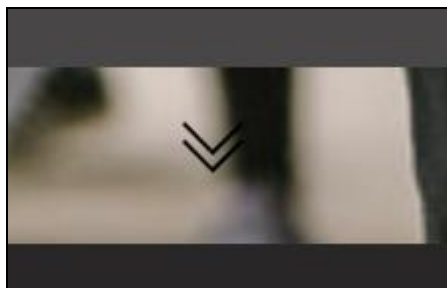
**Retest result:** Issue is now different; while contrast has been changed, the button can still be difficult to view due to the background image, as such we would recommend including a solid background for the button with a contrasting colour for the image. Additionally, the button now becomes invisible after a short delay, upon loading the page and navigating via keyboard.

URL: <https://univeastlond.prod.acquia-sites.com/>

Page: Home | University of East London

Journey and Step: 1 Step 1

Screenshot:



The chevrons over an image may be difficult for some users to see clearly because of the low contrast ratio of the black chevrons over parts of the image.

Foreground: #000000

Background: #10110D (on the right side of the icon)

The contrast ratio is: 1.2:1

1.4.11 Non-text Contrast (AA)

Fail for UI components and graphical objects

**Current Code Ref(s):**



```
<button class="coh-button homepage-hero__arrow ssa-instance-2612086462 coh-cept_homepage_hero_image-298fe8d2 coh-interaction homepage-hero__arrow--visible" data-interaction-modifiers="[{"modifierType": "interactionScope", "document": true}]" data-coh-settings="{"xs": {"buttonAnimation": {"animationType": "none"}}}" type="button" role="button" title="scroll to next content"> <span class="coh-inline-element icon-span" aria-hidden="true"></span> </button>
```

**Solution:**

Ensure all non-text components have a minimum contrast ratio of 3:1 between the foreground and background colours.





## Buttons – Ambiguous Text

There are buttons which have text which is not fully descriptive of the purpose of the button and may confuse screen reader users.

**WCAG Reference:**

### 2.4.6 Headings and Labels

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

Issue ID: DAC\_Buttons\_02

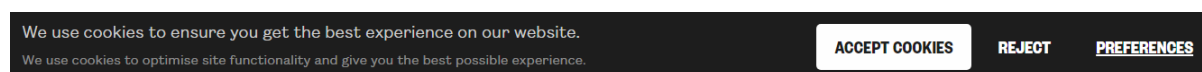
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/>

Page title: Home | University of East London

Journey: 1 step 1

Screenshot:



The buttons within the cookies message may not be clear to screen reader users, especially when navigating out of context using the elements list. The button to 'Reject' and 'Preferences' are ambiguous.

### Current Code Ref(s):

```
<button id="ccc-notify-reject" class="ccc-notify-button ccc-link ccc-tabbable ccc-reject-button"><span>REJECT</span></button>
```

```
<button class="ccc-notify-button ccc-link ccc-tabbable"><span>PREFERENCES</span></button>
```

### Solution:

Add further text to the buttons to ensure that the purpose of the buttons is clear to screen reader users. The text can be visually hidden.

### Example

```
<button id="ccc-notify-reject" class="ccc-notify-button ccc-link ccc-tabbable ccc-reject-button"><span>REJECT<span class="visually-hidden">Cookies</span></span></button>
```



## Status Message

There are status messages which are not announced to screen reader users.

### WCAG Reference:

#### 4.1.3 Status Messages

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

(Level AA)

Issue ID: DAC\_Status\_Message\_01

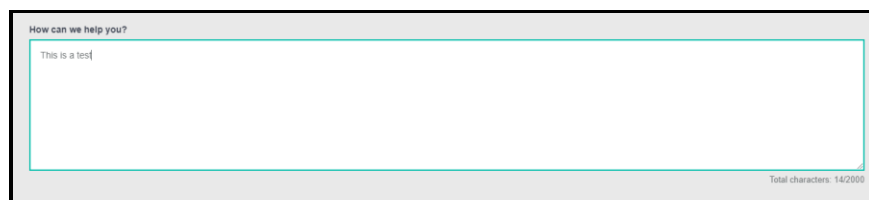
**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/elaines-accessibility-page>

Page title: Elaine's Accessibility page | University of East London

Journey: 1 step 13

Screenshot:



The character count is not announced to screen reader users when it changes.

### Current Code Ref(s):

```
<div class="help-block text-right ng-scope" ng-if="field.max_length">
  <span ng-class="{ 'text-danger': (values[field.id] ||
  '').length > field.max_length}" class="ng-binding">
    Total characters:
    0/2000
  </span>
</div>
```

### Solution:

Use [role=status](#) to announce the status message to screen reader users.

### Example

```
<div role="status" class="help-block text-right ng-scope" ng-
if="field.max_length">
  <span ng-class="{ 'text-danger': (values[field.id] ||
  '').length > field.max_length}" class="ng-binding">
    Total characters:
    14/2000
  </span>
</div>
```



## Low Priority – WCAG AAA

### Non-Descriptive Links (Out of Context)

There are links which are not descriptive for screen reader users when browsing out of context using the elements list.

**WCAG Reference:**

#### 2.4.9 Link Purpose (Link Only)

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

Issue ID: DAC\_Links\_05

**Retest result:** Issue remains present. While original phrasing has been changed there are still several instances of links which open content in a new tab without informing the user prior to activation.

URL: <https://univeastlond.prod.acquia-sites.com/about/alumni>

Page title: Alumni | University of East London

Journey: 1 Step 2

Screenshot:

Once you graduate and become part of our Alumni Network, our Alumni team is responsible for our graduates, making sure what we offer remains relevant and useful, no matter where you are.

As a member of UEL Alumni Network, you can access a number of [benefits](#) including:

- the [Alumni Network Passport](#) swipe card, giving you access to libraries, reduced rate room
- a free subscription to our monthly e-newsletter and yearly magazine
- invitations to [events](#)
- use of social media sites
- access to our dedicated networking portal [UEL Connect](#)

You can also access offers from both UEL and our partner companies.

You could play an active role in the Network by becoming an Alumni Ambassador or becoming

The links such as 'Benefits', 'Events' and 'UEL Connect' open content in a new tab without prior indication to users. This can be disorienting for non-sighted users, as it would not be clear that they are placed in a new window.

**Current Code Ref(s):**

```
<<a class="coh-style-inline-link" href="/about/alumni/benefits-discounts" rel="noreferrer noopener" target="_blank" tabindex="-1">benefits</a>
```



**Solution:**

Ensure that users are aware when a link opens in a new tab or window by including text such as (Opens in new window), this can be visually hidden if desired.

**Example**

```
<a class="coh-style-inline-link" href="/about/alumni/benefits-discounts"
rel="noreferrer noopener" target="_blank" tabindex="-1">benefits <span
class="visually-hidden"> Opens in new tab</span></a>
```



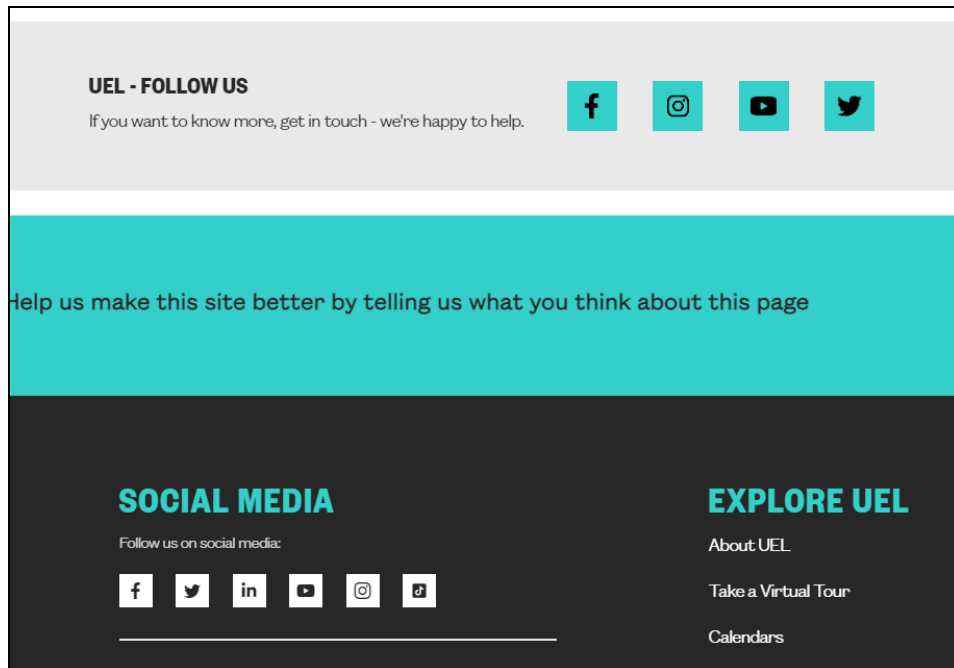
**Retest result:** Issue remains present on a different page.

URL: <https://univeastlond.prod.acquia-sites.com/international/regions/africa>

Page title: Africa | University of East London

Journey: 2 Step 3

Screenshot:



There are two sets of social media links, one for UEL Alumni and one for UEL. This may be confusing for screen reader users.

#### Current Code Ref(s):

```
<article>
<div> 
</div>
</article>
</a> </article>
```

```
<a href="https://www.facebook.com/universityofeastlondon/" class="coh-link ssa-
instance-3089802791 coh-ce-cpt_social_icons_component_temp-b331443e"
target="_self" title="Facebook">Facebook</a>
```



**Solution:**

It would benefit users to include only one set of social media links to avoid confusion. If there are additional social media links that refer to different locations, then ensure these are given a unique accessible name, indicating the related page.



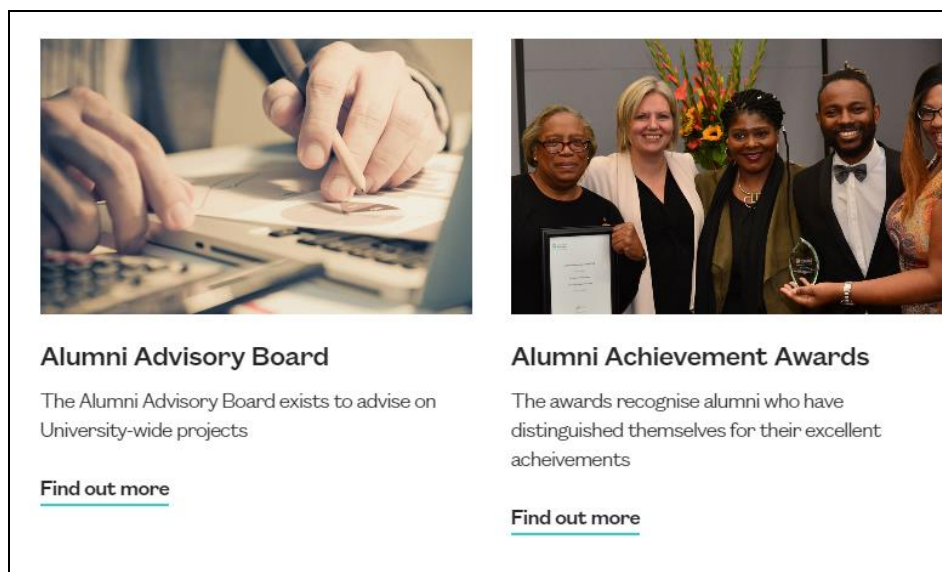
**Retest result:** issue remains present on other pages of the site.

URL: <https://univeastlond.prod.acquia-sites.com/about/alumni>

Page title: Alumni | University of East London

Journey: 1 step 2 (Occurs throughout the site)

Screenshot:



There are multiple links with text such as 'Find out more' which means that screen reader users will not be able to confidently select the links when browsing out of context using the links list, as these will not indicate what content they relate to or their specific destination. Links should have text which describes the purpose or destination of the link in or out of context.

#### Current Code Ref(s):

```
<a href="/about/alumni/advisory-board" class="coh-link coh-style-inline-link coh-ce-cpt_image_pod-82ffdfa5" target="_self" tabindex="-1"> Find out more </a>
```

#### Solution:

Ensure all links have text which is fully descriptive when browsing in or out of context. Further text can be added to the link and hidden with CSS if required.

#### Example

```
<a href="/about/alumni/advisory-board" class="coh-link coh-style-inline-link coh-ce-cpt_image_pod-82ffdfa5" target="_self" tabindex="-1"> Find out more <span class="visually-hidden">About Alumni Advisory Board</span></a>
```



Other instances:

URL: <https://univeastlond.prod.acquia-sites.com/about-uel/staff/rachel-tribe>

'Read more' links

URL: <https://univeastlond.prod.acquia-sites.com/postgraduate/courses/msc-engineering-management>

'See full profile' links





## Usability Issues

### Radio Buttons

There are radio buttons which do not behave in the expected manner for keyboard only users.

#### WCAG Reference:

N/A - Usability

Issue ID: DAC\_Radio\_Buttons\_01

**Retest result:** Issue remains present.

URL: <https://univeastlond.prod.acquia-sites.com/international/regions/africa>

Page title: Africa | UEL

Journey: 2 step 3

Screenshot:

The radio inputs do not behave in the expected manner for keyboard only users. Users would expect to tab to the radio inputs then use the cursor keys to toggle between each input. As the inputs have different names, users are required to tab to each radio input which may be confusing for some users.

#### Current Code Ref(s):

```
<div class="radio ng-scope" ng-repeat="option in field.option.values track by $index">
<input id="form_5672_0" type="radio" value="Yes" ng-model="values[field.id]"
class="ng-pristine ng-valid" name="032">
<label for="form_5672_0" class="ng-binding">
Yes
</label>
</div>
```

```
<div class="radio ng-scope" ng-repeat="option in field.option.values track by $index">
<input id="form_5672_1" type="radio" value="No" ng-model="values[field.id]"
class="ng-valid ng-dirty" name="034">
<label for="form_5672_1" class="ng-binding">
```



```
No  
</label>  
</div>
```

**Keyboard only user comments:**

“I was able to tab onto both the yes and no radio buttons separately. I found this a little confusing as usually I am able to tab onto the first radio button then use the arrow keys to access the other. This is what I was expecting to happen here.”

**Solution:**

Ensure radio input which are part of the same group have the same name to preserve the expected keyboard navigation behaviour.



Issue and description	Where the issue was found
<p>WCAG 2.4.7 Focus Visible</p> <p>A visible focus helps users know which element has keyboard focus and where they are on the page.</p> <p>When an element gets focus there should be a visible border around it. Highlighting the element that has keyboard focus or is hovered over can provide information like whether the element is interactive or the scope of that element.</p> <p>Operating systems have a native indication of focus, which is available in many browsers. The default display of the focus indicator is not always highly visible and may even be difficult to see especially on coloured backgrounds.</p>	<p>Home page:</p> <ul style="list-style-type: none"> <li>• <b>(Issue remains present)</b> When the user tabs to the 'scroll to next content arrow' it receives tab focus briefly but then disappears, making it not clearly visible.</li> <li>• <b>(Issue no longer present)</b> Keyboard tab focus is not clearly visible against images with darker backgrounds e.g. the 'Register now' link against 'Your future summer school challenge 2022'.</li> </ul> <p>Contact us:</p> <ul style="list-style-type: none"> <li>• <b>(Issue remains present)</b> Visible keyboard focus is lost for the tabs between the 'Useful links'.</li> </ul> <p>All pages except Home and PDF:</p> <ul style="list-style-type: none"> <li>• <b>(Issue appears resolved during testing of production environment)</b> Visible keyboard focus is lost for one tab between the breadcrumb text and main page content. <b>Issue occurs on live site.</b></li> </ul> <p>Book your place form:</p> <ul style="list-style-type: none"> <li>• <b>(Issue appears resolved during testing of production environment)</b> Visible focus is lost on links between the 'Book now' button and the video. <b>Issue occurs on the live site</b></li> <li>• <b>(Issue no longer present)</b> Visible keyboard focus is lost for the tabs between the 'You may also be interested in' links.</li> </ul>



Issue and description	Where the issue was found
<p>WCAG 2.4.3 Focus Order</p> <p>Users should be able to navigate a web page in an order that makes sense. Keyboard navigation should reflect a navigation sequence that is consistent with the meaning of content. Logical navigation reduces confusion and shows logical relationships between content and components.</p> <p>The focus order may differ from the visual reading order as long as a user can still understand the web page without sight.</p>	<p>All pages except PDF:</p> <ul style="list-style-type: none"> <li><b>(Issue does not occur on desktop; however, this behaviour occurs when swiping on a mobile device using screen reader software)</b> When the page is zoomed in at 200% or higher and the user expands the hamburger menu, tab focus does not go immediately to the submenu options. Instead, the user has to tab through the whole page again.</li> </ul>
<p>WCAG 4.1.2 Name, Role, Value: ARIA roles used must conform to valid values</p> <p>Incorrect use of ARIA attributes can cause conflicts with semantic HTML elements which may cause errors in assistive technology and make accessibility worse for a user. ARIA defines which attributes are allowed and where.</p> <p>ARIA attributes can cause issues where</p> <ul style="list-style-type: none"> <li>an invalid attribute or attribute value is used</li> <li>attribute names or values are spelt incorrectly</li> <li>an invalid role has been assigned</li> <li>an attribute is missing when it is required</li> </ul>	<p>All pages except PDF:</p> <ul style="list-style-type: none"> <li>ARIA roles must conform to valid values. Refers to <code>&lt;header class="coh-container coh-component coh-component-instance-916a7dbe-672b-4cf6-a84b-e2f226ee17f6 contextual-component site-header header-bg-color-black coh-ce-cpt_header-d5e715d" role="header"&gt;</code>. The role must be a valid ARIA role: header.</li> </ul> <p>Contact us:</p> <ul style="list-style-type: none"> <li><b>(Issue does not appear present in production environment)</b> Elements must only use allowed ARIA attributes. Refers to the cookies button, slider arrows and dots and the 'Give feedback' button. An ARIA attribute is used on these elements that is not allowed: <code>aria-selected="true"</code>.</li> </ul>
<p>WCAG 2.4.2 Page titled</p> <p>PDF documents should have titles that describe the topic or purpose of the page. Titles help users understand the topic without having to read the entire document.</p>	<p>Dates and prices of accommodation PDF:</p> <ul style="list-style-type: none"> <li><b>(Issue remains present on PDFs)</b> The document does not contain a document title or the document title is empty.</li> </ul>



Issue and description	Where the issue was found
<p>Without a descriptive title a user may need to spend time searching the document to decide whether the content is relevant.</p> <p>When a PDF is displayed in a browser the title will usually be displayed in the top title bar or as the tab name.</p>	

**End of Report**



## Appendix I

### Journeys

#### Journey 1 – URL Tests

1. Home URL:  
<https://univeastlond.prod.acquia-sites.com/>
2. Generic Content URL:  
<https://univeastlond.prod.acquia-sites.com/about-uel/alumni-supporters>
3. Generic Content URL 2:  
<https://univeastlond.prod.acquia-sites.com/study/undergraduate/why-uel>
4. Generic Hub URL:  
<https://univeastlond.prod.acquia-sites.com/student-life/sport/sportsdock>
5. Course Detail URL:  
<https://univeastlond.prod.acquia-sites.com/undergraduate/courses/bsc-hons-accounting-finance>
6. Locate the 'Download course specifications' heading and then download one of the PDF's below to test
7. Staff Profile URL:  
<https://univeastlond.prod.acquia-sites.com/about-uel/staff/rachel-tribe>
8. News Detail URL:  
<https://univeastlond.prod.acquia-sites.com/about-uel/news/2021/march/sinkholes-when-ground-fights-back-after-centuries-exploitation>
9. Events Detail URL:  
<https://univeastlond.prod.acquia-sites.com/study/postgraduate/postgraduate-open-events>
10. Campaign Landing URL:  
<https://univeastlond.prod.acquia-sites.com/study/clearing>
11. Site Search URL:  
<https://univeastlondstg.prod.acquia-sites.com/test-search-listing>
12. Student finance URL:  
<https://univeastlond.prod.acquia-sites.com/about-uel/events/2021/april/student-finance>
13. Accessibility page URL:  
<https://univeastlond.prod.acquia-sites.com/elaines-accessibility-page>
14. MSc URL:  
<https://univeastlond.prod.acquia-sites.com/postgraduate/courses/msc-engineering-management>



## Journey 2 - Forms

1. First Form to complete:  
<https://univeastlond.prod.acquia-sites.com/international/regions/africa>
2. Click the 'contact us' button
3. Test all form fields with dummy data then click 'Submit'
4. Second form to complete:  
<https://univeastlondstg.prod.acquia-sites.com/undergraduate/courses/bsc-hons-biomedical-science>
5. Click 'Apply now'
6. Select 'Full-time'
7. Select 'UK'



### Classification of Accessibility Issues

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

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





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

<p><b>Non-text Content:</b>  <a href="#">1.1.1</a> All <a href="#">non-text content</a> that is presented to the user has a <a href="#">text alternative</a> that serves the equivalent purpose.  <b>(Level A)</b></p>	<b>Fail (H)</b>
<p><b>Audio-only and Video-only (Pre-recorded):</b>  <a href="#">1.2.1</a> For <a href="#">pre-recorded audio-only</a> and pre-recorded <a href="#">video-only</a> media, the following are true, except when the audio or video is a <a href="#">media alternative for text</a> and is clearly labelled as such:  <a href="#">Understanding Success Criterion 1.2.1</a></p> <ul style="list-style-type: none"> <li>• <b>Pre-recorded Audio-only:</b> An <a href="#">alternative for time-based media</a> is provided that presents equivalent information for pre-recorded audio-only content.</li> <li>• <b>Pre-recorded Video-only:</b> Either an alternative for time-based media or an audio track is provided that presents equivalent information for pre-recorded video-only content.</li> </ul> <p><b>(Level A)</b></p>	<b>Fail (H)</b>
<p><b>Captions (Pre-recorded):</b>  <a href="#">1.2.2 Captions</a> are provided for all <a href="#">pre-recorded audio</a> content in <a href="#">synchronized media</a>, except when the media is a <a href="#">media alternative for text</a> and is clearly labelled as such.  <b>(Level A)</b></p>	<b>Fail (H)</b>
<p><b>Audio Description or Media Alternative (Pre-recorded):</b>  <a href="#">1.2.3</a> An <a href="#">alternative for time-based media</a> or <a href="#">audio description</a> of the <a href="#">pre-recorded video</a> content is provided for <a href="#">synchronized media</a>, except when the media is a <a href="#">media alternative for text</a> and is clearly labelled as such.  <b>(Level A)</b></p>	<b>Fail (H)</b>
<p><b>Captions (Live):</b>  <a href="#">1.2.4 Captions</a> are provided for all <a href="#">live audio</a> content in <a href="#">synchronized media</a>.  <b>(Level AA)</b></p>	<b>(N/A)</b>
<p><b>Audio Description (Pre-recorded):</b>  <a href="#">1.2.5 Audio description</a> is provided for all <a href="#">pre-recorded video</a> content in <a href="#">synchronized media</a>.  <b>(Level AA)</b></p>	<b>(N/A)</b>
<p><b>Sign Language (Pre-recorded):</b>  <a href="#">1.2.6 Sign language interpretation</a> is provided for all <a href="#">pre-recorded audio</a> content in <a href="#">synchronized media</a>.  <b>(Level AAA)</b></p>	<b>(N/A)</b>

<b>Extended Audio Description (Pre-recorded):</b> <u>1.2.7</u> Where pauses in foreground audio are insufficient to allow <a href="#">audio descriptions</a> to convey the sense of the video, <a href="#">extended audio description</a> is provided for all <a href="#">pre-recorded video</a> content in <a href="#">synchronized media</a> . <b>(Level AAA)</b>	(N/A)
<b>Media Alternative (Pre-recorded):</b> <u>1.2.8</u> An <a href="#">alternative for time-based media</a> is provided for all <a href="#">pre-recorded synchronized media</a> and for all pre-recorded <a href="#">video-only</a> media. <b>(Level AAA)</b>	(N/A)
<b>Audio-only (Live):</b> <u>1.2.9</u> An <a href="#">alternative for time-based media</a> that presents equivalent information for <a href="#">live audio-only</a> content is provided. <b>(Level AAA)</b>	(N/A)
<b>Info and Relationships:</b> <u>1.3.1</u> Information, <a href="#">structure</a> , and <a href="#">relationships</a> conveyed through <a href="#">presentation</a> can be <a href="#">programmatically determined</a> or are available in text. <b>(Level A)</b>	Fail (H)
<b>Meaningful Sequence:</b> <u>1.3.2</u> When the sequence in which content is presented affects it's meaning, a <a href="#">correct reading sequence</a> can be <a href="#">programmatically determined</a> . <b>(Level A)</b>	Pass (H)
<b>Sensory Characteristics:</b> <u>1.3.3</u> 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. <b>(Level A)</b>	Pass (H)

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

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

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

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

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

<p><b>Content on Hover or Focus: (WCAG 2.1)</b></p> <p><b>1.4.13</b> Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> <li>• <b>Dismissible</b> A <a href="#">mechanism</a> is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an <a href="#">input error</a> or does not obscure or replace other content;</li> <li>• <b>Hoverable</b> If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing;</li> <li>• <b>Persistent</b> The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid.</li> </ul> <p><b>Exception:</b> The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p> <p><b>Note:</b> Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML <a href="#">title attribute</a>.</p> <p><b>Note:</b> Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.</p> <p><b>(Level AA)</b></p>	<p><b>(N/A)</b></p>
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## Principle 2: Operable – User interface components and navigation must be operable.

### Keyboard:

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

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

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

**(Level A)**

Pass (H)

### No Keyboard Trap:

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

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

**(Level A)**

Pass (H)

### Keyboard (No Exception):

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

**(Level AAA)**

Pass (L)

<p><b>Character Key Shortcuts: (WCAG 2.1)</b></p> <p><a href="#">2.1.4</a> If a <a href="#">keyboard shortcut</a> is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:</p> <ul style="list-style-type: none"> <li>• <b>Turn off:</b> A <a href="#">mechanism</a> is available to turn the shortcut off;</li> <li>• <b>Remap:</b> A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc);</li> <li>• <b>Active only on focus:</b> The keyboard shortcut for a <a href="#">user interface component</a> is only active when that component has focus.</li> </ul> <p><b>(Level A)</b></p>	(N/A)
<p><b>Timing Adjustable:</b></p> <p><a href="#">2.2.1</a> For each time limit that is set by the content, at least one of the following is true:</p> <ul style="list-style-type: none"> <li>• <b>Turn off:</b> The user is allowed to turn off the time limit before encountering it;</li> <li>• <b>Adjust:</b> The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting;</li> <li>• <b>Extend:</b> The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times;</li> <li>• <b>Real-time Exception:</b> The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible;</li> <li>• <b>Essential Exception:</b> The time limit is <a href="#">essential</a> and extending it would invalidate the activity;</li> <li>• <b>20 Hour Exception:</b> The time limit is longer than 20 hours.</li> </ul> <p><b>Note:</b> This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with <a href="#">Success Criterion 3.2.1</a>, which puts limits on changes of content or context as a result of user action.</p> <p><b>(Level A)</b></p>	(N/A)



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

<p><b>Interruptions:</b>  <a href="#">2.2.4</a> Interruptions can be postponed or suppressed by the user, except interruptions involving an <a href="#">emergency</a>.  <b>(Level AAA)</b></p>	(N/A)
<p><b>Re-authenticating:</b>  <a href="#">2.2.5</a> When an authenticated session expires, the user can continue the activity without loss of data after re-authenticating.  <b>(Level AAA)</b></p>	(N/A)
<p><b>Timeouts: (WCAG 2.1)</b>  <a href="#">2.2.6</a> Users are warned of the duration of any <a href="#">user inactivity</a> that could cause data loss, unless the data is preserved for more than 20 hours when the user does not take any actions.   <b>Note:</b> 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.  <b>(Level AAA)</b></p>	(N/A)
<p><b>Three Flashes or Below Threshold:</b>  <a href="#">2.3.1 Web pages</a> do not contain anything that flashes more than three times in any one second period, or the <a href="#">flash</a> is below the <a href="#">general flash and red flash thresholds</a>.   <b>Note:</b> Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion.  <b>(Level A)</b></p>	Pass (H)
<p><b>Three Flashes:</b>  <a href="#">2.3.2 Web pages</a> do not contain anything that <a href="#">flashes</a> more than three times in any one-second period.  <b>(Level AAA)</b></p>	Pass (L)

<b>Animation from Interactions: (WCAG 2.1)</b> <u>2.3.3 Motion animation</u> triggered by interaction can be disabled, unless the animation is <u>essential</u> to the functionality or the information being conveyed. <b>(Level AAA)</b>	<b>(N/A)</b>
<b>Bypass Blocks:</b> <u>2.4.1</u> A <u>mechanism</u> is available to bypass blocks of content that are repeated on multiple <u>Web pages</u> . <b>(Level A)</b>	<b>Fail (H)</b>
<b>Page Titled:</b> <u>2.4.2 Web pages</u> have titles that describe topic or purpose. <b>(Level A)</b>	<b>Fail (H)</b>
<b>Focus Order:</b> <u>2.4.3</u> If a <u>Web page</u> can be <u>navigated sequentially</u> and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. <b>(Level A)</b>	<b>Fail (H)</b>
<b>Link Purpose (In Context):</b> <u>2.4.4</u> The <u>purpose of each link</u> can be determined from the link text alone or from the link text together with its <u>programmatically determined link context</u> , except where the purpose of the link would be <u>ambiguous to users in general</u> . <b>(Level A)</b>	<b>Fail (H)</b>
<b>Multiple Ways:</b> <u>2.4.5</u> More than one way is available to locate a <u>Web page</u> within a <u>set of Web pages</u> except where the Web Page is the result of, or a step in, a <u>process</u> . <b>(Level AA)</b>	<b>Pass (M)</b>
<b>Headings and Labels:</b> <u>2.4.6</u> Headings and <u>labels</u> describe topic or purpose. <b>(Level AA)</b>	<b>Fail (M)</b>

<b>Focus Visible:</b> <a href="#">2.4.7</a> Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. <b>(Level AA)</b>	<b>Pass (M)</b>
<b>Location:</b> <a href="#">2.4.8</a> Information about the user's location within a <a href="#">set of Web pages</a> is available. <b>(Level AAA)</b>	<b>Pass (L)</b>
<b>Link Purpose (Link Only):</b> <a href="#">2.4.9</a> A <a href="#">mechanism</a> is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be <a href="#">ambiguous to users in general</a> . <b>(Level AAA)</b>	<b>Fail (L)</b>
<b>Section Headings:</b> <a href="#">2.4.10 Section</a> headings are used to organize the content. <b>Note:</b> "Heading" is used in its general sense and includes titles and other ways to add a heading to different types of content. <b>Note:</b> This success criterion covers sections within writing, not <a href="#">user interface components</a> . User Interface components are covered under <a href="#">Success Criterion 4.1.2</a> . <b>(Level AAA)</b>	<b>Fail (L)</b>
<b>Pointer Gestures: (WCAG 2.1)</b> <a href="#">2.5.1</a> 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. <b>Note:</b> 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). <b>(Level A)</b>	<b>(N/A)</b>

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

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



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

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

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

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

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

### Parsing:

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

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

(Level A)

Fail (H)

### Name, Role, Value:

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

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

(Level A)

Fail (H)

### Status Messages (WCAG 2.1)

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

(Level AA)

Fail (M)

## Appendix III

The following table contains the IDs of the issues that have been resolved along with any additional notes for your reference.

### Retest 1

Issue ID	Date fixed	Checked By	Additional Notes
DAC_Images_01	05/10/2022	RR	
DAC_CSS_Icons_01	05/10/2022	RR	
DAC_Images_02	05/10/2022	RR	Content no longer presesnt
DAC_Images_03	05/10/2022	RR	
DAC_Keyboard_01	05/10/2022	RR	
DAC_Keyboard_02	05/10/2022	RR	
DAC_Aria_03	05/10/2022	RR	
DAC_Expanding_01	05/10/2022	RR	Content no longer presesnt
DAC_Lists_01	05/10/2022	RR	
DAC_Forms_02	05/10/2022	RR	
DAC_Forms_01	05/10/2022	RR	
DAC_Moving_Content_01	05/10/2022	RR	Content no longer present
DAC_Moving_Content_02	05/10/2022	RR	
DAC_Flashing_01	05/10/2022	RR	Content no longer present
DAC_Skip_Link_01	05/10/2022	RR	
DAC_Skip_Link_02	05/10/2022	RR	
DAC_Error_Summary_01	05/10/2022	RR	
DAC_Focus_Order_01	05/10/2022	RR	
DAC_Focus_Order_03	05/10/2022	RR	
DAC_Focus_Order_04	05/10/2022	RR	
DAC_Focus_Order_06	05/10/2022	RR	
DAC_Links_01	05/10/2022	RR	
DAC_Links_08	05/10/2022	RR	
DAC_Links_02	05/10/2022	RR	
DAC_Aria_01	05/10/2022	RR	
DAC_Aria_02	05/10/2022	RR	
DAC_Buttons_01	05/10/2022	RR	

DAC_Buttons_04	05/10/2022	RR	Content no longer present
DAC_iFrame_01	05/10/2022	RR	
DAC_Carousel_Controls_01	05/10/2022	RR	
DAC_Text_Contrast_01	05/10/2022	RR	
DAC_Text_Contrast_02	05/10/2022	RR	
DAC_Non_Text_01	05/10/2022	RR	
DAC_Focus_State_01	05/10/2022	RR	
DAC_Focus_State_02	05/10/2022	RR	
DAC_Buttons_04	05/10/2022	RR	
DAC_Focus_State_03	05/10/2022	RR	
DAC_Reflow_01	05/10/2022	RR	
DAC_Articles_01	05/10/2022	RR	
DAC_Landmarks_01	05/10/2022	RR	
DAC_Forms_03	05/10/2022	RR	
DAC_Bypass_Blocks_01	05/10/2022	RR	Content no longer present
DAC_Headings_01	05/10/2022	RR	



## Appendix IV

### The Process

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

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

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

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

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

## CRITERIA

### High

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

### Medium

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

### Low

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

### Usability

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



## DAC Testing Procedure

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

## User Testing

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

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

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

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

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

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

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

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

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

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

## Technical Auditing

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