UWE-050 UWE Website Accessibility Audit

nomensa

Humanising Technology

Change Log

Client: University of the West of England

Project: UWE Website Accessibility Audit

Start date: 17 November 2023

End date: 11 January 2024

Revision History

Date	Name	Version	Summary
17/11/2023	Leon Hampson	1.0	Test Plan

Reviewer

Date	Name	Version	Summary
14/12/2023	Ronny Hendriks	1.0	QA

Distribution

Date	Name	Version	Summary
11/01/2024	Alice Bouquet	1.0	UWE

Contents

Scope

Conformance level

WCAG 2.2 AA

Assistive Technologies

- Windows - Chrome / JAWS
- Windows - Firefox / NVDA
- MacOS - Safari / VoiceOver

Testing tools

- Chrome DevTools
- Web Developer (Chrome Plugin)
- ARC Toolkit
- Colour Contrast Analyser

Review process

We used a combination of accessibility evaluation tools, visual inspection of code and testing with assistive technology to evaluate a representative subset of 41 test samples across 15 pages for conformance with WCAG 2.2 AA success criteria.

Test plan

Pages tested

Name	URL(optional)	Screenshot
Home page	https://www.uwe.ac.uk/	
Events search results	https://www.uwe.ac.uk/events/search-results?q=	

Name	URL(optional)	Screenshot
Event page	https://www.uwe.ac.uk/events/thinking-differently-32	
News item	https://www.uwe.ac.uk/news/uwe-bristol-takes-pioneering-approach-to-recycling-plastics-in-labs	
Breaking boundaries	https://www.uwe.ac.uk/research/breaking-research-boundaries	

Name	URL(optional)	Screenshot
Harvard referencing guide	https://www.uwe.ac.uk/study/study-support/study-skills/referencing/uwe-bristol-harvard	
Order a prospectus	https://www.uwe.ac.uk/courses/order-a-prospectus	
International campaign landing page	██████████████████████	

Name	URL(optional)	Screenshot
PDF document (download)	https://www.uwe.ac.uk/-/media/uwe/documents/about/practice-support-net/arc-placement-pro-file-guide.pdf	
Global search		
Global search results		

Name	URL(optional)	Screenshot
Student village	https://uwe-azukw-sc-10-1-test-cd.azurewebsites.net/home/life/accommodation/student-village	
Course search	https://courses.uwe.ac.uk/search?words=&e=2024	
Sample course page	https://courses.uwe.ac.uk/H403/aerospace-engineering	
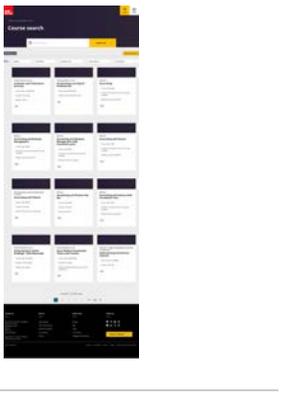
Name	URL(optional)	Screenshot
Components	████████████████████████	

Test samples

Sample name	Example screenshot	Pages
Page structure (all pages)		Home page

Sample name	Example screenshot	Pages
CookiePro Cookie Banner	We value your privacy By clicking "ACCEPT", you agree to the storing of cookies on your device to enhance site navigation, analyse site usage, and assist in our marketing. ACCEPT REJECT ALL VIEW COOKIE SETTINGS	Home page
CookiePro Privacy Preference dialog	Privacy Preference Centre Manage Consent Preferences	Home page
Site Search	Search	Home page, Events search results, Event page, News item, Breaking boundaries, Harvard referencing guide, Order a prospectus, International campaign landing page
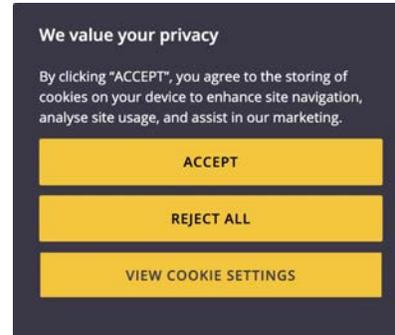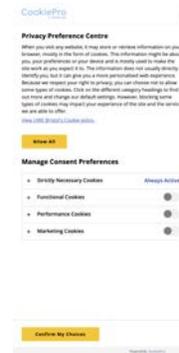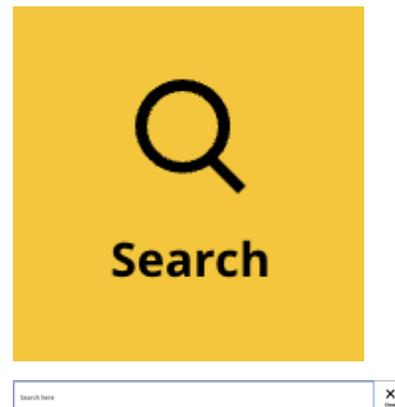
Sample name	Example screenshot	Pages
Global Search component		Global search, Global search results
Global search results filter		Global search results
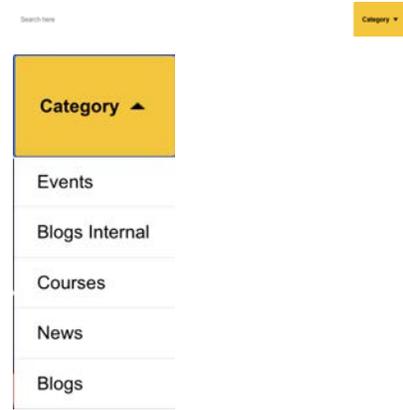
Sample name	Example screenshot	Pages
Main Navigation Menu		Home page, Events search results, Event page, News item, Breaking boundaries, Harvard referencing guide, Order a prospectus, International campaign landing page
Footer		Home page, Events search results, Event page, News item, Breaking boundaries, Harvard referencing guide, Order a prospectus, International campaign landing page, Global search, Global search results
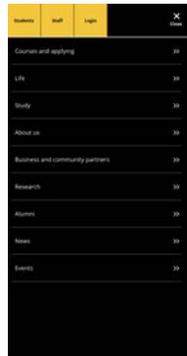
Sample name	Example screenshot	Pages
Home page header (video content)		Home page
Header navigation links		Home page, Events search results, Event page, International campaign landing page, Global search
Course search		Home page, Global search
Hover cards		Home page, Global search, Sample course page
Content carousel		Home page, Global search
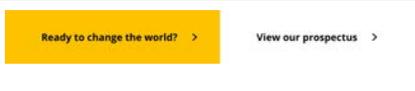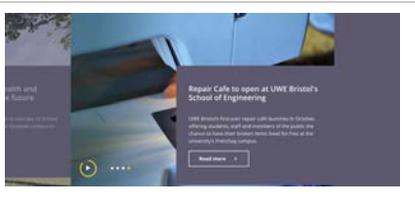
Sample name	Example screenshot	Pages
Breadcrumbs		Harvard referencing guide, Events search results, Event page, News item, Breaking boundaries, Order a prospectus, Global search results
Inline search		Events search results, Global search results, Course search
Card block		Events search results, News item, Harvard referencing guide, Order a prospectus, International campaign landing page
Search filters		Events search results, Course search
Search results pagination		Events search results, Global search results, Course search
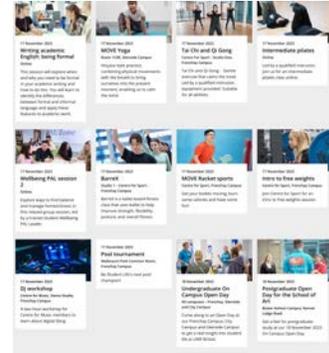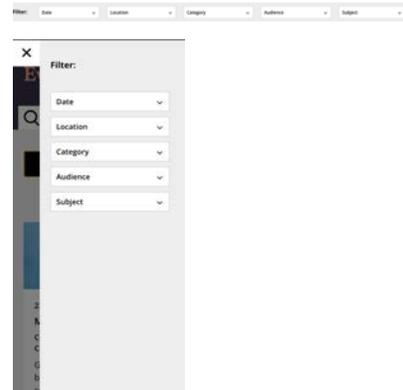
Sample name	Example screenshot	Pages
Card carousel		Event page, News item, Breaking boundaries, Components
Details and summary table		Event page, Sample course page
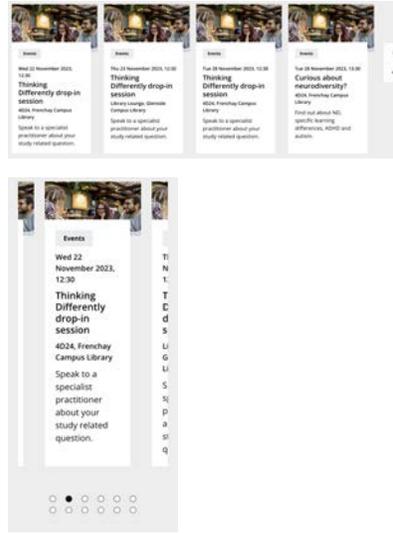
Sample name	Example screenshot	Pages
Related events bar		Event page, News item
Event location		Event page
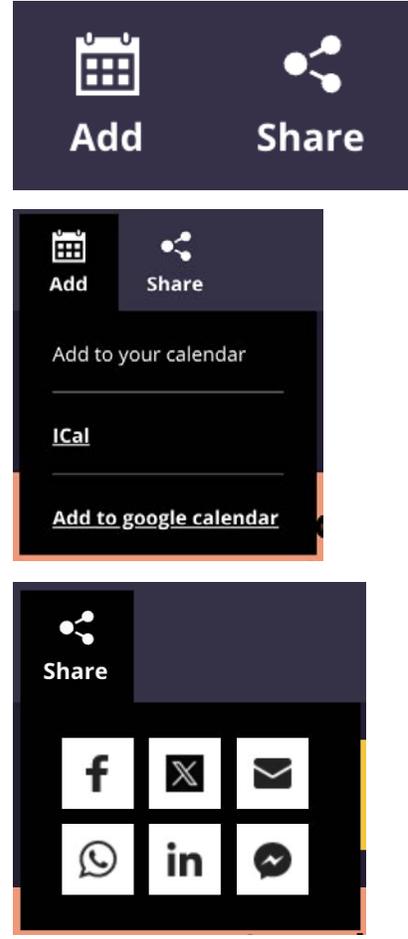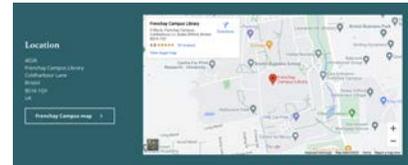
Sample name	Example screenshot	Pages
Vertical scroll carousel		Breaking boundaries
Accordion		Harvard referencing guide, Sample course page
Accordion content		Harvard referencing guide, Sample course page
Content Sections		Breaking boundaries, Harvard referencing guide
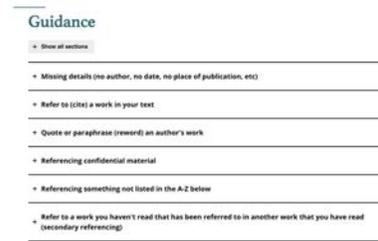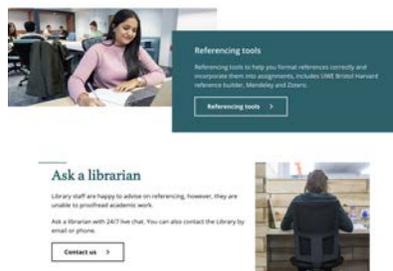
Sample name	Example screenshot	Pages
Gecko form		Order a prospectus
Uniquest form		International campaign landing page
Tab panel		International campaign landing page

Sample name	Example screenshot	Pages
Single media section (YouTube video)		Student village, Sample course page
360˚ tour		Student village
Location map		Student village
Sticky navigation header		Sample course page
Sticky navigation footer		Sample course page
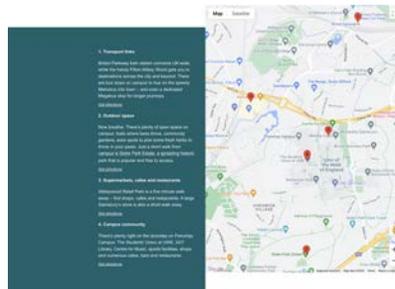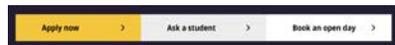
Sample name	Example screenshot	Pages
Blockquote	"My course provided me with the technical knowledge to thrive in a commercial world, including project management, data analysis, initiative and problem-solving skills. These skills helped me to find an engineering role as an Associate Consultant at OnePLM." Amandeep, 2021 Aerospace Engineering graduate	Sample course page
Unistats	**Unistats** **UWE Main Campus** **Full Time** 57% say staff value students views and opinions about the course. For **more** official course information visit Discover Uni See course data	Sample course page
Curated tabs	Accommodation, Transport, Food, Paid work, Equipment, Study spaces, Free activities **Accommodation and bills** Student Support Fund	Components
Task sequence (accordion)	**What you need to do** + Show all task details 1 Make an appointment — Show details 2 If you need to cancel — Show details 3 During your appointment — Show details 4 After your appointment — Show details	Components
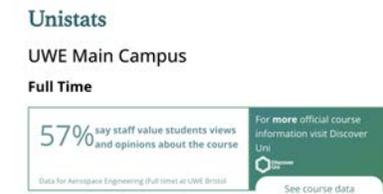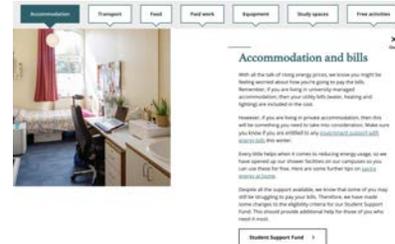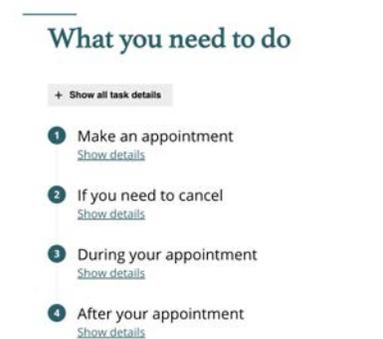
Sample name	Example screenshot	Pages
Image gallery		Components
Contact bar		Components
PDF Content		PDF document (download)

Report findings

Summary

This report details Nomensa's evaluation of the conformance of the University of the West of England website against the W3C Web Content Accessibility Guidelines version 2.2 (WCAG 2.2), conformance level AA. In summary, 54 separate issues were found.

Based on this audit, we found that the University of the West of England website **partially meets** WCAG 2.2 level AA.

It's important to note that the recommended solutions that we have provided should be applied to all pages on your website in order to meet the desired level of accessibility. Nomensa is committed in helping you achieve your accessibility targets and are happy to offer further explanations and advice about the issues raised in this report. If for any reason it's not possible to implement the recommendations we recommend indicating any areas of non-conformance as part of your accessibility statement.

Nomensa barrier score

Estimated chance of someone with a disability hitting a barrier they cannot pass: **23%**

Keyboard	Magnification & Contrast	Screen Reader	Deafness & Cognitive
4/25	3/25	15/25	1/25

Severity

For each issue found we have provided an estimated severity level based on our experience of how the issue would affect people's ability to access or understand content and complete tasks such as navigating the site or completing a form.

1. **Blocker** - people are completely blocked from accessing some content and won't be able to complete tasks.

2. **Severe** - people will have significant difficulty accessing content and may not be able to complete tasks.
3. **Moderate** - people will experience moderate difficulty accessing content but they won't be prevented from completing tasks.
4. **Minor** - people will experience some frustrations accessing content but they won't be prevented from completing tasks.

Best practices

Where an issue does not fail a specific WCAG success criterion but is likely to impact the user experience, we will raise this as a best practice item.

Best practice - the issue doesn't fail a WCAG Success Criterion but fixing it would improve the overall user experience.

Interaction modes

1. **Screen Reader -** includes people who use text to speech software to understand and interact with the content and includes, but is not limited to: people who are blind, have low vision as well as people with cognitive and learning disabilities.
2. **Keyboard -** includes people who rely on a computer keyboard, speech recognition software or touch screen devices to interact with the content and includes, but is not limited to people with motor disabilities or impairment.
3. **Magnification and Contrast -** includes people who zoom in on content, use screen magnification software or increased text sizes and includes, but is not limited to people with low vision or colour blindness. Additionally, situational or environmental factors such as screen glare or low light can cause contrast issues for many people.
4. **Deafness and Cognitive -** this includes people with hearing or cognitive impairment and learning disabilities. Additionally, situational or environmental factors such as external noise and other distractions can cause concentration issues — not only for people with disabilities but for many more people.

Results

2.4.1 Bypass Blocks (A)
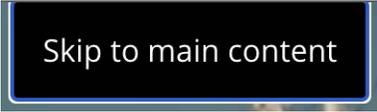
Skip to main content

Test samples

Page structure (all pages)

Issue

The skip link provided at the top of the page doesn't focus its target element.

Impact

People who use a keyboard will have to tab through the navigation links at the top of each page in order to reach the main content area.

Solution

Although some browsers use heuristics to focus the intended target this is not consistently applied. Ensure that skip links have a focusable target that allows people who use a keyboard to skip the navigation. Add the intended target to the page `tabindex` using a negative value so that it can only be focused via the skip link.Code example:`<main id="main-content" role="main" tabindex="-1"></main>`

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/bypass-blocks

Severity

4 - Minor

Interaction mode

Keyboard

1.3.1 Info and Relationships (A)

Test samples

Main Navigation Menu, Header navigation links

Issue

Multiple navigation regions are nested and unlabelled.

Impact

If there is more than one navigation element on a page, providing a label for each nav landmark helps people using screen readers to quickly understand the purpose of each landmark.Additionally, nested navigation regions can be confusing and misleading to people using a screen reader, especially when browsing out of context.

Solution

Ideally, if a page includes more than one navigation landmark, each one should have a unique label.However, navigation landmarks should be used sparingly and to indicate the most important navigation links. In the first instance, the additional parent `nav` containers for the Utility and Primary Navigation navigation regions and the Ready to change the world and View our prospectus links regions are superfluous and confusing. These can be removed.In the second instance, the Primary Navigation parent `div` container has been incorrectly labelled. Apply the `aria-label` to the `nav` element, not the `div` container.(Note, the links within the footer don't require a navigation landmark as the navigation semantics are implicit in the contentinfo role of the `footer` element.) Code example (note the additional `navigation` role on the Utility Navigation is superfluous and not required):`<header>`~~`<nav class="nav">`~~`<nav class="utility-nav o-bg--black"` ~~`role="navigation"`~~ `aria-label="Utility Navigation">...</nav><div class="nav-wrap nav-level--primary js-nav-wrap"` ~~`aria-label="Primary Navigation"`~~`><nav class="primary-nav o-bg--black" aria-label="Primary Navigation">...</nav></div>`~~`</nav>`~~`</header>...<`~~`nav`~~` div class="header__btn-links">...</`~~`nav`~~` div>`

Documentation

https://developer.mozilla.org/en-US/docs/Web/Accessibility/ARIA/Roles/navigation_role

Severity

2 - Severe

Interaction mode

Screen Reader

1.4.10 Reflow (AA)

Test samples

Page structure (all pages)

Issue

The skip link is obscured and cut off at small viewport sizes

Impact

When content doesn't reflow to adapt to small viewport sizes and is obscured or, cut off people will be unable to access it.

Solution

Content mustn't be obscured, cut off or missing at an effective viewport dimension of 320×256 CSS pixels (equivalent to a maximised browser running on a standard desktop size of 1280×1024 pixels, zoomed in at 400%).Ensure that content is visible at different browser widths and viewport sizes or when zoomed up to 400%.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/reflow

Severity

3 - Moderate

Interaction mode

Magnification & Contrast

1.2.1 Audio-only & Video-only (A)

Test samples

Home page header (video content)

Issue

The video-only content uses an iFrame title and aria-label which doesn't sufficiently describe the video content.

Impact

There is no alternative way for people who use a screen reader to understand the video content.

Solution

Provide a more meaningful title for the iFrame and the video label.Current code:iFrame `title="UWE TV Ad 45sec MASTER 25fps 1920x1080 NoGraphics"`Video `aria-label="YouTube Video Player"`

Documentation

https://www.w3.org/TR/WCAG22/#time-based-media

Severity

3 - Moderate

Interaction mode

Screen Reader

1.3.2 Meaningful Sequence (A)

Test samples

Home page header (video content)

Issue

Visually hidden YouTube links within the video iFrame are available to people using a screen reader.

Impact

If navigation isn't restricted to the visible content, people using screen reader can easily navigate away from the page which may be confusing if the links were not intended to be available.

Solution

Make sure that visually hidden content is hidden and unavailable to people using a screen reader by etiher using the CSS `display:none` property or using `aria-hidden="true"`.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/meaningful-sequence

Severity

3 - Moderate

Interaction mode

Screen Reader

2.4.6 Headings and Labels (AA)

Test samples

Home page header (video content)

Issue

The video pause button aria-label value is "button" which doesn't sufficiently describe its topic or purpose.

Impact

People using a screen reader benefit from descriptive and accurate labels making it easier to identify form controls and inputs.

Solution

Ensure that descriptive labels are used on form controls and inputs. Change the aria-label value to "pause-video"Code example:`<button aria-label="pause video"></button>`

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/headings-and-labels

Severity

2 - Severe

Interaction mode

Screen Reader

1.4.3 Contrast (Minimum) (AA)
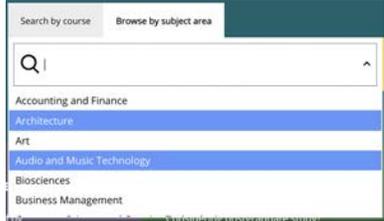
Test samples

Course search

Issue

There's insufficient contrast between the Browse by subject area combobox dropdown text and background colour in the hover and focus states.

Impact

Text with low contrast can be difficult to perceive and difficult to read. In some cases, it may not be visible at all to people with low vision or colour blindness.Current contrast ratio:Text colour: #FFFFFFBackground: #5867FBContrast ratio: 2.9:1

Solution

Provide enough contrast between text and its background so that it can be read by people with low vision or colour blindness in all states.Make sure the foreground and background colours used for standard text (including images of text, links, button labels, and other controls) has a contrast ratio of at least 4.5:1 against its background.

Documentation

https://developer.mozilla.org/en-US/docs/Web/Accessibility/Understanding_WCAG/Perceivable/Color_contras

Severity

2 - Severe

Interaction mode

Deafness and Cognitive

4.1.2 Name Role Value (A)
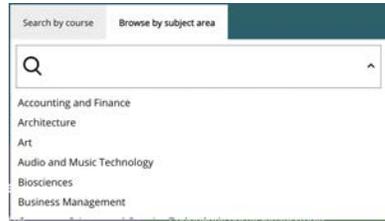
Test samples

Course search

Issue

The Browse by subject area search combobox and dropdown menu is missing the appropriate property and state information.

Impact

When the role or state of a control doesn't match its actual purpose or is missing, screen reader users may not know how to interact with it, understand it's current state, or may not be given appropriate feedback when the state is changed.

Solution

The use of the `combobox` role on it's own isn't sufficient to convey its purpose and function and, requires additional property and state information which should be provided using additional the `aria` attributes as explained in the guidance documentation.

Documentation

https://www.w3.org/WAI/ARIA/apg/patterns/combobox/examples/combobox-autocomplete-list/#rps_label

Severity

3 - Moderate

Interaction mode

Screen Reader

2.1.1 Keyboard (A)
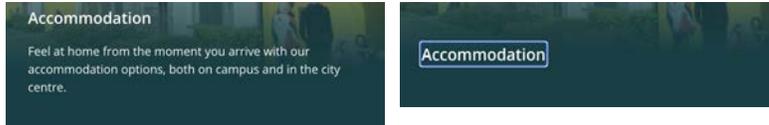
Test samples

Hover cards

Issue

The additional card description content can be accessed with a mouse (hover) in desktop viewports but not with a keyboard (focus).

Impact

People who use a keyboard (including people who use a screen reader) will be unable to use these controls or access the additional content.

Solution

Whilst the description content is visible in smaller viewports, make sure that all interactive controls and, additional functionality can be used with a keyboard in all viewport sizes.Add the same functionality to the keyboard focus event that's been applied to the mouse hover event to ensure that people using a screen reader, as well as people using a keyboard, can access the additional description content.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/keyboard

Severity

3 - Moderate

Interaction mode

Keyboard

1.1.1 Non-text Content (AA)

Test samples

Content carousel

Issue

The SVG Play/Pause button image isn't hidden from screen readers.

Impact

If SVGs aren't marked up appropriately in the HTML, screen readers announce the SVG as a generic, unlabelled image. This can be confusing and frustrating for people who use screen readers.

Solution

Because the relevant information is already provided in the button name hide the image from screen readers by applying `aria-hidden="true"` to the SVG.Code example:`<svg aria-hidden="true"></svg>`

Documentation

https://developer.mozilla.org/en-US/docs/Web/SVG

Severity

4 - Minor

Interaction mode

Screen Reader

1.4.11 Non-text Contrast (AA)
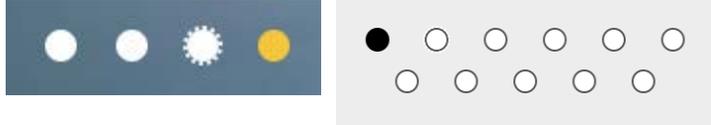
Test samples

Content carousel, Card carousel

Issue

The pagination control custom focus indicators have insufficient colour contrast against the background colour.

Impact

When the focus indicator has insufficient colour contrast, it can be difficult or impossible for sighted keyboard users to determine which control currently has focus.

Solution

In the Content carousel this issue depends upon the the contrast between the focus outline and the background image.Therefore, we recommend a more robust solution to provide enough contrast between the visible focus style and its surrounding content in all eventualities.Make sure that focus indicators/outlines always have a colour contrast ratio of at least 3:1 against their background and any adjacent parts of the content.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/non-text-contrast

Severity

3 - Moderate

Interaction mode

Magnification & Contrast

1.4.3 Contrast (Minimum) (AA)

Test samples

Content carousel, Image gallery

Issue

There's insufficient contrast between the carousel slide text and background colour when navigating using a screen reader virtual cursor.

Impact

Note that people who use screen readers include those with low vision or learning disabilities as well as people with no vision.Text with low contrast can be difficult to perceive and difficult to read. In some cases, it may not be visible at all to people with low vision.Current contrast ratio:Text colour: #A6A3B0Background: #5E5870Contrast ratio: 2.7:1

Solution

Because the visibly hidden slide content can be accessed using a screen reader when using a virtual cursor, provide enough contrast between text and its background so that it can be read by people with low vision or colour blindness.Make sure the foreground and background colours used for text follow these rules:- Standard text (including images of text, links, button labels, and other controls) has a contrast ratio of at least 4.5:1 against its background. - Large text (18pt/24px or 14pt/18. 5px bold) has a contrast ratio of at least 3:1.

Documentation

https://developer.mozilla.org/en-US/docs/Web/Accessibility/Understanding_WCAG/Perceivable/Color_contrast

Severity

3 - Moderate

Interaction mode

Magnification & Contrast

2.4.4 Link Purpose (In Context) (A)

Read more >

Test samples

Content carousel

Issue

The carousel slide Read more links don't have sufficient information or context to easily determine what the link will do, or where it will go.

Impact

When links don't adequately convey their purpose (particularly if there is a visual context that's not programmatically defined such as a containing paragraph of text), people who use screen readers may find it difficult to understand the purpose or functionality of links when navigating out of context.

Solution

Ensure that links provide a clear indication of their purpose, either through the visible link text, accessible name, or through the surrounding content.The link's accessible name can be associated with the carousel content by using the `aria-describedby` attribute and referring to the ID of the relevant slide heading.Code example:`<h3 id="teaching_excellence_framework" class="t-medium">Teaching Excellence Framework: UWE Bristol provides an outstanding student experience</h3><a href="..." class="c-btn c-btn--white" aria-describedby="teaching_excellence_framework">Read more</a>`

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/link-purpose-in-context

Severity

4 - Minor

Interaction mode

Screen Reader

2.5.8 Target Size (Minimum) (AA)
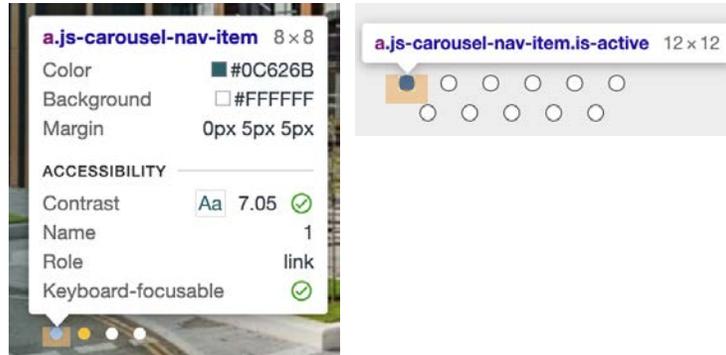
Test samples

Content carousel, Card carousel

Issue

The target size of the carousel navigation links doesn't meet the minimum size requirement.

Impact

When targets are small, it can be difficult for people with hand tremors or those who have difficulty with fine motor movement to activate them accurately.**Note:** this issue only affects the Card carousel in small viewports (640px wide or less).

Solution

Ensure the target size of an element or it's combined spacing meet the minimum requirement of 24x24 pixels in size.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/target-size-minimum

Severity

2 - Severe

Interaction mode

Keyboard

4.1.2 Name Role Value (A)
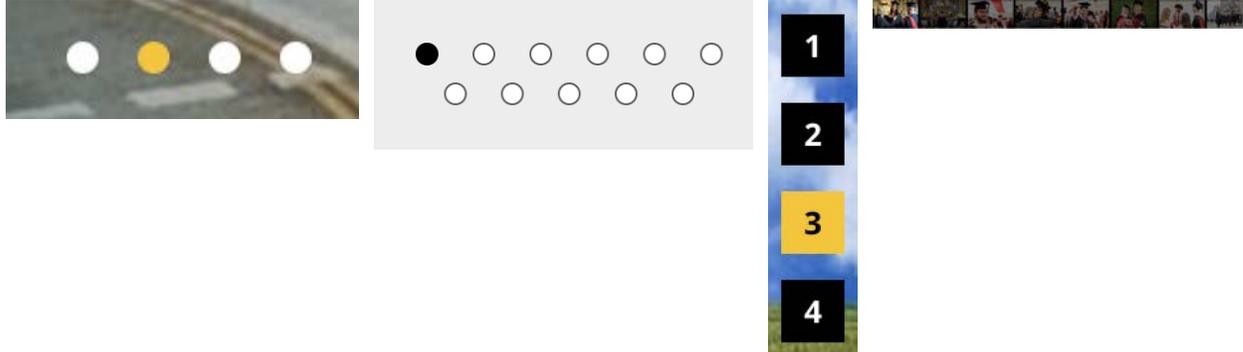
Test samples

Content carousel, Card carousel, Vertical scroll carousel, Image gallery

Issue

The carousel pagination navigation is missing the appropriate role and name information.

Impact

When the role of a control isn't defined people who use a screen reader may not know how to interact with it, understand it's current state, or may not be given appropriate feedback when the state is changed.**Note:** this issue only affects the Card carousel in small viewports (640px wide or less).

Solution

Define the pagination component using the `group` role and provide an accessible name using the `aria-label` attribute (for example "Choose slide").Additionally, define the state of the currently selected item. This can be done by using the `aria-current` attribute and setting it to `true`.Code example:`<a href="#" tabindex="0" class="js-carousel-nav-item" aria-current="true">1</a>`

Documentation

https://www.w3.org/WAI/ARIA/apg/patterns/carousel/

Severity

3 - Moderate

Interaction mode

Screen Reader

3.3.2 Labels or Instructions (A)

test|

Test samples

Site Search, Global Search component

Issue

The Search input uses placeholders as labels.

Impact

After information is entered into the field, the visible hint or instructions for the required information is removed. This is problematic for people with cognitive impairments that affect short-term memory, as well as a more general usability issue as placeholder text with sufficient color contrast may be interpreted as input. Additionally, the default colour contrast of placeholder text is poor in many browsers, making it difficult for people with low vision to perceive it.

Solution

Make sure that form fields have a permanently visible label. Only use placeholders to provide short hints or assistance when filling in forms, such as a sample value or the required format.

Documentation

https://developer.mozilla.org/en-US/docs/Web/CSS/::placeholder#accessibility_concerns

Severity

4 - Minor

Interaction mode

Deafness and Cognitive

4.1.2 Name Role Value (A)
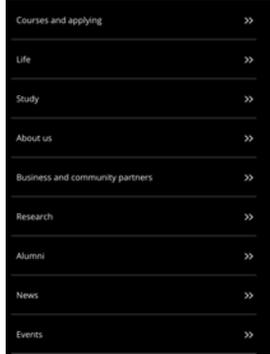
Test samples

Main Navigation Menu

Issue

The primary navigation links use the aria-haspopup attribute.

Impact

When the role of a control doesn't match its actual purpose, people who use a screen reader may not know how to interact with it, understand it's current state, or may not be given appropriate feedback when the state is changed.

Solution

The `aria-haspopup` attribute must be used in the context of a menu, listbox, tree, grid, or dialog. However, the inherited ARIA `menu` role isn't designated for navigation but, for application behaviour. It can also be problematic if not fully implemented according to the WAI-ARIA specification and, isn't consistently supported by screen readers.The simplest way to implement the menu is, instead of the `aria-haspopup` attribute, to use the `aria-expanded` attribute **on the elements which control the visibility** of the sub-menus, **not on the sub-menu container** (as is the current case).Because the sub-menus are contained within nested, unordered HTML lists, the semantic structure of the menu is already defined and understandable for people using a screen reader. To enhance the experience for people using a screen reader, use the `aria-controls` declaration and reference the ID of the expanded sub-menu content as described in the recommended documentation.Code example:`<li class="subnav__list-item">Find a course<div class="primary-nav__subnav js-subnav is-active" tabindex="1" aria-expanded="true"><ul id="find_a_course_subnav" class="subnav__list js-nav-list">... </div>
`

Documentation

https://developer.mozilla.org/en-US/docs/Web/Accessibility/ARIA/Attributes/aria-expanded

Severity

2 - Severe

Interaction mode

Screen Reader

2.4.3 Focus Order (A)
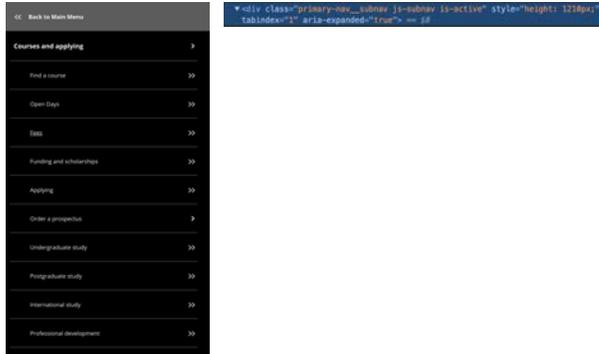
Test samples

Main Navigation Menu

Issue

The non-interactive sub-menu container is included in the page tabindex.

Impact

When a `tabindex` value is set to zero or a positive number, the element can be navigated to via the keyboard Tab key. This can be a confusing experience for anyone who uses the keyboard to navigate. For people who navigate using a keyboard, the focus order of interactive controls in a document should be logical and intuitive and not include non-interactive elements.

Solution

If arbitrary, non-interactive elements (such as div containers or similar) have been made keyboard focusable through the use of `tabindex`, remove the attribute.Code example:`<div class="primary-nav__subnav js-subnav is-active"` ~~`tabindex="1"`~~ `aria-expanded="true">...</div>`

Documentation

https://developer.mozilla.org/en-US/docs/Web/Accessibility/ARIA/Attributes/aria-label

Severity

4 - Minor

Interaction mode

Keyboard

1.1.1 Non-text Content (AA)
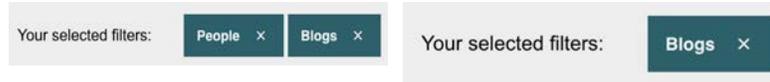
Test samples

Global search results filter

Issue

The remove filter icon on the Your selected filters buttons doesn't have a text description.

Impact

If an image doesn't a text description that accurately describes it, people using a screen reader will be unable to understand the meaning or purpose of the image.

Solution

If an image conveys information make sure that it has an accurate text description. In this context the image uses the CSS `::after` pseudo-element and can't be given a text value. Either use the `aria-label` attribute on the button to provide the additional information or use visually hidden text in the button name. Note, if using the `aria-label` attribute it must contain the visible text of the button and, not just the additional information.Code example:`<button type="submit" value="clear-Blogs-filter" class="c-btn c-btn--small c-btn--teal-solid c-btn--selected search-filters-selected__btn" aria-label="clear blogs filter">Blogs</button>`

Documentation

https://developer.mozilla.org/en-US/docs/Web/Accessibility/ARIA/Attributes/aria-label

Severity

3 - Moderate

Interaction mode

Screen Reader

1.4.10 Reflow (AA)

Test samples

Breadcrumbs

Issue

The breadcrumb navigation is missing at small viewport sizes.

Impact

When content doesn't reflow to adapt to small viewport sizes and is missing people will be unable to access it unless it's available in an alternative way.

Solution

Content mustn't be become inoperable (obscured, cut off or missing) at an effective viewport dimension of 320×256 CSS pixels (equivalent to a maximised browser running on a standard desktop size of 1280×1024 pixels, zoomed in at 400%).Ensure that content is available at different browser widths and viewport sizes or when zoomed up to 400%.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/reflow

Severity

4 - Minor

Interaction mode

Magnification & Contrast

1.1.1 Non-text Content (AA)

Test samples

Card block

Issue

The decorative card image contain text descriptions which duplicates the heading content.

Impact

Decorative images are those which aren't relevant to the meaning or purpose of the content. If decorative images have text descriptions or are missing an a (null) `alt` attribute, it can add to the amount of information a person who uses a screen reader has to process.

Solution

Make sure that decorative images don't have text descriptions or are hidden from people who use screen readers. Remove the text description for the alt attribute leaving no spaces.Code example: `<img alt="">`Note: if the content management system doesn't allow empty `alt` values, provide a more descriptive text value.

Documentation

https://developer.mozilla.org/en-US/docs/Web/API/HTMLImageElement/alt

Severity

4 - Minor

Interaction mode

Screen Reader

4.1.2 Name Role Value (A)
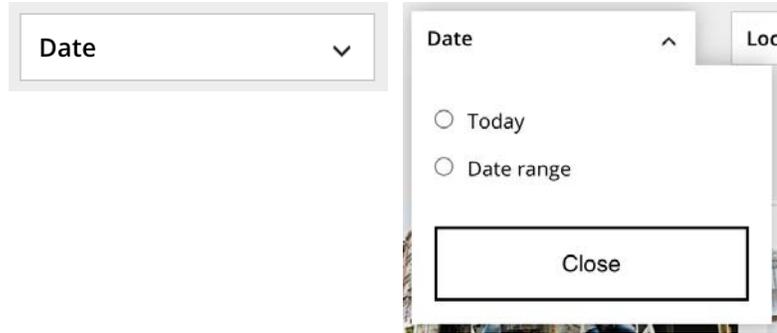
Test samples

Search filters

Issue

The tab controls (which show/hide the filter) dropdown panels are missing appropriate tab role.

Impact

When the role of a control doesn't match its actual purpose or is missing, people who use a screen reader may not know how to interact with it, understand it's current state, or may not be given appropriate feedback when the state is changed.

Solution

The tab components and their associated tab panel content has been defined using the ARIA tabs pattern but, is incomplete.Remove the redundant (and non-functional) `aria-expanded` attribute from the controls as this indicates the wrong functionality to people using screen readers and doesn't provide the necessary feedback about the state of the control or the tabbed panels and, replace this with `role=tab`.Refer to the tabs pattern in the documentation link. (The additional keyboard interactions defined in the pattern are optional.)

Documentation
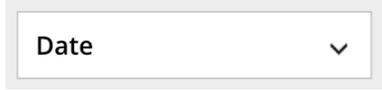
https://www.w3.org/WAI/ARIA/apg/patterns/tabs/examples/tabs-manual/

Severity

2 - Severe

Interaction mode

Screen Reader

2.1.1 Keyboard (A)

Date ⌄

Test samples

Search filters

Issue

The tab controls (which show/hide the filter) are defined as buttons but, can't be used with the keyboard spacebar.

Impact

People using a screen reader will expect to be able to press the SPACEBAR but, this results in the page scrolling.

Solution

Make sure that interactive controls can be used with the expected keyboard controls and, provide functionality for the SPACEBAR key.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/keyboard

Severity

4 - Minor

Interaction mode

Screen Reader

1.3.1 Info and Relationships (A)
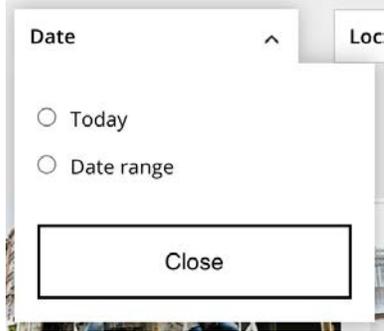
Test samples

Search filters

Issue

The date group of radio buttons are displayed as a group but aren't structured or labelled appropriately in the HTML.

Impact

If a group of related form fields isn't indicated the HTML code, or given a group name, people who use screen readers won't know about the relationship making it harder to complete the form.

Solution

Label the form `fieldset` using the `legend` element. Alternatively, group the elements using WAI-ARIA `role="radiogroup"` and label the group using the `aria-label` or `aria-labelledby` attribute and refer to the ID of a visible label.

Documentation

https://developer.mozilla.org/en-US/docs/Web/HTML/Element/fieldset

Severity

4 - Minor

Interaction mode

Screen Reader

1.1.1 Non-text Content (AA)

Test samples

Search filters, Accordion content, Gecko form, Task sequence (accordion)

Issue

The list CSS ::marker pseudo-elements are announced by screen readers.

Impact

Decorative images (those which aren't relevant to the meaning or purpose of the content) can add to the amount of information a person who uses a screen reader has to process.

Solution

Apply the display and hidden properties to the ::maker pseudo-element.Code example:`li::marker {display: none;visibility: hidden;}`

Documentation

https://developer.mozilla.org/en-US/docs/Web/CSS/::marker

Severity

4 - Minor

Interaction mode

Screen Reader

2.4.3 Focus Order (A)
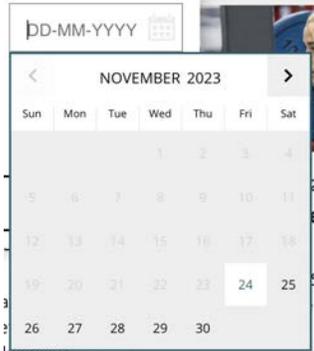
Test samples

Search filters

Issue

When the date picker is opened, focus isn't moved to the dialog.

Impact

If focus isn't moved to the date picker, people using a screen reader are unable to navigate to it or locate it as it is positioned at the end of the page DOM.

Solution

When the date picker opens either move focus to the date picker container or, to the current date. For an example of an accessible date picker function refer to the documentation link.

Documentation

https://www.w3.org/WAI/ARIA/apg/patterns/dialog-modal/examples/datepicker-dialog/

Severity

2 - Severe

Interaction mode

Screen Reader

4.1.2 Name Role Value (A)

Test samples

Search filters

Issue

The date input fields' accessible name in incorrect and misleading.

Impact

The date input fields' `aria-label` is "Use the arrow keys to pick a date" which decribes the function of the date picker (which can't be accessed by a screen reader).

Solution

The existing `label` element provides the accurate name for the input therefore, remove the `aria-label` attribute.Code example:`<label for="fromdate" class="c-tab-filters__label t-smaller ">From: </label><input type="text" id="fromdate" placeholder="DD-MM-YYYY" data-min-date="true" data-set-min-todate="true" name="fromdate" class="field-dp c-tab-filters__dp js-filter js-datepicker" value="" aria-label="Use the arrow keys to pick a date">`

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/name-role-value

Severity

3 - Moderate

Interaction mode

Screen Reader

4.1.2 Name Role Value (A)

Test samples

Search filters

Issue

The date picker has no accessible role or name.

Impact

When the role or name of an interactive component doesn't match its actual purpose or is missing, people who use a screen reader may not know how to interact with it.

Solution

Define the date picker as a non-modal `dialog` and provide an accessible name using the `aria-label` attribute as described in the documentation link.

Documentation

https://www.w3.org/WAI/ARIA/apg/patterns/dialog-modal/examples/datepicker-dialog/

Severity

3 - Moderate

Interaction mode

Screen Reader

1.3.1 Info and Relationships (A)
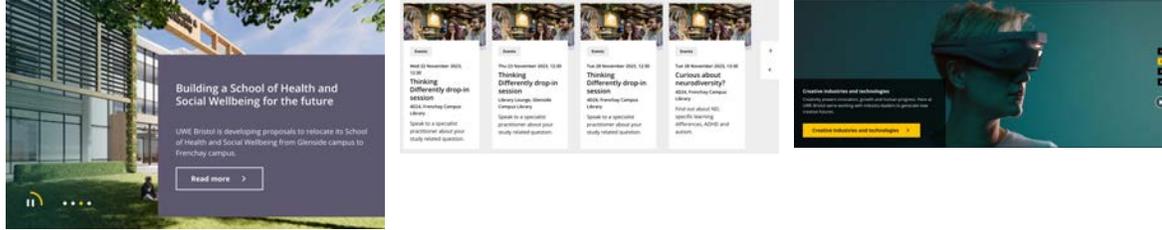
Test samples

Content carousel, Card carousel, Vertical scroll carousel

Issue

The page region for the carousel navigation and content isn't marked up in the HTML.

Impact

Information about the structure of the content, which is conveyed visually, but not in the HTML code won't be available to people using screen readers. This makes it harder for them to navigate and understand the content.

Solution

The carousel container element and its components should have either a region or, group role applied. Provide an accessible name by either using the `aria-label` attribute or, the `aria-labelledby` attribute and refer it to the ID of a visible heading.Code example:`<h2 class="c-copy-section__title" id="related_events">Related events</h2><div class="carousel" role="group" aria-labelledby="related_events">...</div>`The carousel container can also have the ARIA aria-roledescription property set to `carousel` and, each slide container the group role with the property aria-roledescription set to `slide`, as described in the documentation recommendation.

Documentation

https://www.w3.org/WAI/ARIA/apg/patterns/carousel/

Severity

3 - Moderate

Interaction mode

Screen Reader

1.3.2 Meaningful Sequence (A)

Test samples

Card carousel, Vertical scroll carousel, Image gallery

Issue

Visually hidden slide content in the carousel is available to people using a screen reader.

Impact

If navigation isn't restricted to the visible content, people using a screen reader can easily navigate to it and may find it difficult or confusing navigating away.**Note:** this issue only affects the Card carousel in small viewports (640px wide or less).

Solution

Make sure that visually hidden content is hidden and unavailable to people using a screen reader.When the slide and its content is hidden, apply the CSS `display: none;` property.When the slide and its content is visible, remove the `display: none;` property (or change it to `display: block;`).

Documentation

https://www.w3.org/WAI/ARIA/apg/patterns/carousel/

Severity

2 - Severe

Interaction mode

Screen Reader

4.1.2 Name Role Value (A)

Test samples

Related events bar

Issue

The Add and Share expand controls don't have an accessible role.

Impact

This won't be sufficient to convey the control's purpose and may make it difficult or impossible for people who use screen readers to make sense of the control or to confidently use it.

Solution

Controls must have an accessible role, which should give an indication of its purpose and functionality. Either define the control as an HTML `button` element or, use the `button` role to define its purpose.Code example:`<div tabindex="0" class="c-relatedevents-bar__links-wrapper" role="button"><span>Share</span></div>`

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/name-role-value

Severity

3 - Moderate

Interaction mode

Screen Reader

4.1.2 Name Role Value (A)
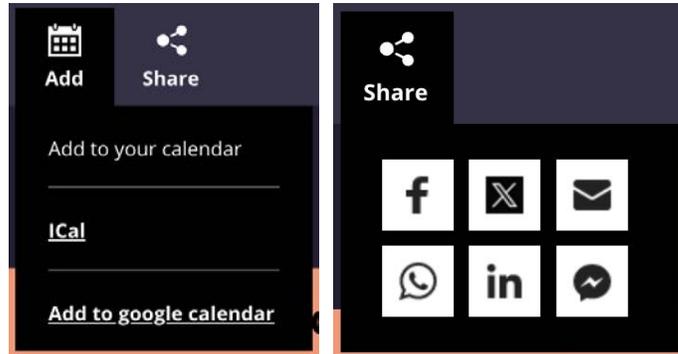
Test samples

Related events bar

Issue

The expanded and collapsed state of the Add and Share controls isn't conveyed to screen readers.

Impact

People who use a screen reader won't understand the function of the controls or, their present state.

Solution

Use the `aria-expanded` attribute to define the current state of the controls.When the content is collapsed (or hidden) set the attribute value to `false`, when the content is expanded (or visible) set it to true. Note: this should be applied to the element which controls the visibility of the content.Code example:`<div tabindex="0" class="c-relatedevents-bar__links-wrapper" role="button" aria-expanded="true"><span>Share</span></div>`

Documentation

https://developer.mozilla.org/en-US/docs/Web/Accessibility/ARIA/Attributes/aria-expanded

Severity

3 - Moderate

Interaction mode

Screen Reader

4.1.2 Name Role Value (A)
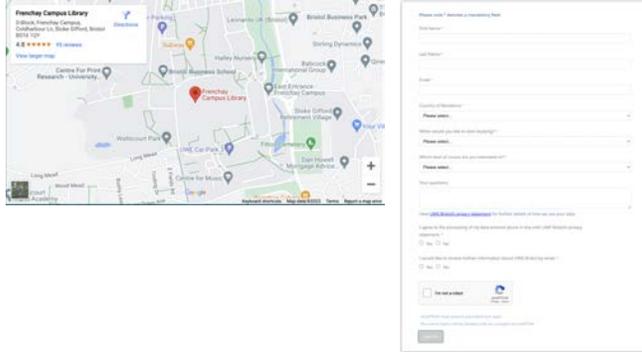
Test samples

Event location, Uniquest form

Issue

The Event location map and Uniquest form iFrames don't have a title.

Impact

When an iFrame lacks a title, it will be announced by assistive technologies as a generic frame. This won't be sufficient to convey the iFrame's purpose and may make it difficult or impossible for people who use screen readers to make sense of the content or to confidently use it.

Solution

Provide a name for the iFrame using the `title` attribute.Code example:

```
<iframe title="Frenchay Campus Library location map">...
</iframe>
```

Documentation

https://www.w3.org/TR/WCAG20-TECHS/H64.html

Severity

3 - Moderate

Interaction mode

Screen Reader

4.1.2 Name Role Value (A)

Test samples

Accordion

Issue

The Accordion headings, which control the visibility (expanded/collapsed) of the accordion content don't have an accessible role.

Impact

When a control lacks a role, it will be announced by assistive technologies as a generic heading. This won't be sufficient to convey the control's purpose and may make it difficult or impossible for people who use screen readers to make sense of the control or to confidently use it.

Solution

Controls must have an accessible role, which should give an indication of its purpose and functionality.Define the headings as buttons either by using the ARIA `button` role, or wrap an HTML `button` element within the heading elelement.Code example:`<h3 tabindex="0" aria-role="button" aria-controls="content--1125365316" aria-expanded="false">...</h3>`

Documentation

https://www.w3.org/WAI/ARIA/apg/patterns/accordion/#wai-ariaroles,states,andproperties:

Severity

2 - Severe

Interaction mode

Screen Reader

1.3.1 Info and Relationships (A)

Example: "Developments in information technology have a direct impact on healthcare, through decision support systems". (Robinson, 2012, p.32).

Test samples

Accordion

Issue

Page text is styled as citations but not marked up in the HTML as cite elements.

Impact

If citations aren't marked up in the HTML, screen readers won't convey the purpose of the content or the reference. This can make it difficult for people who use screen readers to navigate and understand the content.

Solution

Identify which text elements should be citations and mark them up as HTML using the cite element.Code example:`<p><cite class="c-accordian-copy-section__text-keyline"><strong>Example:</strong> "Developments in information technology have a direct impact on healthcare, through decision support systems". (Robinson, 2012, p.32).</cite></p>`

Documentation

https://developer.mozilla.org/en-US/docs/Web/HTML/Element/cite

Severity

4 - Minor

Interaction mode

Screen Reader

1.3.1 Info and Relationships (A)

Prospectus type *

○ Undergraduate

○ Postgraduate

○ International

Academic Year of interest (Postgraduate) *

○ 2023/24
○ 2024/25

Test samples

Gecko form

Issue

Groups of radio buttons aren't structured or labelled appropriately in the HTML.

Impact

Groups of radio buttons are labelled using the HTML `label` element and the `for` attribute. This is not recognised by screen readers which don't announce the label as a group title.

Solution

Radio buttons should be grouped in a `fieldset`, and labelled using the `legend` element. Alternatively, group the elements using WAI-ARIA `role="radiogroup"` and label the group using the `aria-label` or `aria-labelledby` attribute. Code example:`<fieldset><legend>Prospectus type</legend><input id="form_24231_0" name="form_24231" type="radio" value="Undergraduate"><label for="form_24231_0" class="ng-binding">Undergraduate</label>...</fieldset>`

Documentation

https://developer.mozilla.org/en-US/docs/Web/HTML/Element/fieldset

Severity

4 - Minor

Interaction mode

Screen Reader

1.3.1 Info and Relationships (A)

Test samples

Gecko form

Issue

Form errors, which provide information about the kind of input required, aren't explicitly associated with form fields.

Impact

When the information is displayed with the form field, but it isn't associated with it in the HTML input, people who use screen readers may not be aware of it when navigating the content using a virtual cursor or out of context browsing.

Solution

Make sure there is a programmatic relationship between the information and the corresponding form field in the HTML code by using the `aria-describedby` attribute. Or, defined the erroneous input using the `aria-invalid` attribute.

Documentation

https://developer.mozilla.org/en-US/docs/Web/Accessibility/ARIA/Attributes/aria-invalid

Severity

3 - Moderate

Interaction mode

Screen Reader

1.3.5 Identify Input Purpose (AA)

First Name *

Last Name *

Email *

Test samples

Uniquest form

Issue

The input purpose of the name and email input fields isn't identified or the autocomplete value is incorrect.

Impact

When the purpose of a form field used to collect personal information isn't identified, it can make it difficult for people with cognitive disabilities to complete the form.

Solution

When a form field is used to collect personal information use the HTML autocomplete attribute with the appropriate value to programmatically identify its purpose.Refer to the list of Input Purposes for User Interface Components for the most appropriate autocomplete values.

Documentation

https://www.w3.org/TR/WCAG21/#input-purposes

Severity

4 - Minor

Interaction mode

Deafness and Cognitive

1.4.11 Non-text Contrast (AA)

Amos

Test samples

Tab panel

Issue

The tab buttons' custom focus indicators have insufficient colour contrast against the background and associated components.

Impact

When the focus indicator has insufficient colour contrast, it can be difficult or impossible for sighted keyboard users to determine which control currently has focus.Current contrast ratio:Focus outline colour: #0000FFBackground: #0D626BContrast ratio: 1.2:1

Solution

Provide enough contrast between the visible focus style and its surrounding content.Make sure that focus indicators/outlines have a colour contrast ratio of at least 3:1 against their background and any adjacent parts of the content.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/non-text-contrast

Severity

3 - Moderate

Interaction mode

Magnification & Contrast

2.4.4 Link Purpose (In Context) (A)

Test samples

Single media section (YouTube video)

Issue

The YouTube video channel link doesn't have sufficient information or context to easily determine what the link will do, or where it will go.

Impact

The link `aria-label` is "Photo image of UWE Bristol" but, the link goes to the UWE YouTube channel.When links don't adequately convey their purpose (particularly if there is a visual context that's not programmatically defined), people who use screen readers may find it difficult to understand the purpose or functionality of links when navigating out of context.

Solution

Ensure that links provide a clear indication of their purpose, either through the visible link text, accessible name, or through the surrounding content.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/link-purpose-in-context

Severity

3 - Moderate

Interaction mode

Screen Reader

2.1.1 Keyboard (A)

Test samples

Single media section (YouTube video)

Issue

The YouTube video channel link can be used with a mouse but not with a keyboard.

Impact

The link is missing an `href` attribute and value so, people who use a keyboard (including people who use a screen reader) will be unable to use these controls.

Solution

Make sure that all interactive controls can be used with a keyboard and, that any additional functionality available to people who use touch or a mouse is also available to people who use keyboards. This can be achieved by including the link in the page tabindex.Code example:`<a tabindex="0">...</a>`

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/keyboard

Severity

3 - Moderate

Interaction mode

Keyboard

2.1.1 Keyboard (A)

Test samples

360° tour

Issue

The 360° tour can be used with a mouse but not with a keyboard.

Impact

Although the navigation menu can be accessed using a keyboard (and screen reader) people who use a keyboard (including people who use a screen reader) will be unable to pan or zoom the 360° image.

Solution

Provide button controls for the pan and zoom functions so that they can be used with a keyboard.**Note:** no information about keyboard accessibility could be found on the tour provider website Revolution Viewing.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/keyboard

Severity

1 - Blocker

Interaction mode

Keyboard

1.1.1 Non-text Content (AA)

Test samples

360° tour

Issue

The 360° canvas image doesn't have a text description.

Impact

If an image doesn't a text description that accurately describes it, people using a screen reader will be unable to understand the meaning or purpose of the image.

Solution

Make sure that images that convey information have an accurate text description. The text description must be clear and relevant to the context in which the image is being used. Whilst the 360° tour iFrame title provides a general description of the content, there is no detailed, equivalent information about the accommodation or the facilities in the page text.Provide a long description of the details in each image. There are a number of ways that this can be achieved which are listed in the recommended documentation.

Documentation

https://www.w3.org/WAI/tutorials/images/complex/

Severity

1 - Blocker

Interaction mode

Screen Reader

1.3.1 Info and Relationships (A)

Test samples

Location map

Issue

The location map marker list text is styled a numbered list but not marked up in the HTML as a list element.

Impact

If lists aren't marked up in the HTML, screen readers won't convey the structure of the list or how may items it contains. This can make it difficult for people who use screen readers to navigate and understand the content.

Solution

Use an ordered list to group and structure the list. The headings elements can be nested within the list element and styled using CSS.Code example:

```
<ol><li><h3 class="c-accom-location__title">1. Transport links
</h3></li>...</ol>
```

Documentation

https://developer.mozilla.org/en-US/docs/Web/HTML/Element/li

Severity

4 - Minor

Interaction mode

Screen Reader

2.4.7 Focus Visible (AA)

Test samples

Sticky navigation header, Unistats

Issue

Page links don't have a visible indication of their focus state.

Impact

Because the CSS `:focus` pseudo-class style has been set to `outline: none;` sighted people who use a keyboard rely on a visible focus indicator to keep track of where they are on web pages. Without a visible focus indicator it can be difficult or impossible for them to know which control currently has focus or if an action will take place if they press the Enter, or Space key.

Solution

Remove the CSS `outline: none` property from the `:focus` style and, make sure that all focusable elements have a clear, visible focus style. **Note:** this issue originates in the Unistats widget CSS (`kis-widget`) which generates a custom `:focus` style and overrides the link focus styles on the Sample course page, and not just the tested components.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/focus-visible

Severity

1 - Blocker

Interaction mode

Keyboard

2.4.11 Focus Not Obscured (Minimum) (AA)
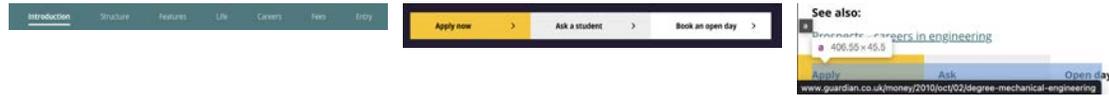
Test samples

Sticky navigation header, Sticky navigation footer

Issue

Focused elements are obscured or hidden by the sticky navigation and footer.

Impact

People who use a keyboard or have low vision, mobility or cognitive disabilities need to be aware of which element currently has focus. Therefore, it's important that these elements are not obscured by other content or elements on the page.

Solution

Ensure content such as sticky headers and footers don't hide or obscure content.The recommended documentation describes techniques for un-fixing sticky headers/footers.

Documentation

https://www.w3.org/WAI/WCAG21/Techniques/css/C34.html

Severity

3 - Moderate

Interaction mode

Keyboard

1.3.1 Info and Relationships (A)

"My course provided me with the technical knowledge to thrive in a commercial world, including project management, data analysis, initiative and problem-solving skills. These skills helped me to find an engineering role as an Associate Consultant at OnePLM."

Amandeep, 2021 Aerospace Engineering graduate

Test samples

Blockquote

Issue

Quotation text is styled as a quote but not marked up in the HTML as a blockquote element.

Impact

Information about the structure of the content, which is conveyed visually, but not in the HTML code won't be available to people using screen readers. This makes it harder for them to understand the content.

Solution

Markup the quote using the HTML `blockquote` element and the source of the quote as `cite` element.

Documentation

https://developer.mozilla.org/en-US/docs/Web/HTML/Element/blockquote

Severity

4 - Minor

Interaction mode

Screen Reader

2.2.2 Pause Stop Hide (A)

Test samples

Unistats

Issue

The Unistats widget contains animation that starts automatically, lasts more than 5 seconds and is presented parallel to other content but doesn't have a mechanism for being paused, stopped or hidden.

Impact

Moving or animated content can be a severe distraction for people. People who have trouble reading stationary text quickly or have trouble tracking moving objects as well as people who use screen readers may experience barriers when encountering moving, blinking or scrolling information.

Solution

Ensure moving, blinking or scrolling content that either starts automatically, lasts more than 5 seconds or is presented parallel with other content has controls allowing for it to be paused, stopped or hidden.**Note:** it's not clear if the Unistats widget API can be reconfigured for this purpose https://www.officeforstudents.org.uk/media/84c0dccd-6df2-4b1a-9d1a-be9267eed0b0/du-widget-guide-2023.pdfAlso, using the CSS media feature `prefers-reduced-motion` enables people who have this setting applied to avoid being distracted by animated content.More information about prefers-reduced-motion can be found at https://developer.mozilla.org/en-US/docs/Web/CSS/@media/prefers-reduced-motion**Note:** not all animation scripts honour the feature so, this must be tested on all browsers.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/pause-stop-hide

Severity

2 - Severe

Interaction mode

Deafness and Cognitive

1.4.13 Content on Hover or Focus (AA)

Test samples

Unistats

Issue

Pointer hover or keyboard focus triggers additional content on the Unistats widget which isn't dismissible, hoverable or persistent.

Impact

People with low vision or cognitive disabilities may encounter issues with content that is triggered by focus or hover as it often obscures other page content. It also relies on pointing the mouse on the triggering element for a long time which could be difficult.

Solution

Provide a mechanism to dismiss content such as allowing for the use of the escape key or a close button being added. If mouse hover is used to trigger additional content, the user must be able to move the pointer over the content, and the content should persist until keyboard focus or mouse-hover is moved away.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/content-on-hover-or-focus

Severity

3 - Moderate

Interaction mode

Magnification & Contrast

1.4.3 Contrast (Minimum) (AA)

Test samples

Unistats

Issue

There's insufficient contrast between the See course data tooltip text and background colour.

Impact

Text with low contrast can be difficult to perceive and difficult to read. In some cases, it may not be visible at all to people with low vision or colour blindness.Current contrast ratio:Text colour: #FFFFFFBackground: #4EA27DContrast ratio: 3.1:1

Solution

Provide enough contrast between text and its background so that it can be read by people with low vision or colour blindness.Make sure the foreground and background colours used for standard text (including images of text, links, button labels, and other controls) has a contrast ratio of at least 4.5:1 against its background.

Documentation

https://developer.mozilla.org/en-US/docs/Web/Accessibility/Understanding_WCAG/Perceivable/Color_contrast

Severity

3 - Moderate

Interaction mode

Magnification & Contrast

2.1.1 Keyboard (A)

Test samples

Image gallery

Issue

The image thumbnail slide controls can be used with a mouse but not with a keyboard.

Impact

Although the Next and Previous buttons enable keyboard navigation of the slide images, people who use a keyboard (including people who use a screen reader) will be unable to use the thumbnail controls to view the images.

Solution

Make sure that all interactive controls can be used with a keyboard and, that any additional functionality available to people who use touch or a mouse is also available to people who use keyboards. Define the controls as an HTML `button` or, use the `button` role. Make sure that when the controls receive keyboard focus that there is a clearly visible focus state. The image `alt` text will provide an accessible name for the control.

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/keyboard

Severity

3 - Moderate

Interaction mode

Keyboard

2.4.4 Link Purpose (In Context) (A)

Test samples

Contact bar

Issue

The social media links don't have sufficient information or context to easily determine what the link will do, or where it will go.

Impact

The social media links don't have an accessible name or label and rely only on the background image.When links don't adequately convey their purpose (particularly if there is a visual context that's not programmatically defined), people who use screen readers may find it difficult to understand the purpose or functionality of links when navigating out of context.

Solution

Ensure that links provide a clear indication of their purpose, either through the visible link text, accessible name, or through the surrounding content.Provide an accessible name using the aria-label attribute.Code example:`<a href="" aria-label="instagram"></a>`

Documentation

https://www.w3.org/WAI/WCAG22/Understanding/link-purpose-in-context

Severity

2 - Severe

Interaction mode

Screen Reader

2.4.2 Page Titled (A)

Test samples

PDF Content

Issue

The PDF document doesn't have a page title.

Impact

Document titles identify the document without requiring people using screen readers to read or interpret page content.

Solution

Document properties, such as title, author and subject, should be completed to help assistive technology users understand the document purpose. (Document properties, such as title, author and subject, should be completed to help assistive technology users understand the document purpose.

Documentation

https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html?trackingid=KACNN#DocTitle

Severity

3 - Moderate

Interaction mode

Screen Reader

1.1.1 Non-text Content (AA)

Test samples

PDF Content

Issue

Images are missing text descriptions.

Impact

Screen readers can't read document features such as images unless they have associated alternative text.

Solution

Add alternative text to a tag from the Acrobat Tags panel. (You can also add alternate text by using the Reading Order tool.)**Note**: 32 instances of this issue were detected in testing.

Documentation

https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html?trackingid=KACNN#FigAltText

Severity

2 - Severe

Interaction mode

Screen Reader

Appendix

About accessibility audits

An accessibility audit is a comprehensive evaluation of a website against the Web Content Accessibility Guidelines (WCAG) 2.2.

The audit determines the current level of accessibility and details areas of your website that did not conform to the guidelines.

An accessibility audit will improve the experience you give to people using your website and enable more people to reach your information and services.

The audit enables us to gain a thorough understanding of the accessibility level achieved and record all issues identified. The results can then be used as part of your roadmap for refining the accessibility of your website.

Improving accessibility will help improve the overall user experience and fulfil your responsibilities under UK law.

WCAG

The Web Content Accessibility Guidelines (WCAG) are a set of recommendations for making websites and apps accessible to people with disabilities.

WCAG is an internationally recognised standard for website accessibility.

There are 3 different levels of accessibility conformance within the guidelines: Level A, AA and AAA.

There are 56 different testable 'Success Criteria' required to meet AA, which is the level most organisations look to attain.

Each of issues in the results section contains a reference to the relevant WCAG success criterion from the Web Content Accessibility Guidelines.

For full details of each criterion, see WCAG 2.2.

Notes regarding the use of WAI-ARIA

WAI-ARIA, the Accessible Rich Internet Applications Suite, defines a way to make Web content and Web applications more accessible to people with disabilities.

Whilst ARIA can provide certain functionality which is not available to some users with disabilities, especially people who rely on screen readers and people who can't use a mouse, its misuse can significantly degrade the accessibility of an element or page.

Several of our recommendations involve using HTML best practices in favour of using ARIA as well as advice on using ARIA more effectively. However, we strongly suggest that any future ARIA implementation is unit and QA tested with a screen reader before deployment.

If you can use a native HTML element or attribute with the semantics and behaviour you require already built in, instead of re-purposing an element and adding an ARIA role, state or property to make it accessible, then do so.

For more information about when and when not to use ARIA, see 2.1 First Rule of ARIA Use.

Using aria to label elements

Several issues recommend the labelling of elements using the `aria-label` and `aria-labelledby` attributes. Usually, when an interactive element or control has no accessible name, a name can be provided by the inclusion of a non-visible attribute to help people using assistive technology to understand it's purpose or function and, successfully interact with it. There are two main recommendations: the aria-label and, the aria-labelledby. A third attribute, aria-describedby is used to supplement the accessible name of an element when additional information or a description is required.

aria-label

The `aria-label` attribute is usually applied when there's no visible text content that can be associated with the element and, requires a text value. Always use the aria-label in conjunction with an associated role - there a some exceptions to this and, the documentation at https://developer.mozilla.org/en-US/docs/Web/Accessibility/ARIA/Attributes/aria-label details these as well as providing more information about the use of the aria-label.

Example:

```html
<button aria-label="primary navigation"><span class="menu-icon"></span></button>
```

aria-labelledby

The `aria-labelledby` attribute is usually applied when there is visible text content available that can be associated with the element and, requires an associated ID value. The related content should have a unique ID attribute so that the aria-labelledby value can reference it. An example of this is where a group of form controls has a visible heading which can be used to label the group. More information can be found on the documentation page at https://developer.mozilla.org/en-US/docs/Web/Accessibility/ARIA/Attributes/aria-labelledby.

Example:

```html
<h3 id="prospectus_type">Prospectus type *</h3><div class="radio ng-scope" role="radiogroup" aria-labelledby="prospectus_type">...</div>
```

aria-describedby

The `aria-describedby` attribute can be used to provide additional information about an element by supplementing its accessible name. An example of this is a "Read more" link when used on a list or series of articles, where the purpose of the link is difficult to understand out of context. More information can be found on the documentation page at https://developer.mozilla.org/en-US/docs/Web/Accessibility/ARIA/Attributes/aria-describedby.

Example:

```html
<h3 class="t-medium" id="teaching_excellence_framework">Teaching Excellence Framework: UWE Bristol provides an outstanding student experience</h3>...<a aria-describedby="teaching_excellence_framework">Read more</a>
```

Accessibility and vulnerable users

Ensuring that all users or customers are treated fairly and that organisations recognise their responsibilities to users who may be vulnerable, is an important consideration for accessibility. The results of an audit will help you better understand

the extent to which the design and build of your services is either helping or hindering your users - in particular those with disabilities.

Once you understand the baseline level of accessibility that your organisation offers, you are then able to prioritise removing the barriers that are in place and help ensure that your users can better understand and benefit from your services irrespective of ability or identity. Improving accessibility raises the overall user experience bar for all your users: removing accessibility barriers helps to ensure your users have a better chance of finding, understanding and acting on your organisation's information.

It is worth noting that vulnerability much like disability is on a sliding scale - and one which we are all likely to experience in our lifetime. We can be disabled or impaired situationally - for example, from a hearing perspective:

- We could be in a noisy crowd which can cause a situational impairment to our hearing.
- We could have an ear infection which results in temporary hearing loss.
- Or, we could be deaf which we may describe as a permanent disability.

With this in mind, the more usable and accessible a service is, the more we can help reduce negative outcomes for all users of your services.