



Digital Accessibility Centre

Accessibility Audit Report for

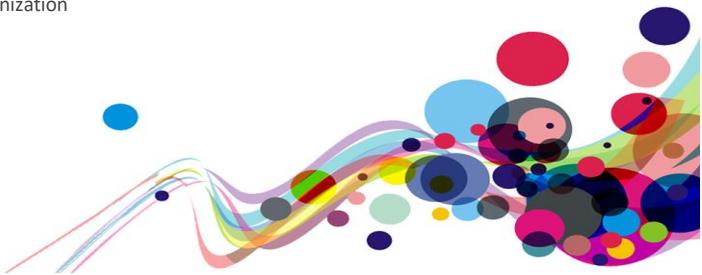
Sports Wales

Company	Sports Wales
Date	2 nd February 2021
DAC Ref.	000726
Version	v1.0
Standard	WCAG 2.1

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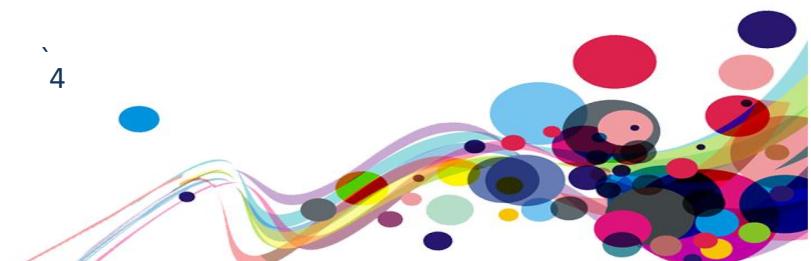


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Executive Summary

An accessibility audit for **Sports Wales** was carried out by the Digital Accessibility Centre (DAC) user/ technical team on **2nd February 2021**.

The **Sports Wales** website was assessed against the Web Content [Accessibility Guidelines WCAG 2.1](#).

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

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

There were numerous access issues affecting users who require audio feedback to navigate and interact with page content. Multiple instances of unlabelled or incorrectly marked up elements made it difficult for users of assistive technology to determine their function or purpose. Screen reader users would also have extra difficulties in the general navigation of pages due to illogical heading structures.

Mobility impaired users encountered multiple elements that were not accessible to standard keyboard commands or voice activation software. Users who need to or wish to use a keyboard found it difficult to navigate some content due to an illogical focus order; with some elements being unable to receive focus entirely. As a result of this users were unable to complete tasks independently.

While overall the colour contrast of the site was good, there were instances of colour being the only indicator of interactive content. Users with low vision found difficulty in interacting with this content, as there was no alternative method to indicate the interactivity such as mouse cursor change.

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



Audit Summary

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



A

- [Illogical heading structure \(A\)](#)
- [Form Purpose \(A\)](#)
- [Ambiguous link \(A\)](#)
- [Layer focus \(A\)](#)
- [Keyboard navigation disabled \(A\)](#)
- [Keyboard access \(A\)](#)
- [Colour alone \(A\)](#)
- [Role not provided \(A\)](#)
- [Inaccessible content \(A\)](#)
- [On input\(A\)](#)
- [Visual heading \(A\)](#)
- [Iframe title \(A\)](#)
- [Audio description \(A\)](#)
- [Updating search results \(A\)](#)
- [Duplicate landmark \(A\)](#)
- [Superfluous map content \(A\)](#)
- [Table heading \(A\)](#)
- [Illogical Focus order \(A\)](#)

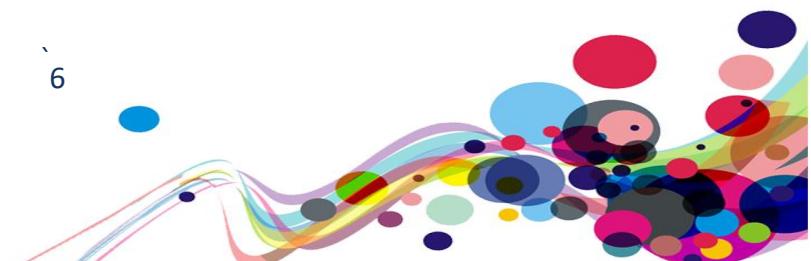


AA

- [Non-text contrast \(AA\)](#)
- [Error message not announced \(AA\)](#)
- [Colour contrast \(AA\)](#)



AAA



Scope

Tasks

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

URL: <https://www.sport.wales>

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



Browser matrix and Assistive Technology (AT) combinations

Desktop

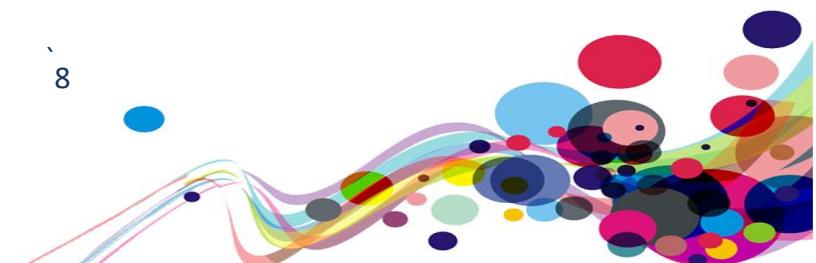
User type	Operating System (OS)	Browser	Assistive Technology
Blind	Windows	IE11	JAWS 18 and 2019
		Firefox	NVDA
	-	-	-
Mobility	Windows	IE11	Dragon Voice Activation v15
Mobility	Windows	Chrome	Keyboard
		IE11	Keyboard
Deaf	Windows	Chrome	-
Colour Blind/ Dyslexia	Windows	Chrome	-
Low Vision	Windows	Chrome	Screen Magnification, Reflow *, Text Spacing †
		IE11	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	Android browser	TalkBack/ Voice Assistant
Mobility	iOS	Safari	-
	Android	Android Browser	-
Deaf	iOS	Safari	-
Colour Blind/ Dyslexia	Android/ iOS	Android browser/ Safari	-
Low Vision	Android	Android browser	Magnification
	iOS	Safari	System inverted colours



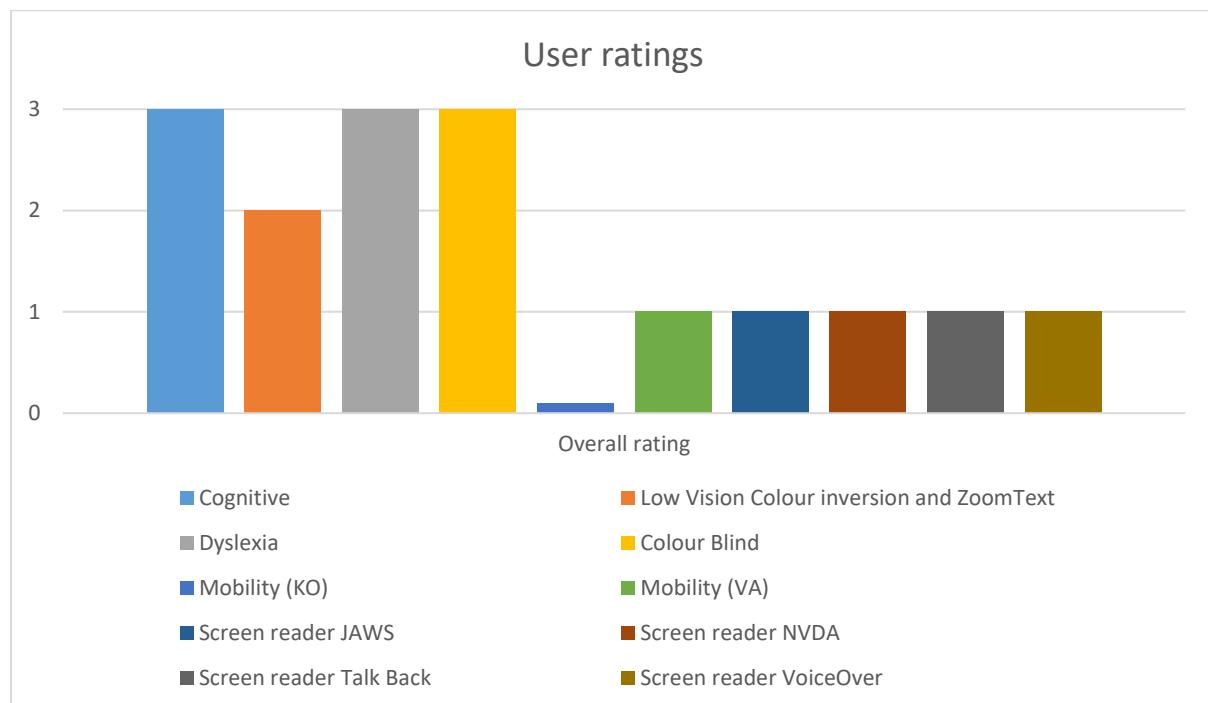
Summary Graphs

Analyst Feedback

Our analysts provided their overall feedback on the website.

This was rated from 0 – could not complete to 3 – Completed independently, no issues.

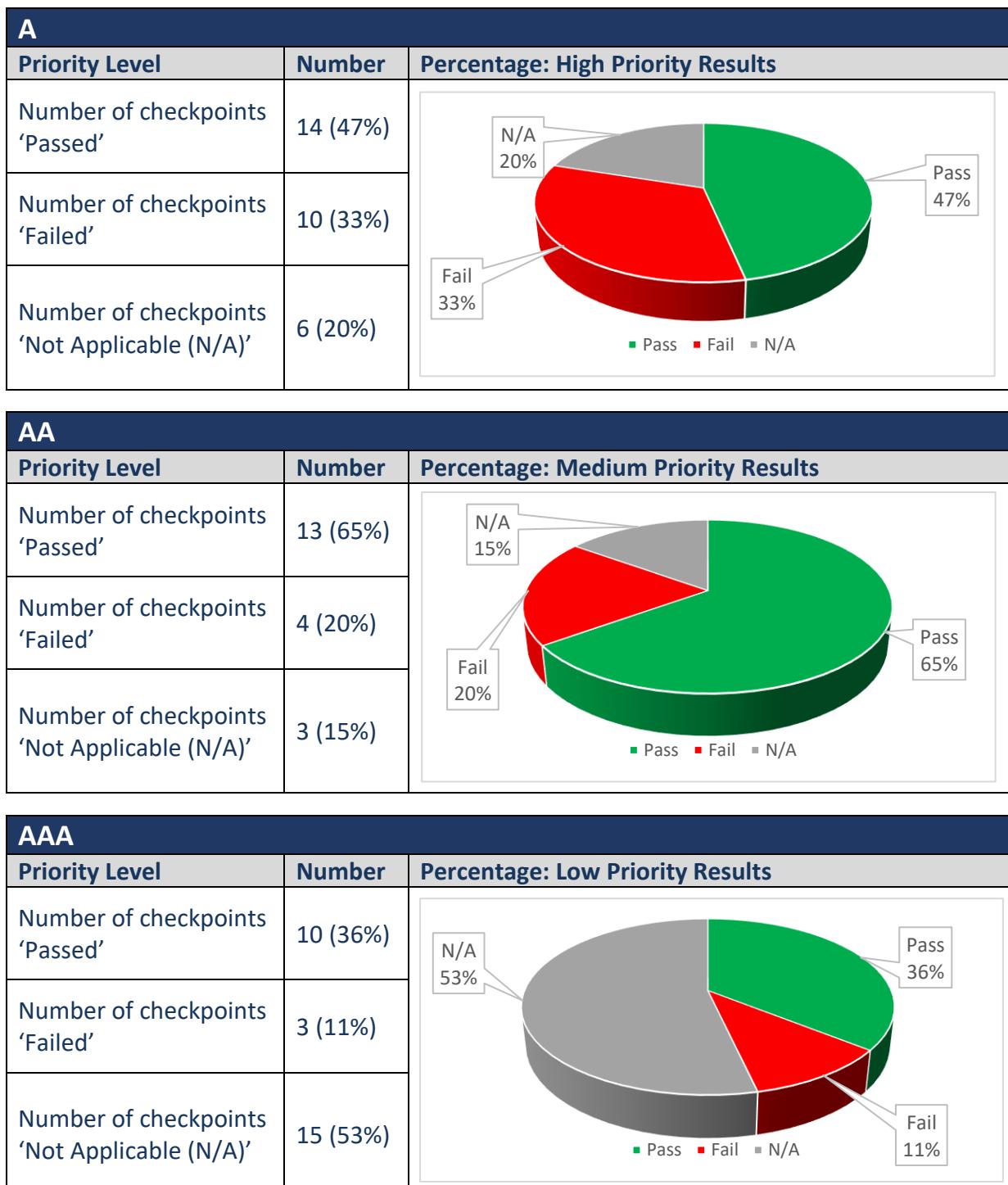
Key:	
0	Could not complete on my own
1	Completed independently but with major issues
2	Completed independently but with minor issues
3	Completed independently, no issues



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.



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.



Illogical heading structure (A)

Headings on the page are illogical.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

Issue ID: DAC_Illogical_Headings_Issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 1

Screen Shot:



Enabling Sport in Wales to Thrive | Sport Wales

- └▼ 1 - Enabling Sport in Wales to Thrive
 - └▼ 2 - WE ARE SPORT WALES.
 - └ 3 - Sport Sector Private Provider Fund
 - └▼ 2 - Coronavirus Support
 - └ 4 - Be Active Wales Fund
 - └ 4 - #BeActiveWales Campaign
 - └ 4 - Important Information - Alert level 4
 - └ 3 - Taking Part in Sport and Exercise in Wal...
 - └▼ 2 - Latest News - Sport Wales
 - └ 4 - Physical activity and children's mental he...
 - └ 4 - The Welsh roots of the World sailor
 - └ 4 - Feel the rhythm...it's sprinting time!

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

Current Code Ref(s):

```
<h2 class="block-title" data-element-id="headingsMap-7" data-headingsmap-highlight="true">Coronavirus Support</h2>  
<h4 class="h4" data-element-id="headingsMap-8">Be Active Wales Fund</h4>
```

Screen reader user comment:

"I found that screen reader users are not able to identify a logical headings structure at the time of testing, as the structure moves from a level 2 to a level 4. Including a clear and logical headings structure, will cause less confusion in the future. This also applies to the headings structure on the 'accessibility' page, which moves from a level 1 to a level 3 at the time of testing. This is replicated in the screen shot below, This also applies to other pages, including 'community and grass roots sport' and other pages within the menu item including 'education and teachers'."

Solution:

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

Example:

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



Issue ID: DAC_Illogical_Headings_Issue2

URL: <https://www.sport.wales/#maincontent>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 3

Screenshot:

SPORT WALES FOR...		
INFORMATION ABOUT...		
ABOUT SPORT WALES		
Community and Grassroots Sport	Sport in Schools	About Sport Wales
Education and Teachers	Support for Athletes	The Vision for Sport
Partners	Welsh Sport and The National Lottery	Sport Wales Strategy
Performance Sport	Sport in the Community	Our Facilities
Individuals and Families	National Centres	The Sport Wales Institute



Upon activating the menu multiple headings could be located to introduce each section of the menu link; however, these headings were marked up at a level of 5 confusing screen reader users as they may believe content has been missed.

Current Code Ref(s):

```
<h5 class="nav-top-title red">Sport Wales For...</h5>
<h5 class="nav-top-title blue">Information About...</h5>
<h5 class="nav-top-title grey">About Sport Wales</h5>
```



Solution:

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

In this instance ensure that the heading level 5 is altered to a heading level 2, as a heading level 2 can be placed before heading level 1.

Example:

```
<h2 class="nav-top-title red">Sport Wales For...</h2>  
<h2 class="nav-top-title blue">Information About...</h2>  
<h2 class="nav-top-title grey">About Sport Wales</h2>
```



Form Purpose (A)

Elements provided did not function as expected.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

Success Criterion 4.1.2 Name, Role, Value (Level A)

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

Issue ID: DAC_Form_purpose_issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 1

Screenshot:



Upon navigating the homepage, a toggle button could be located that switched the language of the page. This toggle button was announced as a checkbox to screen reader users and did not function upon interaction causing confusion for screen reader users.

Current Code Ref(s):

```
<div class="form-element-switch">
  <label class="switch-wrapper">
    <span class="switch-label">En<span>glish</span></span>
    <span class="switch">
      <input type="checkbox" tabindex="-1">
      <span class="slide" data-lang="en"></span>
    </span>
    <a class="switch-label"
      href="https://www.chwaraeon.cymru/">Cy<span>mraeg</span></a>
    </label>
  </div>
```

Screen reader comments:

"I am unable to identify this check box, as the acronym is read phonetically by JAWS and this makes it unclear to me what ticking this box would do. It is preferable to write terms out in full and not abbreviate them."



Solution:

As the toggle button is not a mandatory method of changing the language due to the alternative language being able to be selected as a link next to the toggle element, we would recommend removing this input from being able to receive focus via screen reading software.

This can be achieved via the use of aria-hidden as this will prevent content with this attribute from being discovered.

Additionally, if this is to be removed the screen reader users would need to be informed of what language is currently selected, this can be achieved by including visually hidden text alongside the link clarifying what language is selected.

An example of visually hidden text can be found within [appendix IV](#).

Example:

```
<div class="form-element-switch">
    <label class="switch-wrapper">
        <span class="sr-only"> Current language settings:</span>
        <span class="switch-label">En<span>lish</span></span>
        <span class="switch">
            <input aria-hidden="true" type="checkbox" tabindex="-1">
            <span class="slide" data-lang="en"></span>
        </span>
        <a class="switch-label" aria-label="Newid i'r Gymraeg"
            href="https://www.chwaraeon.cymru/">
            Cy<span>mraeg</span></a>
    </label>
</div>
```



Ambiguous link (A)

Links provided are ambiguous in their description.

WCAG Reference:

Success Criterion 2.4.4 Link Purpose (In Context) (Level A)

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

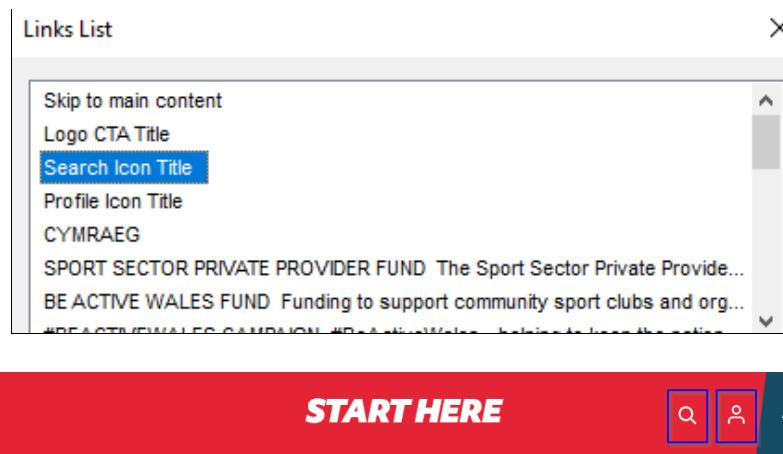
Issue ID: DAC_Ambiguous_link_issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 1

Screenshot:



When navigating the page multiple links could be located that where ambiguous in what their purpose where, such links stated, 'search icon title', 'logo CTA Title' and 'profile icon title', each of these links may cause confusion in their description to screen reader users and may be perceived as not being clearly labelled.

Current Code Ref(s):

```
<a href="https://www.sport.wales/" class="logo" title="Logo CTA Title"></a>

<a href="https://www.sport.wales/search/" class="button search-trigger"
title="Search Icon Title" aria-label="Search Icon Title">
    <span class="search-icon"></span>
</a>

<a href="javascript:void(0);" class="button profile-trigger" title="Profile Icon
Title" aria-label="Profile Icon Title">
    <span class="profile-icon"></span>
</a>
```

Screen reader comments:

"I found that screen reader users will not be aware of the function of the links announced as 'logo CTA title', 'search icon title', 'profile icon title' and 'see why' if navigating out of context."

Solution:

Ensure each label is descriptive to indicate what the link will do upon activation.

```
<a href="https://www.sport.wales/" class="logo" aria-label="sports wales /  
chwaraeoncymru hompage logo "></a>  
  
<a href="https://www.sport.wales/search/" class="button search-trigger"  
title="Search Icon Title" aria-label="Search Sports wales">  
    <span class="search-icon"></span>  
    </a>  
  
<a href="javascript:void(0);" class="button profile-trigger" title="Profile Icon  
Title" aria-label="Profile">  
    <span class="profile-icon"></span>  
    </a>
```



Layer focus (A)

Hidden layer received focus even though visually hidden from users.

WCAG Reference:

Success Criterion 2.4.3 Focus Order (Level A)

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

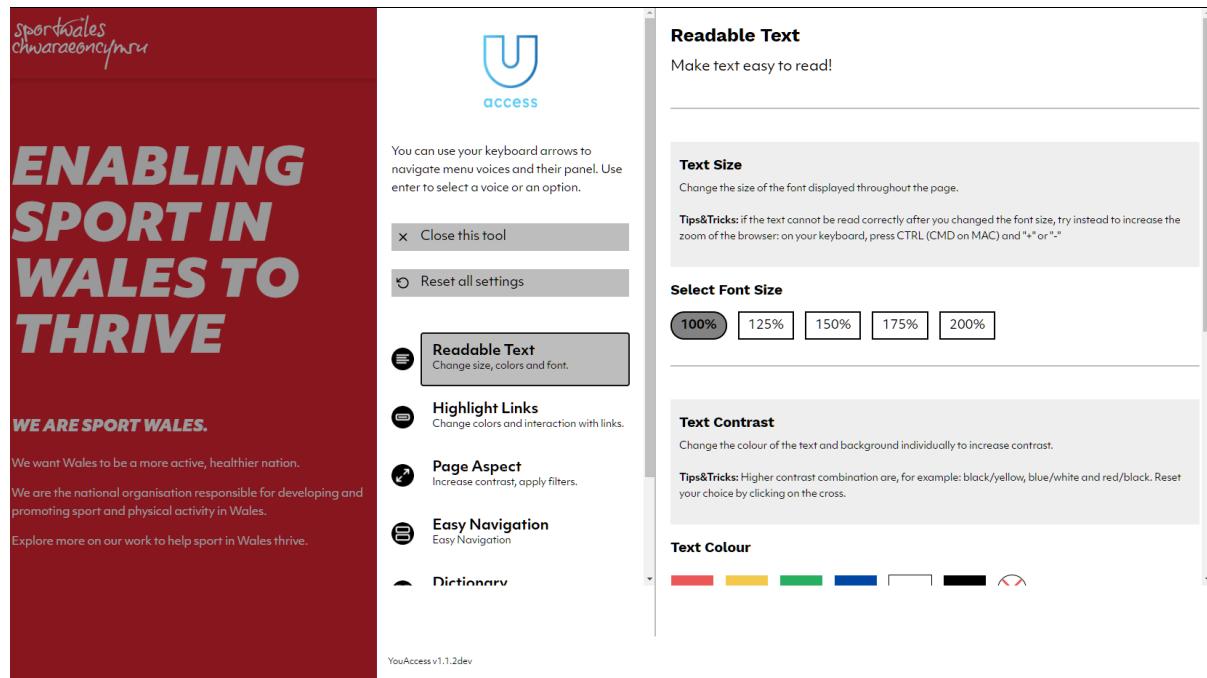
Issue ID: DAC_Layer_focus_issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 2

Screenshot:



The accessibility layer was able to receive focus via screen reading software, although visually hidden from users.

This can easily confuse and disorientate screen reader users as the content may not be clear in its relation on the page.



Current Code Ref(s):

```
<div id="acs-tool-container" class="acs-tool-container open">
  <div class="acs-tool-inner">
    <div class="acs-menu-toolbar">
      <div class="acs-tool-button" data-id="acs-close-tool" data-key-id="acs-close-tool" data-keyboard="enabled" tabindex="-1">
        <p>Close</p>
      </div>
      <div class="acs-tool-button" data-id="acs-reset" data-key-id="acs-reset" data-keyboard="enabled" tabindex="-1">
        <p>Reset</p>
      </div>
    </div>
    [...]
    </div>
  </div>
</div>
<div class="acs-footer">
  <span><a href="https://youaccess.site/" title="YouAccess Website" target="_blank" rel="nofollow" class="">YouAccess v1.1.2dev</a></span>
  <span>
    <!--<a href = "https://grandadlondon.com" title = "Grandad Digital Website" target="_blank" rel="nofollow">Powered by Grandad</a>-->
  </span>
</div>
</div>
</div>
```

Solution:

Ensure that this content is hidden from all users groups until the 'accessibility' button is activated to make the content appear, this can be done through the implementation of style="display: none", by changing "display:none;" to display:block; upon the element being activate will allow screen reader users to locate the content again.

Attentively display:none; can be placed within the CSS to hide content until it becomes visible via display:block;.

Example:

Element closed:

```
<div style="display:none;" id="acs-tool-container" class="acs-tool-container">
```

Element open:

```
<div style="display:block;" id="acs-tool-container" class="acs-tool-container open">
```



Keyboard navigation disabled (A)

Keyboard focus becomes trapped when reaching the end of the layer.

WCAG Reference:

Success Criterion 2.1.1 Keyboard (Level A)

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

Success Criterion 2.1.2 No Keyboard Trap (Level A)

[Understanding No Keyboard Trap](#) | [How to Meet No Keyboard Trap](#)

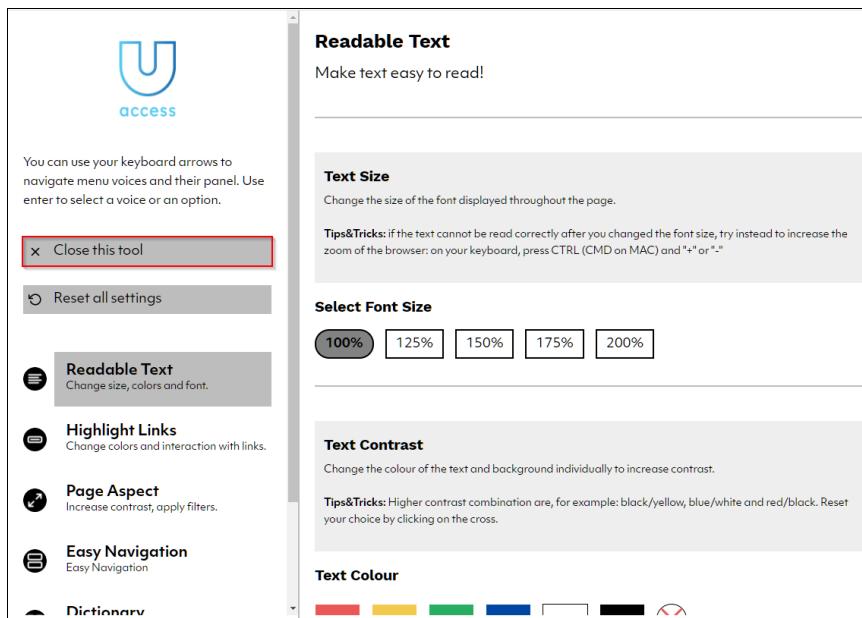
Issue ID: DAC_Keyboard_navigation_disabled_issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 2

Screenshot:



When accessing the accessibility layer via keyboard navigation, upon arrow up past the 'close this tool' element key board functionality became disabled, forcing keyboard users to refresh the webpage in order to continue accessing the content.

Current Code Ref(s):

```
<div class="acs-tool-button" data-id="acs-close-tool" data-key-id="acs-close-tool" data-keyboard="enabled" tabindex="-1"><p>Close this tool</p></div>
```

Keyboard comments:

"When I open the tool by tabbing onto it, my highlight is automatically on the readable text link. However, if I press the up arrow to close this tool my focus automatically moves out of the tool and I am unable to move my focus back into the tool when I did not press enter on the 'close this tool' in the first place. Because of this it makes it mouse dependent and I must physically click 'close this tool' with a mouse to close the layer because my focus has moved to the layer behind it. Users would expect to be able to arrow through all the options and their focus stays in the layer."

Solution:

Ensure that keyboard focus does not become disabled upon reaching the end of the layer, we would recommend that either focus remains on the last focusable element or focus is looped around to the bottom upon arrowing past the top and the same for when reaching the bottom.



Keyboard access (A)

Content could not be reached through standard keyboard navigation.

WCAG Reference:

Success Criterion 2.1.1 Keyboard (Level A)

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

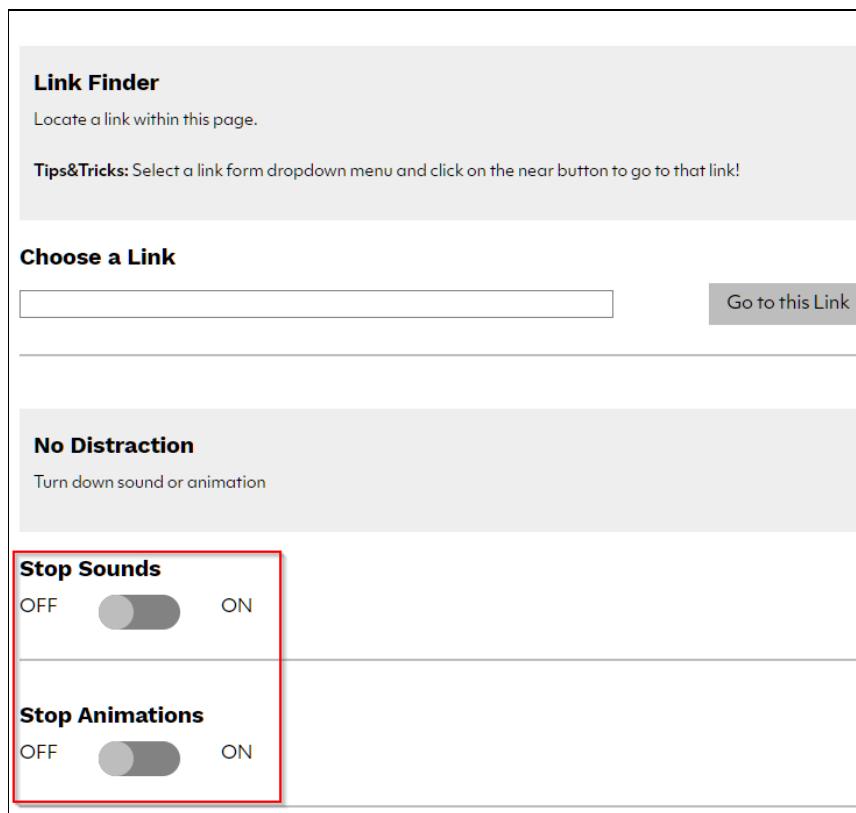
Issue ID: DAC_Keyboard_access_issue1

URL: <https://www.sport.wales/>

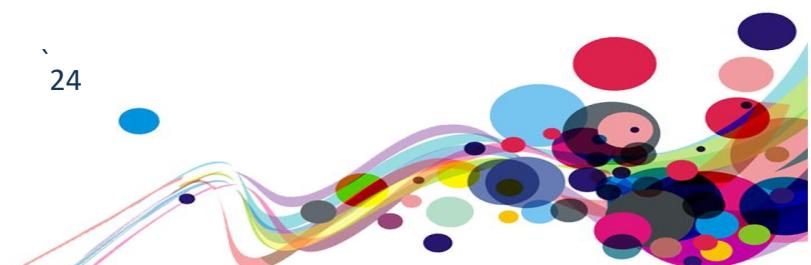
Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 2

Screenshot:



The stop sounds and stop animations toggle buttons could not be reached through the keyboard commands implemented for the 'accessibility' layer, this meant keyboard users were unable to disable these functions on the website.



Current Code Ref(s):

```
<div class="acs-field">
  <p class="acs-title">Stop Sounds</p>
  <div class="acs-switch">
    <span class="acs-switch-label">OFF</span>
    <span class="acs-switch-box" data-id="acs-sound" data-value="off"
      data-key-id="acs-sound" data-keyboard="enabled" tabindex="-1"></span>
    <span class="acs-switch-label">ON</span>
  </div>
</div>
<div class="acs-field">
  <p class="acs-title">Stop Animations</p>
  <div class="acs-switch">
    <span class="acs-switch-label">OFF</span>
    <span class="acs-switch-box" data-id="acs-animation" data-value="off"
      data-key-id="acs-animation" data-keyboard="enabled" tabindex="-1"></span>
    <span class="acs-switch-label">ON</span>
  </div>
</div>
```

Keyboard comments:

"I am unable to gain focus on the bold font or italic font toggles by using the down arrow, most users would not be able to change their selection, this is also inconsistent because in the page aspect section, I am able to access the toggles."

Solution:

Ensure that the toggle elements are capable of receiving focus through the inbuilt controls provided to keyboard users as implemented throughout the 'accessibility' layer.



Colour alone (A)

Colour had been used to provide information to users without alternative.

WCAG Reference:

Success Criterion 1.4.1 Use of Color (Level A)

[Understanding Use of Color](#) | [How to Meet Use of Color](#)

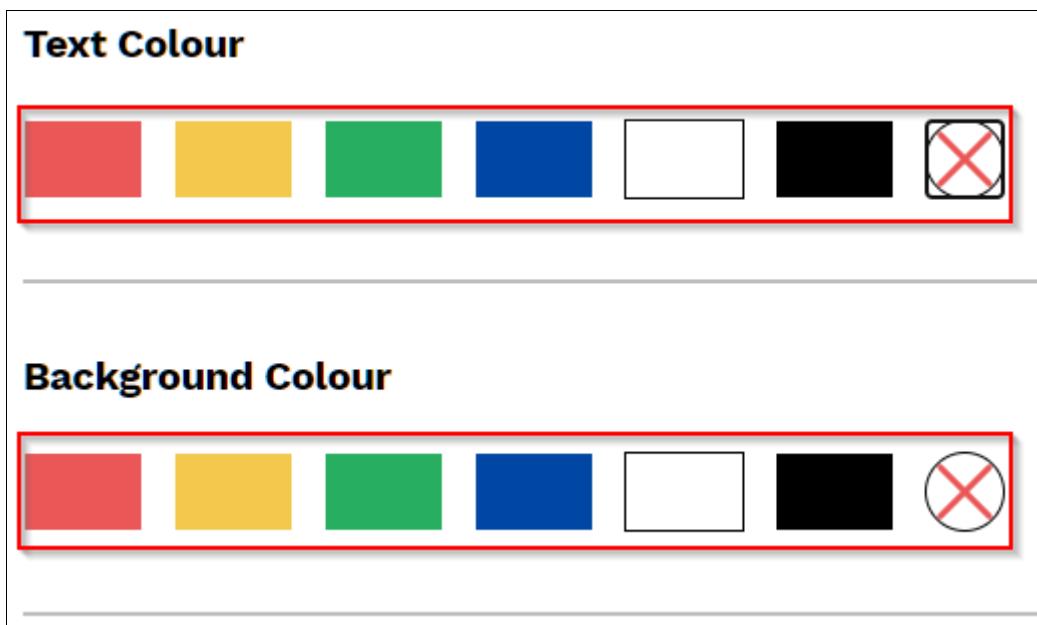
Issue ID: DAC_Colour_alone_issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 2

Screenshot:



Multiple colour options are presented to users to select from to alter the background and text colour; however, some users may have difficulty seeing these colours and would benefit from having text associate with each colour presented to them on screen.



Current Code Ref(s):

```
<div class="acs-field">
  <p class="acs-title">Text Colour</p>
  <div class="acs-colors" data-id="tcol">
    <div data-value="red" data-key-id="tcol-red" data-keyboard="enabled"
      tabindex="-1" class=""><span>R</span></div>
    <div data-value="yellow" data-key-id="tcol-yellow" data-keyboard="enabled"
      tabindex="-1"><span>Y</span></div>
    [...]
    <div data-value="reset" data-key-id="tcol-reset" data-keyboard="enabled"
      tabindex="-1" class="selected"></div>
  </div>
</div>
```

Solution:

Ensure that text associated with the colour is visible to all users, as the only current method to access any form of context is via mouse hover. We would also recommend providing the full name of the colour instead of just the letter as some users still may not be able to identify what the colour is by a single letter.

We would also recommend ensuring that this content becomes visible to keyboard users and read out for screen reader users.



Role not provided (A)

A role has not been provided to each element causing it to be read out as plain text.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

Success Criterion 4.1.2 Name, Role, Value (Level A)

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

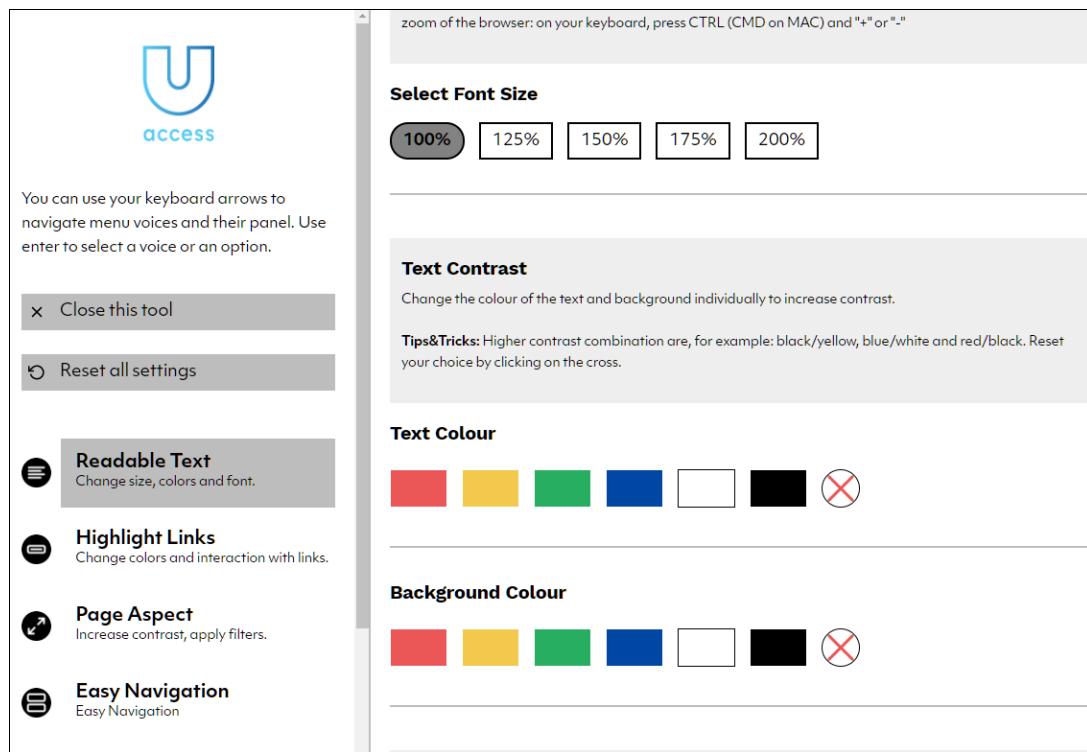
Issue ID: DAC_Role_not_provided_issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 2

Screenshot:



All intractable elements within the accessibility layer had not been provided a role for screen reader users to identify that the element can be interacted with, instead all content is read out as plain text making it appear that nothing will happen upon the content being activated.

Current Code Ref(s):

```
<li data-id="acs-text" class="open">
  <p data-id="acs-text" data-key-id="acs-text" data-keyboard="enabled"
  tabindex="-1" class="open">
    <span class="acs-menu-title">Readable Text</span>
    <span>Change size, colors and font.</span>
  </p>
</li>
```

Solution:

Ensure each element is provided a clear role to indicate to screen reader users that the content can be interacted with.

Example:

```
<li data-id="acs-text" class="open">
  <p role="button" data-id="acs-text"
  data-key-id="acs-text" data-keyboard="enabled" tabindex="-1" class="open">
    <span class="acs-menu-
    title">Readable Text</span>
    <span>Change size, colors and
    font.</span>
  </p>
</li>
```



Inaccessible content (A)

Content could not be accessed via screen reading software.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

Success Criterion 4.1.2 Name, Role, Value (Level A)

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

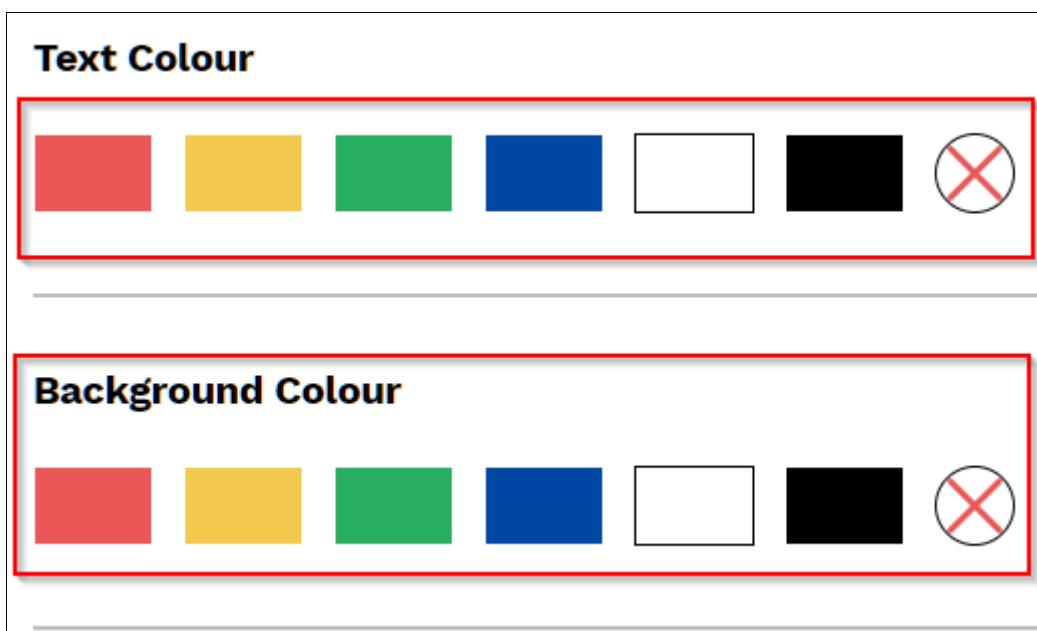
Issue ID: DAC_Inaccessible_content_issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 2

Screenshot:



When navigating the accessibility layer via screen reading software, it had been identified that each colour element could not receive focus via screen reading software, this was due to the element not being provided a role.

Screen reader users also require a role provided to identify that the element is intractable in some way.



Current Code Ref(s):

```
<div class="acs-field">
  <p class="acs-title">Text Colour</p>
  <div class="acs-colors" data-id="tcol">
    <div data-value="red" data-key-id="tcol-red" data-keyboard="enabled"
      tabindex="-1"><span>R</span></div>
    <div data-value="yellow" data-key-id="tcol-yellow" data-keyboard="enabled"
      tabindex="-1"><span>Y</span></div>
    <div data-value="green" data-key-id="tcol-green" data-keyboard="enabled"
      tabindex="-1"><span>G</span></div>
    <div data-value="blue" data-key-id="tcol-blue" data-keyboard="enabled"
      tabindex="-1"><span>B</span></div>
    <div data-value="white" data-key-id="tcol-white" data-keyboard="enabled"
      tabindex="-1"><span>W</span></div>
    <div data-value="black" data-key-id="tcol-black" data-keyboard="enabled"
      tabindex="-1"><span>Y</span></div>
    <div data-value="reset" data-key-id="tcol-reset" data-keyboard="enabled"
      tabindex="-1" class="selected"></div>
  </div>
</div>
```

Solution:

Ensure that each intractable element is provided a clear role that reflects the elements purpose, in this instance we would recommend marking each colour element as a radio button and grouping with a radio group.

This will ensure content can receive focus and provided clarity to screen reader users what input method is required of them.

It must be ensuring that JavaScript is also providing alongside the content to ensure the radio group function as intended.

Additionally, as the text associated with each element only appears on hover each element will require an aria-label to ensure the correct label is read out.

Example:

```
<div class="acs-field">
  <p id="text-colour" class="acs-title">Text Colour</p>
  <div role="radiogroup" aria-labelledby="text-colour" class="acs-colors" data-
    id="tcol">
    <div data-value="red" role="radio" aria-label="Red" data-key-id="tcol-red"
      aria-checked="true" data-keyboard="enabled" tabindex="-1"><span>Red</span></div>
    <div data-value="yellow" role="radio" aria-label="yellow" data-key-
      id="tcol-yellow" aria-checked="false" data-keyboard="enabled" tabindex="-
      1"><span>Y</span></div>
    [...]
  </div>
</div>
```



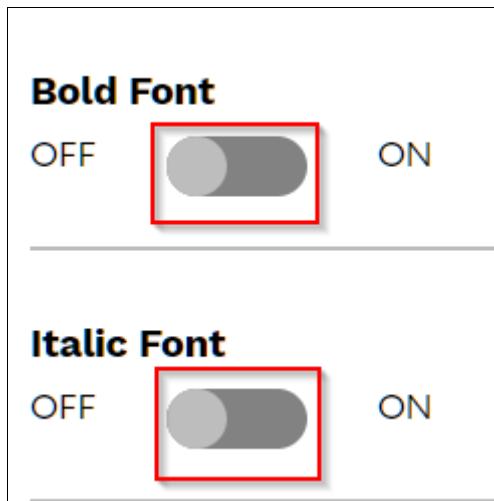
Issue ID: DAC_Inaccessible_content_issue2

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 2

Screenshot:



Multiple toggle buttons could be located throughout the accessibility layer, these toggle buttons could not receive focus via screen reading software.

This was due to the element not being provided a role to allow the content to take focus. Additionally, if this issue is to be fixed the toggle button must be marked up to be accessible for users of assistive technologies.

Current Code Ref(s):

```
<div class="acs-field">
  <p class="acs-title">Bold Font</p>
  <div class="acs-switch">
    <span class="acs-switch-label">OFF</span>
    <span class="acs-switch-box" data-id="acs-link-bold" data-value="off" data-key-id="acs-link-bold" data-keyboard="enabled" tabindex="-1"></span>
    <span class="acs-switch-label">ON</span>
  </div>
</div>
```



Solution:

Ensure that the toggle button is marked up to allow screen reader users to focus onto the element.

The elements must be given an appropriate role that reflects its functionality and marked up as an input, by including the role of switch with a type of checkbox will ensure screen reader users are read the correct purpose.

Example:

```
<label class="check-switch" for="switch_2">
  Bold font:
  <input id="switch_2" data-check-switch="" role="switch" type="checkbox">
  <span aria-hidden="true"></span>
</label>
```



On input(A)

Upon content being activated, new content appears on screen without moving users focus to the newly appeared content.

WCAG Reference:

Success Criterion 3.2.2 On Input (Level A)

[Understanding On Input](#) | [How to Meet On Input](#)

Issue ID: DAC_On_input_issue1

URL: <https://www.sport.wales/national-lottery/>

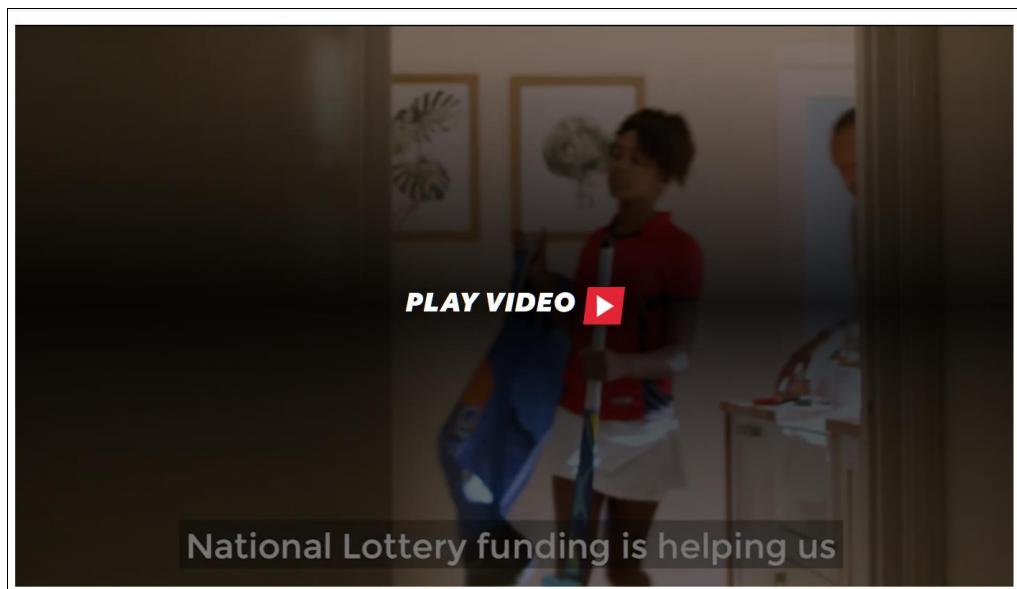
This appeared on the following URL:

<https://www.sport.wales/careers/>

Page title: Welsh Sport and The National Lottery | Sport Wales

Journey: Task 1, Step 3

Screenshot:



Upon activation of the play video button via screen reading software users focus is taken to the top of the page, forcing them to renavigate the whole page until reaching the video again. Screen reader users would expect their next focusable element to be the video controls located within the YouTube player; preferably the play/ pause button.

Current Code Ref(s):

```
<button class="button button-large button-play">
  <span class="button-text">Play Video</span>
  <span class="button-icon"></span>
</button>
```

Screen reader comments:

"When playing the video focus to the key controls within it are lost and I struggled to find the pause/ mute/ share buttons embedded within the video player. Additionally, there were many options to choose from which made it more challenging for me to find the relevant buttons after starting it. It is preferable if there was a simple play/ pause button on the page."

Solution:

Ensure that upon activation of the play video button that focus is taken to the iframe that contains the video player as this will ensure that the next focusable element is the content located within the YouTube player.



Visual heading (A)

Content had been visual styled as a heading but had not been marked up as a heading.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

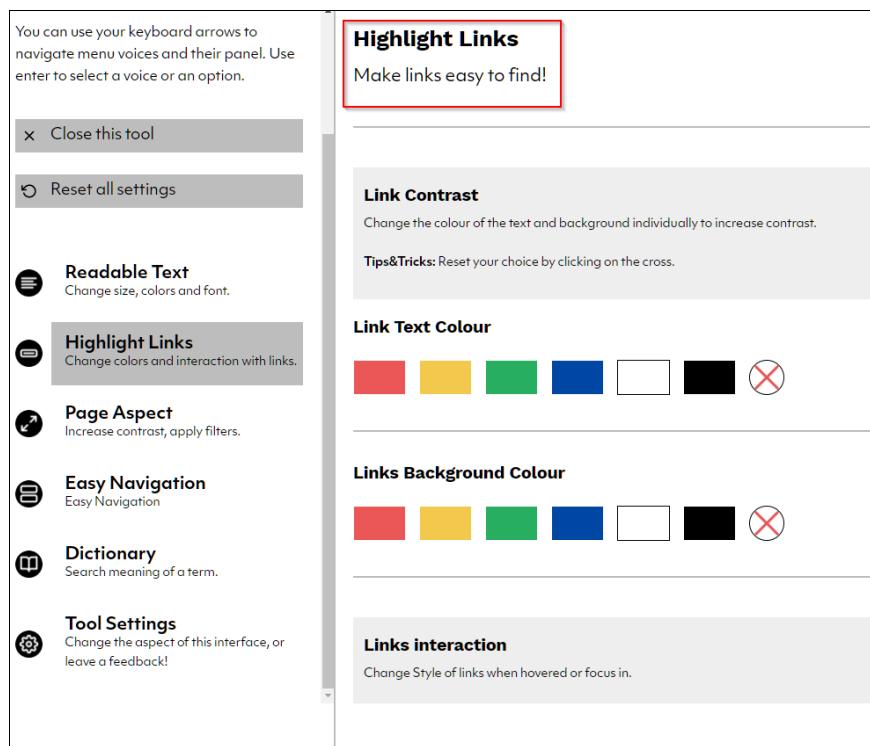
Issue ID: DAC_Visual_heading_issue1

URL: <https://www.sport.wales/#maincontent>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, Step 2

Screenshot:



The layer had provided visual headings to introduce each section to users; however, these headings are visual only and have not been marked up as a heading level, causing confusing for screen reader users as this content is not marked up to introduce sections

Current Code Ref(s):

```
<div class="acs-field heading">
  <p class="acs-title">Highlight Links</p>
  <p class="acs-label">Make links easy to find!</p>
</div>
```

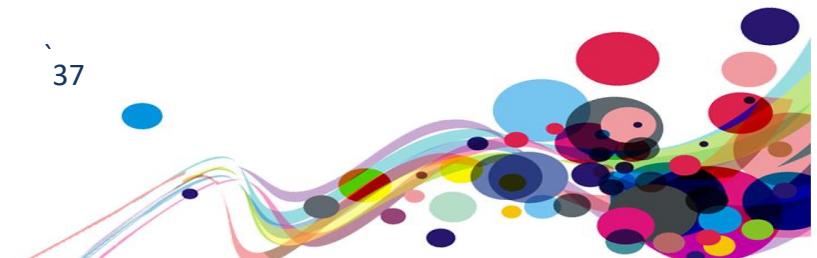


Solution:

Ensure that a heading structure is provided within the layer to introduce sections of the layer, as this will reduce any confusion for screen reader users.

Example:

```
<div class="acs-field heading">
  <h2 class="acs-title">Highlight Links</h2>
  <h3 class="acs-label">Make links easy to find!</h3>
</div>
```



Iframe title (A)

Iframe had not been provided a title attribute.

WCAG Reference:

Success Criterion 3.3.2 Labels or Instructions (Level A)

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

Issue ID: DAC_Iframe_title_issue1

URL: <https://www.sport.wales/national-lottery/>

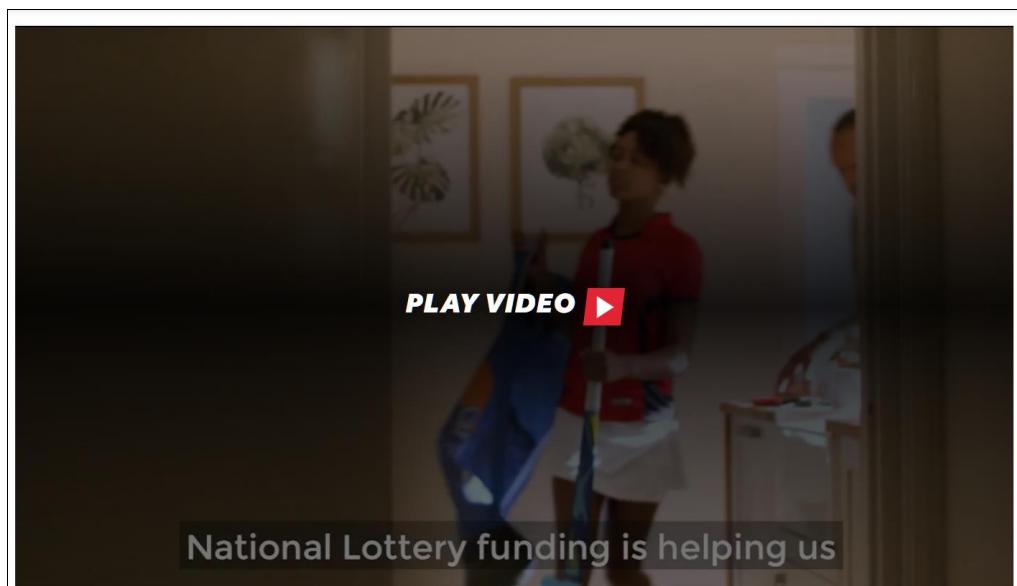
This appeared on the following URLs:

<https://www.sport.wales/careers/>

Page title: Welsh Sport and The National Lottery | Sport Wales

Journey: Task 1, step 3

Screenshot:



No title had been provided for the iframe containing the YouTube video, this may easily confuse screen reader users as they may not know what to expect within the iframe.

Current Code Ref(s):

```
<iframe width="100%" height="100%"  
src="https://www.youtube.com/embed/mAABTfrs5v0?enablejsapi=1" allow="autoplay"  
frameborder="0" id="video_0" allowfullscreen="" nuan_newframe="true"></iframe>
```



Solution:

Ensure that all iframes are provided a title to introduce the content within the iframe, in this instance ensure that the iframe reflects the content within the video.

Example:

```
<iframe width="100%" height="100%" title="25 YEARS OF SUPPORT FOR GRASSROOTS  
SPORT IN WALES - FROM THE NATIONAL LOTTERY."  
src="https://www.youtube.com/embed/mAABTfrs5v0?enablejsapi=1" allow="autoplay"  
frameborder="0" id="video_0" allowfullscreen="" nuan_newframe="true"></iframe>
```



Audio description (A)

No audio description had been provided making it difficult for blind user groups.

WCAG Reference:

Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)

[Understanding Audio Description or Media Alternative \(Prerecorded\)](#)

[How to Meet Audio Description or Media Alternative \(Prerecorded\)](#)

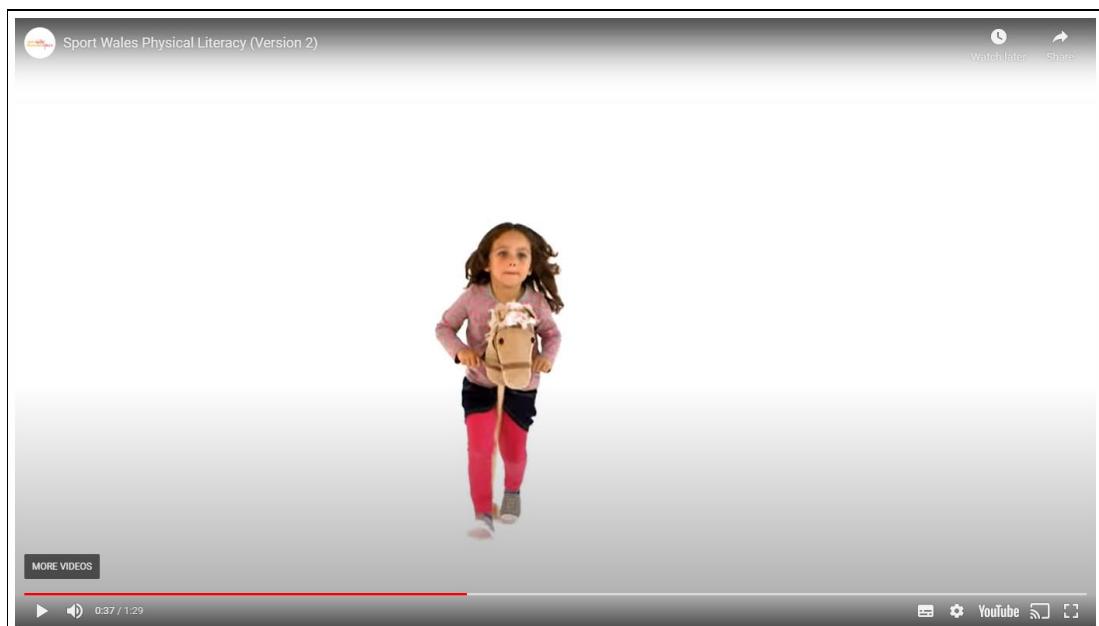
Issue ID: DAC_Audio_description_issue1

URL: <https://www.sport.wales/content-vault/physical-literacy/>

Page title: The skills for sport. | Sport Wales

Journey: Task 1, step 7

Screenshot:



Content presented within the video involve visual cues to describe what is being said, screen reader users are not made aware of these events and would therefore miss out on understanding what is happening on the page.

Example of content that will be missed is the child standing on one leg and the audio stating 'until I can do this' making it impossible for screen reader users to identify what is happening in the video.

Current Code Ref(s):

```
<iframe width="100%" height="100%"  
src="https://www.youtube.com/embed/fyCm6ZLRCbQ?enablejsapi=1" allow="autoplay"  
frameborder="0" id="video_0" allowfullscreen="" nuan_newframe="true"></iframe>
```

Screen reader comments:

"I found that screen reader users are not able to identify any audio description setting for the visual parts of the video. Including a clear indication of an audio described version literacy of the film, will enable users to be aware of what is happening on screen."

Solution:

Ensure that an audio description is provided alongside the video to ensure screen reader users are made aware of what is going on within the video.



Updating search results (A)

Content on the page updated without informing screen reader users.

WCAG Reference:

Success Criterion 3.2.2 On Input (Level A)

[Understanding On Input](#) | [How to Meet On Input](#)

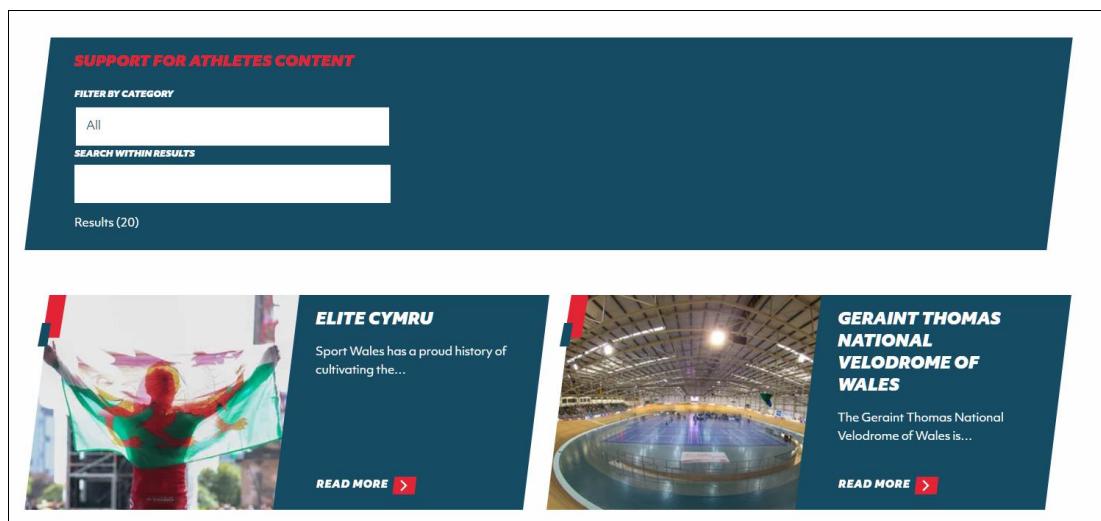
Issue ID: DAC_Updating_search_results_issue1

URL: https://www.sport.wales/support-for-athletes/content/#support_for_athletes-all&search=&pp=20&p=1

Page title: Support for Athletes | Sport Wales

Journey: Task 1, step 8

Screenshot:



When the filter is altered on the 'Support for Athletes' page the resulting information updates to reflect how many results are on the page. Screen reader users are not advised of this content update and may not be aware that content has changed on the page.

Screen reader users would expect that all updating content to be announced via an alert.

Current Code Ref(s):

```
<div class="num-results">  
  Results (  
    <span id="total_filtered">20</span>  
  )  
</div>
```

Screen reader comments:

“When selecting a filter option, there is no announcement that the search results have been updated, and nor is there a ‘search’ button that I could press to know my selection has been executed. This meant I was unsure if I had successfully applied a filter, and only worked it out when scrolling through the provided results. This may be confusing for some users and it is advisable to have an announcement that a filter has been applied, or the results have been updated.”

Solution:

Ensure that screen reader users are made aware that content is updated on the page, this can be done through the implementation of a role of status as this will announce the changes made on the page.

Example:

```
<div role="status" class="num-results">  
  Results (<span id="total_filtered">20</span>)  
</div>
```



Duplicate landmark (A)

Duplicate landmark had been used without distinguishing the differences.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

Success Criterion 3.3.2 Labels or Instructions (Level A)

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

Issue ID: DAC_Duplicate_landmark_issue1

URL: https://www.sport.wales/support-for-athletes/content/#support_for_athletes=all&search=&pp=20&p=1

Page title: Support for Athletes | Sport Wales

Journey: Task 1, step 8

Screenshot:

The screenshot shows the Sport Wales website's navigation menu. The menu is organized into three main sections: 'SPORT WALES FOR...', 'INFORMATION ABOUT...', and 'ABOUT SPORT WALES'. The 'SPORT WALES FOR...' section includes links for Community and Grassroots Sport, Education and Teachers, Partners, Performance Sport, and Individuals and Families. The 'INFORMATION ABOUT...' section includes links for Sport in Schools, Support for Athletes, Welsh Sport and The National Lottery, Sport in the Community, National Centres, Research and Insight, Pentyrch go solar to help club shine bright, Grants and Funding, Policies and Governance, and Coronavirus - Essential information. The 'ABOUT SPORT WALES' section includes links for About Sport Wales, The Vision for Sport, Sport Wales Strategy, Our Facilities, The Sport Wales Institute, Location and Contacts, Careers, #BeActiveWales Campaign, Be Active Wales Fund, Sport Sector Private Provider Fund, and News, Features and Events.

The screenshot shows two promotional banners on the Sport Wales website. The left banner is for 'SOFT TISSUE THERAPY', featuring an image of a person performing a dynamic movement and the text: 'Soft Tissue Therapy is the management, manipulation...'. It includes a 'READ MORE' button. The right banner is for 'COVID-19: PHYSICAL TRAINING GUIDANCE', featuring an image of a person performing a physical exercise with a coach, and the text: 'This information is aimed at national governing body...'. It also includes a 'READ MORE' button.

Multiple nav landmarks had been placed throughout the page, this is confusing for screen reader users as each nav landmark refers to different content. Screen reader users would expect if more than one nav landmark is used that they are provided a unique label.

Current Code Ref(s):

```
<nav class="main-nav desktop">
  <div class="nav">
  [...]
</nav>
```

Current Code Ref(s):

```
<nav>
  <ul class="pagination">
    <li class=" active">
      <a href="#" data-page="1">1</a>
    </li>
  </ul>
</nav>
```

Solution:

Ensure that if more than one nav landmark is used that they are both unique labels, making it clear for screen reader users to differentiate the content between one and another.

Example:

```
<nav aria-label="main" class="main-nav desktop">
  <div class="nav">
  [...]
</nav>
```

```
<nav aria-label="results page">
  <ul class="pagination">
    <li class=" active">
      <a href="#" data-page="1">1</a>
    </li>
  </ul>
</nav>
```



Superfluous map content (A)

Map content had been provided which could easily confuse screen reader users.

WCAG Reference:

Success Criterion 1.3.1 Info and Relationships (Level A)

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

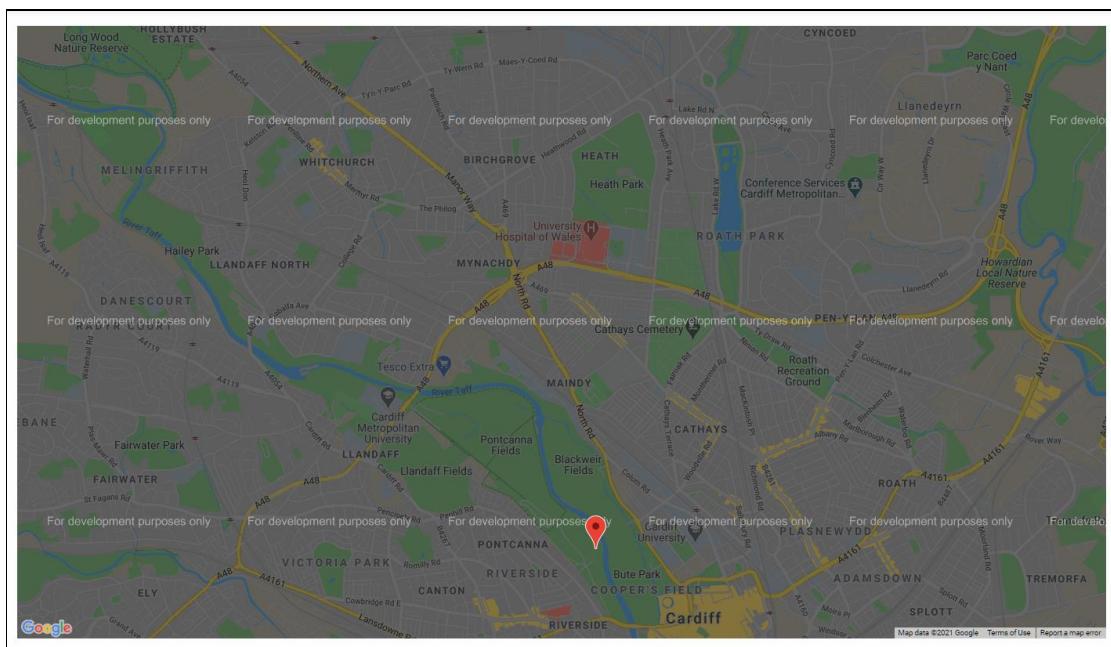
Issue ID: DAC_Superfluous_map_content_issue1

URL: <https://www.sport.wales/location-and-contacts/>

Page title: Location and Contacts | Sport Wales

Journey: Task 1, step 10

Screenshot:



A google map could be located on the page that could receive focus via screen reading software, screen reader users may not be able to determine the meaning behind this content and may become confused easily.

There is an alternative method present below the map to allow screen reader users to identify the location that is present on the map.

Current Code Ref(s):

```
<div class="map-container small">
    <div class="map" id="map-449" data-zm="14" data-
lat="51.486327" data-lng="-3.189726" style="overflow: hidden;"><div style="height:
100%; width: 100%; position: absolute; top: 0px; left: 0px; background-color:
rgb(229, 227, 223);">
<div tabindex="0" aria-label="Map" aria-roledescription="map" role="group"
style="position: absolute; z-index: 0; left: 0px; top: 0px; height: 100%; width:
100%; padding: 0px; border-width: 0px; margin: 0px; cursor:
url("https://maps.gstatic.com/mapfiles/openhand_8_8.cur"), default;
touch-action: pan-x pan-y;" class="">
    <div style="z-index: 1; position: absolute; left: 50%; top: 50%; width: 100%;
transform: translate(0px, 0px);">
        <div style="position: absolute; left: 0px; top: 0px; z-index: 100; width:
100%;">
            </div>
        </div>
        <div style="position: absolute; left: 0px; top: 0px; z-index: 107; width:
100%;"></div>
    </div>
</div>
</div>
</div>
</div>
</div>
</div>
</div>
</div>
```

Screen reader comments:

"I found that screen reader users are not able to identify what the link 'click to see this area on google maps' relates to if navigating out of context. The issue only occurs once at the time of testing, as all other instances of links to google maps are clearly indicated."

Solution:

We would recommend hiding the map through the use aria-hidden as this will prevent it from being detected through standard arrow navigation.

Additionally, we would recommend providing a skip link to bypass the map to ensure screen reader users are made aware that a map is present on the page and that it can be skipped via the use of a skip link.

Example:

```
<div aria-hidden="true" class="map-container small">
    <div class="map" id="map-449" data-zm="14" data-
lat="51.486327" data-lng="-3.189726" style="overflow: hidden;"><div style="height:
100%; width: 100%; position: absolute; top: 0px; left: 0px; background-color:
rgb(229, 227, 223);">
<div tabindex="0" aria-label="Map" aria-roledescription="map" role="group"
style="position: absolute; z-index: 0; left: 0px; top: 0px; height: 100%; width:
100%; padding: 0px; border-width: 0px; margin: 0px; cursor:
url("https://maps.gstatic.com/mapfiles/openhand_8_8.cur"), default;
touch-action: pan-x pan-y;" class="">
    <div style="z-index: 1; position: absolute; left: 50%; top: 50%; width: 100%;
transform: translate(0px, 0px);">
        <div style="position: absolute; left: 0px; top: 0px; z-index: 100; width:
100%;">
            </div>
        </div>
        <div style="position: absolute; left: 0px; top: 0px; z-index: 107; width:
100%;"></div>
    </div>
</div>
</div>
</div>
</div>
</div>
</div>
</div>
</div>
```



```
        </div>
        <div style="position: absolute; left: 0px; top: 0px; z-index: 107; width:
100%;"></div>
    </div>
</div>
</div>
```

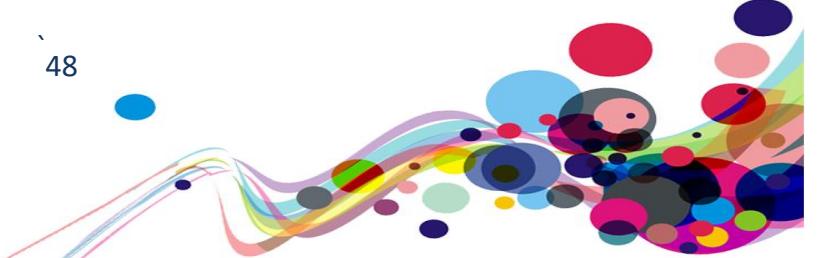


Table heading (A)

Table headings had not been provided to introduce the column.

WCAG Reference:

Success Criterion 4.1.2 Name, Role, Value (Level A)

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

Issue ID: DAC_Table_heading_issue1

URL: <https://www.sport.wales/content-vault/privacy-policy-section-1-sport-wales-data-protection-principles/>

Page title: Section 1 - Sport Wales' Data Protection Principles | Sport Wales

Journey: Task 1, Step 12

Screenshot:

1.	We must be upfront about how we intend to use your personal information and must use your personal information fairly. Providing privacy information to individuals (such as in this privacy notice) is one aspect of using personal information fairly.
	We must only use your personal information if we have a legal basis to do so under data protection law. These legal bases include: That you have consented to our use of your personal information; That we need to use your personal information to perform a contract between us (or to take steps at your request prior to entering into a contract);
2.	That we (or someone else) has a legitimate reason for needing to use your personal information and those legitimate interests are not outweighed by your rights or interests. We must balance our respective rights and interests before we can rely upon this legal basis; and SPORT WALES is a Public Body and wishes to rely on Public Interest and exercise of Official Authority. We need to use your personal information to comply with laws we are subject to.

No table heading had been provided for the table, making it confusing for screen reader users, as they may not be able to identify the purpose for each column.

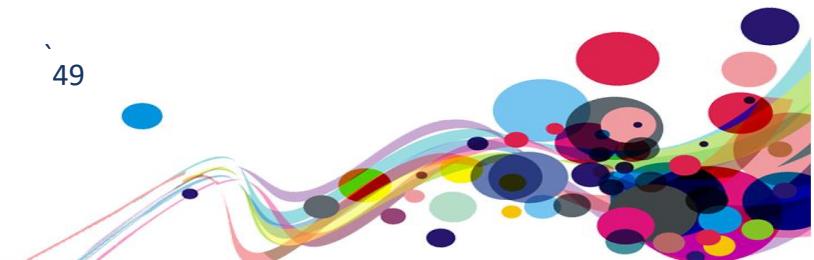
This appeared throughout the whole page.

Current Code Ref(s):

```
<table>
  <tbody>
    <tr>
      <td>1.</td>
      <td>We must be upfront about how we intend to use your personal information and must use your personal information fairly. Providing privacy information to individuals (such as in this privacy notice) is one aspect of using personal information fairly.</td>
    </tr>
    <tr>
      <td>2.</td>
      <td>
```

[...]

```
      </td>
    </tr>
  </tbody>
</table>
```



Solution:

Ensure each column is provided a heading to provide context to users regarding what information can be found within the column.

Example:

```
<table>
  <tbody>
    <tr>
      <th>number</th>
      <th>Rules</th>

      <td>1.</td>
      <td>We must be upfront about how we intend to use your personal
      information and must use your personal information fairly. Providing privacy
      information to individuals (such as in this privacy notice) is one aspect of using
      personal information fairly.</td>
    </tr>
    <tr>
      <td>2.</td>
      <td>

      [...]

      </td>
    </tr>
  </tbody>
</table>
```



Illogical Focus order (A)

Focus order provided was illogical for keyboard only users.

WCAG Reference:

Success Criterion 2.4.3 Focus Order (Level A)

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

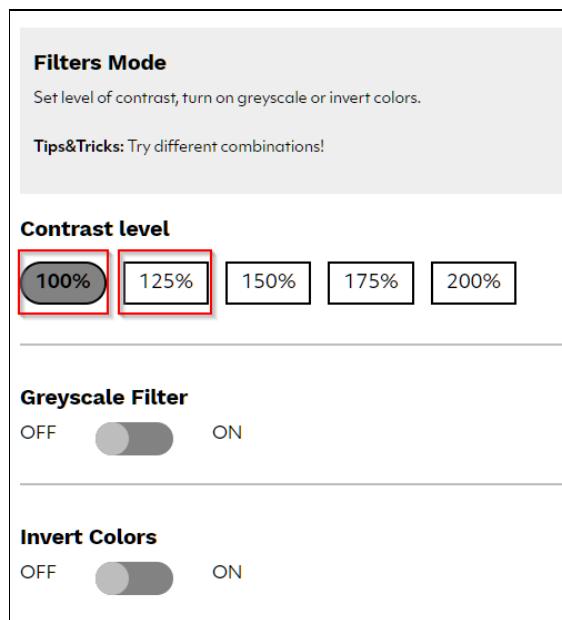
Issue ID: DAC_Illogical_focus_order_issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, step 1

Screenshot:



An illogical focus order had been identified within the accessibility layer causing keyboard users to navigate to the toggle button before reaching the contrast level buttons.



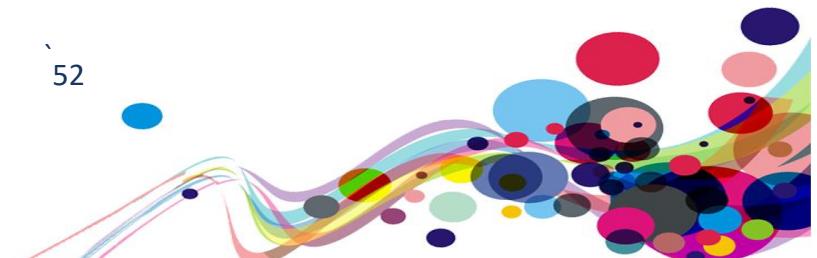
Current Code Ref(s):

```
<div class="acs-choice" data-id="acs-contrast">
  <div data-value="100" data-key-id="acs-contrast-100%" data-keyboard="enabled"
    tabindex="-1" class="selected">100%</div>
  <div data-value="125" data-key-id="acs-contrast-125%" data-keyboard="enabled"
    tabindex="-1" class="">125%</div>
  <div data-value="150" data-key-id="acs-contrast-150%" data-keyboard="enabled"
    tabindex="-1">150%</div>
  <div data-value="175" data-key-id="acs-contrast-175%" data-keyboard="enabled"
    tabindex="-1">175%</div>
  <div data-value="200" data-key-id="acs-contrast-200%" data-keyboard="enabled"
    tabindex="-1">200%</div>
</div>

<div class="acs-field">
  <p class="acs-title">Greyscale Filter</p>
  <div class="acs-switch">
    <span class="acs-switch-label">OFF</span>
    <span class="acs-switch-box" data-id="acs-grey" data-value="off" data-key-
      id="acs-grey" data-keyboard="enabled" tabindex="-1"></span>
    <span class="acs-switch-label">ON</span>
  </div>
</div>
```

Solution:

Ensure that focus order provided in the layer is logical and does not require extra steps to interact with content.



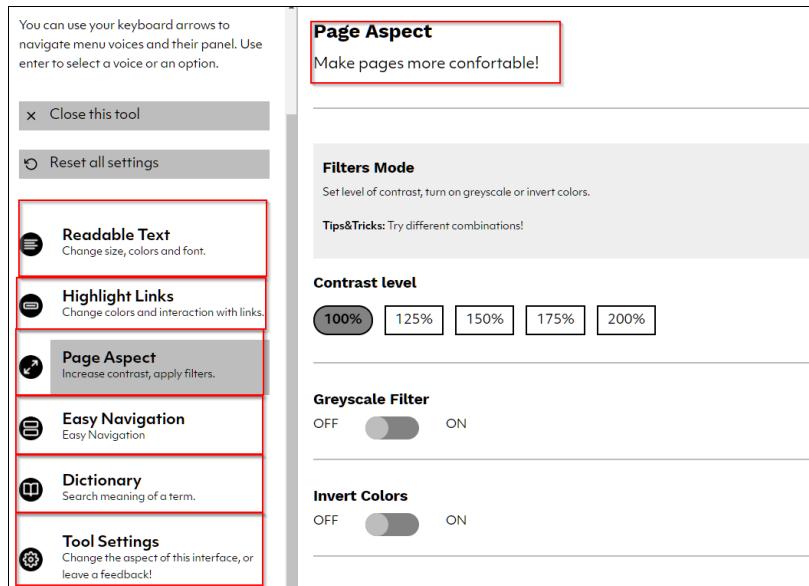
Issue ID: DAC_Illogical_focus_order_issue2

URL: <https://www.sport.wales/#maincontent>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, step 2

Screenshot:



Upon selecting one of the accessible options, contents on the right side of the layer updated to reflect the option selected.

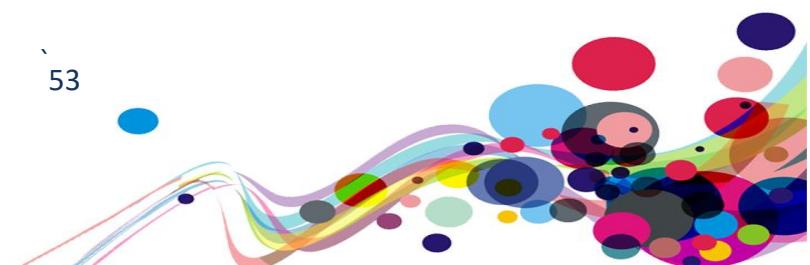
Screen reader users were not made aware that this content had appeared on the page, as well as being forced to navigate through all the options before reaching the newly appearing content.

Current Code Ref(s):

```
<div class="acs-field heading">
  <p class="acs-title">Page Aspect</p>
  <p class="acs-label">Make pages more comfortable!</p>
</div>
```

Solution:

Ensure that screen reader focus is placed at the top of the newly appearing content, this will convey new content has appeared and reduce the need for navigating through the rest of the content.



Non-text contrast (AA)

Colour contrast for non-text elements failed below 3.1 making it difficult for low vision users and keyboard users to see the content or focus highlighting provided.

WCAG Reference:

Success Criterion 1.4.11 Non-text Contrast (Level AA)

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

Issue ID: DAC_Non_text_contrast_issue1

URL: <https://www.sport.wales/#maincontent>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, step 3

Screenshot:



The focus outline used throughout the website failed colour contrast at 1.6.1, making it extremely difficult for keyboard users to locate their position on the page.

Colour ratio:

Foreground: #FFBF47

Background: #FFFFFF

The contrast ratio is: 1.6:1

Current Code Ref(s):

HTML

```
<a tab-index="1" href="https://www.sport.wales/2021-09-02-waunarlwydd-afc/"  
title="2021 09 02 Waunarlwydd AFC" class="focus-visible" data-focus-visible-  
added>2021 09 02 Waunarlwydd AFC</a>
```

CSS

```
.focus-visible:not(input) {  
    outline: 3px solid #ffbf47 !important;  
    outline-offset: 0.2em;  
}
```

Solution:

Ensure that all focus outlines provided for keyboard users exceed a colour ratio above 3.1 to ensure all users are capable of seeing the outline.



Error message not announced (AA)

Upon error messages appearing screen reader users are not informed of this content.

WCAG Reference:

Success Criterion 4.1.3 Status Messages (Level AA)

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

Issue ID: DAC_Error_message_not_announced_issue1

URL: <https://www.sport.wales/beactivewalesfund/>

Page title: Be Active Wales Fund - Funding for community sport clubs and organisations |

Sport Wales | Sport Wales

Journey: Task 1, step 3

Screenshot:

The screenshot shows a 'SUBSCRIBE' form. It includes a note that an asterisk indicates required fields, followed by a label 'EMAIL ADDRESS / CYFEIRIAD E-BOST *'. A red-bordered input field contains the text 'test'. Below the input field is a red box containing the error message 'Please enter a valid email address.'

Upon an error being triggered on the subscribe forms, although focus is placed within the form field screen reader users are not made aware that an error has occurred. Screen reader user would expect the error to announce alongside their focus being placed within the form field.

Current Code Ref(s):

```
<div class="mc-field-group form-row">
    <div class="form-element form-element-text half">
        <label for="mce-EMAIL">Email Address / Cyfeiriad E-bost <span
class="asterisk">*</span></label>
        <input type="email" value="" name="EMAIL" class="required_email
mce_inline_error" id="mce-EMAIL" data-placeholder="Enter your email address" aria-
required="true" placeholder="" aria-invalid="true">
    </div>
    <div for="mce-EMAIL" class="mce_inline_error">Please enter a valid email
address.</div></div>
```



Screen reader comments:

"I found that screen reader users are not able to identify a clear error handling process when navigating out of context, when submitting the register form incorrectly at the time of testing. Currently focus is taken to the email field, which was left blank; however, no error message was announced."

Solution:

Ensure that newly appearing content is announced to screen reader users and is associated with the form field, this can be done through the use of aria-describedby as this will announce the error alongside the input field.

Example:

```
<div class="mc-field-group form-row">
    <div class="form-element form-element-text half">
        <label for="mce-EMAIL">Email Address / Cyfeiriad E-bost <span
class="asterisk">*</span></label>
        <input aria-describedby="email-error" type="email" value=""
name="EMAIL" class="required email mce_inline_error" id="mce-EMAIL" data-
placeholder="Enter your email address" aria-required="true" placeholder="" aria-
invalid="true">
    </div>
    <div class="mce_inline_error" id="email-error">Please enter a valid email
address.</div></div>
```



Colour contrast (AA)

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

WCAG Reference:

Success Criterion 1.4.3 Contrast (Minimum) (Level AA)

[Understanding Contrast \(Minimum\)](#) | [How to Meet Contrast \(Minimum\)](#)

Issue ID: DAC_Colour_Contrast_Issue1

URL: <https://www.sport.wales/>

Page title: Enabling Sport in Wales to Thrive | Sport Wales

Journey: Task 1, step 1

Screen Shot:



The contrast between the foreground and background colours did not meet the required ratios of 4.5:1, and may prove difficult for low vision and colour-blind users to read.

Colour ratio:

Foreground: #5C8193

Background: #164B64

The contrast ratio is: 2.3:1

Current Code Ref(s):

HTML

```
<a class="switch-label"  
href="https://www.chwaraeon.cymru/">Cymraeg</span></a>
```



CSS

```
.header .language-switcher .switch-label {  
    color: #ffff;  
    text-transform: uppercase;  
    font-size: 1.2rem;  
    line-height: 1.2;  
    letter-spacing: -0.03em;  
    padding-right: 10px;  
    padding-left: 10px;  
}  
  
a {  
    background-color: transparent;  
}
```



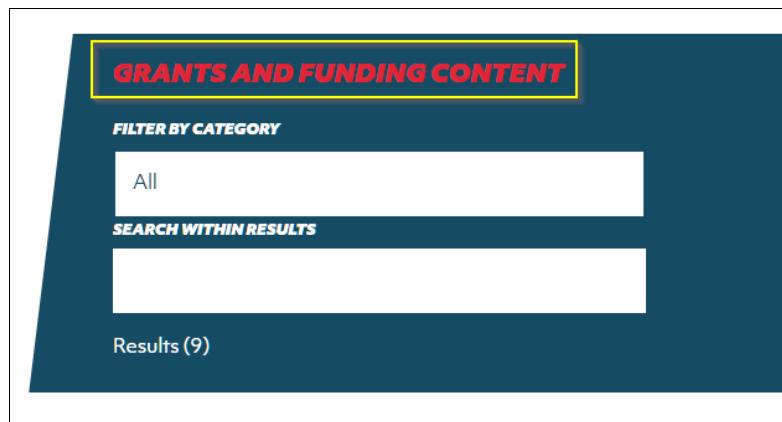
Issue ID: DAC_Colour_Contrast_Issue2

URL:<https://www.sport.wales/grants-and-funding/content/>

Page title: Grants and Funding | Sport Wales

Journey: Task 1, step 9

Screen Shot:



The contrast between the foreground and background colours did not meet the required ratios of 4.5:1 and failed at 2.1.1, making it extremely difficult for low vision users to read the content.

Colour ratio:

Foreground: #E32434

Background: #164B64

The contrast ratio is: 2.1:1

Current Code Ref(s):

HTML

```
<span class="form-fieldset-title"> Grants and Funding Content</span>
```

CSS

```
legend {  
    display: inline-block;  
    width: 100%;  
    text-transform: uppercase;  
    width: 100%;  
    font-size: 2rem;  
    margin-bottom: 1em;  
    color: #E32434;  
}
```



Low vision user comments:

"When testing the red text against the dark blue background it fails colour contrast. What I would like to see happen would be for the background colour or text colour to be changed, so that it passes colour contrast."



Issue ID: DAC_Colour_Contrast_Issue3

URL: <https://www.sport.wales/beactivewalesfund/>

This appeared on the following URLs:

<https://www.sport.wales/sport-wales-strategy/>

Page title: Be Active Wales Fund - Funding for community sport clubs and organisations | Sport Wales | Sport Wales
Journey: Task 1, step 6

Screenshot:



The visit help centre failed colour contrast at 1.8:1 making it extremely difficult for low vision users to be capable of reading the text.

Colour ratio:

Foreground: #FEFEFE

Background: #F6B207

The contrast ratio is: 1.8:1

Current Code Ref(s):

HTML

```
<div class="button button-yellow">
    <span class="button-text">Visit the Help Centre</span>
    <span class="button-icon"></span>
</div>
```

CSS

```
.button.button-yellow {
    background: #F6B207;
    -webkit-transform: skewX(
    -7deg
);
    -ms-transform: skewX(-7deg);
    transform: skewX(
    -7deg
);
    padding: 10px;
}
```

Low vision comments:

"When testing the white text against the yellow background it fails colour contrast. What I would like to see happen would be for the background colour or text colour to be changed, so that it passes colour contrast."

Solution:

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

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

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

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

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

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



Usability

The follow issues are usability and although do not fail WCAG, may affect different user groups in negative ways.

Issue ID: DAC_Usability_issue1

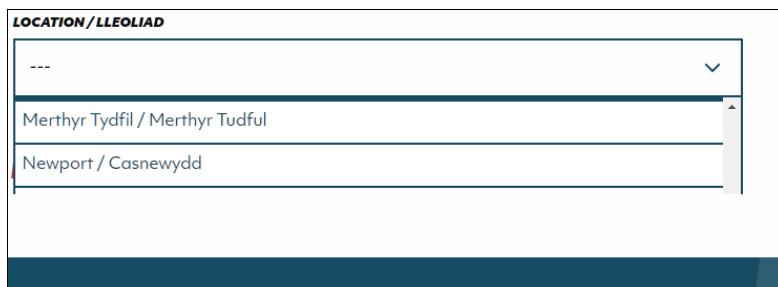
URL: <https://www.sport.wales/beactivewalesfund/>

Page title: Be Active Wales Fund - Funding for community sport clubs and organisations |

Sport Wales | Sport Wales

Journey: Task 1, step 3

Screenshot:



Upon navigating the subscribe form fields, a select element had been used. This select element becomes partially cut off visually for all users groups, making it impossible to see what the additional content options are located at the bottom of the select element.

Current Code Ref(s):

```
<div class="dk-select dk-select filter-mce-mmmerge5 dk-select-open-down" id="dk0-mce-MMERGE5">
  <div class="dk-selected" tabindex="0" id="dk0-combobox" aria-live="assertive" aria-owns="dk0-listbox" role="combobox" aria-activedescendant="dk0-">---
```

Solution:

Ensure that all content within the select element is capable of being seen on the page.

End of Report



Appendix I

Journeys

1. Home page:
<https://www.sport.wales>
2. Test the Accessibility tab
3. Start here mega menu and test the pages including "Community and grassroots sport" etc.
4. Select "Club solutions" from the home screen :
<https://www.sport.wales/content-vault/club-solutions/>
5. Development grants – important update: <https://www.sport.wales/content-vault/development-grants/>
6. Be active Wales fund :
 - o <https://www.sport.wales/beactivewalesfund/>
 - o <https://www.sport.wales/media-centre/latest-news/sarah-abrams-has-put-down-her-shopping-bags-and-started-lifting-weights-again/>
7. Physical literacy:
<https://www.sport.wales/content-vault/physical-literacy/> (including video)
8. Support for athletes:
<https://www.sport.wales/support-for-athletes/content/>
9. Grants and funding:
<https://www.sport.wales/grants-and-funding/content/>
10. Sports Wales strategy :
<https://www.sport.wales/sport-wales-strategy/>
11. Locations and contacts :
<https://www.sport.wales/location-and-contacts/>
12. Privacy policy :
<https://www.sport.wales/privacy/>
13. Section 1 – Data protection principles : <https://www.sport.wales/content-vault/privacy-policy-section-1-sport-wales-data-protection-principles/>



Appendix II

Classification of Accessibility Issues

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

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



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

Non-text Content:

1.1.1 All non-text content that is presented to the user has a text alternative that serves the equivalent purpose.

(Level A)

Pass (P)

Audio-only and Video-only (Pre-recorded):

1.2.1 For pre-recorded audio-only and pre-recorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labelled as such:

Understanding Success Criterion 1.2.1

- **Pre-recorded Audio-only:** An alternative for time-based media is provided that presents equivalent information for pre-recorded audio-only content.
- **Pre-recorded Video-only:** Either an alternative for time-based media or an audio track is provided that presents equivalent information for pre-recorded video-only content.

(Level A)

Not Applicable (N/A)

Captions (Pre-recorded):

1.2.2 Captions are provided for all pre-recorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labelled as such.

(Level A)

Pass (P)

Audio Description or Media Alternative (Pre-recorded):

1.2.3 An alternative for time-based media or audio description of the pre-recorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labelled as such.

(Level A)

Fail (H)

Captions (Live):

1.2.4 Captions are provided for all live audio content in synchronized media.

(Level AA)

Not Applicable (N/A)

Audio Description (Pre-recorded):

1.2.5 Audio description is provided for all pre-recorded video content in synchronized media.

(Level AA)

Fail (M)

Sign Language (Pre-recorded):

1.2.6 Sign language interpretation is provided for all pre-recorded audio content in synchronized media.

(Level AAA)

Not Applicable (N/A)

<p>Extended Audio Description (Pre-recorded):</p> <p><u>1.2.7</u> Where pauses in foreground audio are insufficient to allow <u>audio descriptions</u> to convey the sense of the video, <u>extended audio description</u> is provided for all <u>pre-recorded video</u> content in <u>synchronized media</u>.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Media Alternative (Pre-recorded):</p> <p><u>1.2.8</u> An <u>alternative for time-based media</u> is provided for all <u>pre-recorded synchronized media</u> and for all pre-recorded <u>video-only</u> media.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Audio-only (Live):</p> <p><u>1.2.9</u> An <u>alternative for time-based media</u> that presents equivalent information for <u>live audio-only</u> content is provided.</p> <p>(Level AAA)</p>	<p>Not Applicable (N/A)</p>
<p>Info and Relationships:</p> <p><u>1.3.1</u> Information, <u>structure</u>, and <u>relationships</u> conveyed through <u>presentation</u> can be <u>programmatically determined</u> or are available in text.</p> <p>(Level A)</p>	<p>Fail (H)</p>
<p>Meaningful Sequence:</p> <p><u>1.3.2</u> When the sequence in which content is presented affects its meaning, a <u>correct reading sequence</u> can be <u>programmatically determined</u>.</p> <p>(Level A)</p>	<p>Pass (P)</p>
<p>Sensory Characteristics:</p> <p><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.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>

<p>Orientation: (WCAG 2.1)</p> <p>1.3.4 Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.</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>(Level AA)</p>	Pass (P)
<p>Identify Input Purpose: (WCAG 2.1)</p> <p>1.3.5 The purpose of each input field collecting information about the user can be <u>programmatically determined</u> when :</p> <ul style="list-style-type: none"> • The input field serves a purpose identified in the <u>Input Purposes for User Interface Components section</u>; and • The content is implemented using technologies with support for identifying the expected meaning for form input data. <p>(Level AA)</p>	Pass (P)
<p>Identify Purpose: (WCAG 2.1)</p> <p>1.3.6 In content implemented using mark-up languages, the purpose of User Interface Components, icons, and regions can be programmatically determined.</p> <p>(Level AAA)</p>	Pass (P)
<p>Use of Colour:</p> <p>1.4.1 Colour is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>(Level A)</p>	Fail (H)
<p>Audio Control:</p> <p>1.4.2 If any audio on a Web page plays automatically for more than 3 seconds, either a <u>mechanism</u> 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>(Level A)</p>	Pass (P)

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



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

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

<p>Non-text Contrast: (WCAG 2.1)</p> <p>1.4.11 The visual <u>presentation</u> of the following have a <u>contrast ratio</u> of at least 3:1 against adjacent color(s):</p> <ul style="list-style-type: none"> • User Interface Components Visual information required to identify <u>user interface components</u> and <u>states</u>, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; • Graphical Objects Parts of graphics required to understand the content, except when a particular presentation of graphics is <u>essential</u> to the information being conveyed. <p>(Level AA)</p>	Fail (M)
<p>Text Spacing: (WCAG 2.1)</p> <p>1.4.12 presentation of graphics is <u>essential</u> to the information being conveyed.</p> <p>In content implemented using mark-up languages that support the following <u>text style properties</u>, 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"> • Line height (line spacing) to at least 1.5 times the font size; • Spacing following paragraphs to at least 2 times the font size; • Letter spacing (tracking) to at least 0.12 times the font size; • Word spacing to at least 0.16 times the font size. <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>(Level AA)</p>	Pass (P)

Content on Hover or Focus: (WCAG 2.1)

1.4.13 Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:

- **Dismissible**

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

- **Hoverable**

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

- **Persistent**

The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid.

Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.

Note: Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML [title attribute](#).

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

(Level AA)

Pass (P)

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)

Fail (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)

Fail (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)

Fail (L)

<p>Character Key Shortcuts: (WCAG 2.1)</p> <p><u>2.1.4</u> If a <u>keyboard shortcut</u> 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"> ● Turn off: A <u>mechanism</u> is available to turn the shortcut off; ● Remap: A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc); ● Active only on focus: The keyboard shortcut for a <u>user interface component</u> is only active when that component has focus. <p>(Level A)</p>	<p>Not Applicable (N/A)</p>
<p>Timing Adjustable:</p> <p><u>2.2.1</u> 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"> ● Turn off: The user is allowed to turn off the time limit before encountering it; ● Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; ● Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; ● Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; ● Essential Exception: The time limit is <u>essential</u> and extending it would invalidate the activity; ● 20 Hour Exception: The time limit is longer than 20 hours. <p>Note: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with <u>Success Criterion 3.2.1</u>, which puts limits on changes of content or context as a result of user action.</p> <p>(Level A)</p>	<p>Not Applicable (N/A)</p>

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

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

Animation from Interactions: (WCAG 2.1) <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. (Level AAA)	Not Applicable (N/A)
Bypass Blocks: <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> . (Level A)	Pass (P)
Page Titled: <u>2.4.2</u> <u>Web pages</u> have titles that describe topic or purpose. (Level A)	Pass (P)
Focus Order: <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. (Level A)	Fail (H)
Link Purpose (In Context): <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> . (Level A)	Fail (H)
Multiple Ways: <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> . (Level AA)	Pass (P)
Headings and Labels: <u>2.4.6</u> Headings and <u>labels</u> describe topic or purpose. (Level AA)	Pass (P)



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

Pointer Cancellation: (WCAG 2.1)

2.5.2 For functionality that can be operated using a single pointer, at least one of the following is true:

- **No Down-Event**

The down-event of the pointer is not used to execute any part of the function;

- **Abort or Undo**

Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion;

- **Up Reversal**

The up-event reverses any outcome of the preceding down-event;

- **Essential**

Completing the function on the down-event is essential.

Note: Functions that emulate a keyboard or numeric keypad key press are considered essential.

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

(Level A)

Pass (P)

Label in Name: (WCAG 2.1)

2.5.3 For user interface components with labels that include text or images of text, the name contains the text that is presented visually.

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

(Level A)

Pass (P)

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



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

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

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

<p>Error Prevention (Legal, Financial, Data):</p> <p>3.3.4 For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. <p>(Level AA)</p>	Not Applicable (N/A)
<p>Help 3.3.5 Context-sensitive help is available.</p> <ul style="list-style-type: none"> • Provide instructions and cues in context to help inform completion and submission. <p>(Level AAA)</p>	Not Applicable (N/A)
<p>Error Prevention (All):</p> <p>3.3.6 For Web pages that require the user to submit information, at least one of the following is true:</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. <p>(Level AAA)</p>	Pass (P)



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

Parsing:

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

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

(Level A)

Pass (P)

Name, Role, Value:

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

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

(Level A)

Fail (H)

Status Messages (WCAG 2.1)

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

(Level AA)

Fail (M)

Appendix III

The Process

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

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

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

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

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



CRITERIA

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.

Appendix IV

Visually Hidden Text for Screen Reader Users

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

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

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