Digital Accessibility Centre
Accessibility Audit Report for Cambridge Orlando

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Document Control

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Contents

Executive Summary

An accessibility audit for **Cambridge University Press** was carried out by the Digital Accessibility Centre (DAC) user/ technical team on **20th April 2021**.

The **Cambridge Orlando** 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.

Voice activation users reported that they encountered a significant issue which meant that there were areas of the site that they were unable to complete independently. This regarded links which were only available on mouse hover.

Keyboard only users also were unable to access the links that appeared on hover in order to complete all journeys independently.

Screen reader users reported that they encountered what they considered to be mostly minor issues; however, with certain software and browser combinations they were also unable to trigger the links that appear on hover to access the full functionality of the site.

Low vision users felt there were major issues as they when the page was magnified, or custom stylesheets were used to resize text, information and functionality were lost in places.

Within the report, issues are organised by the WCAG 2.1 conformance levels. Level A is the minimum level. To achieve the AA standard which most organisations strive to meet, all A and AA requirements must be satisfied. Please note that additional instances of the issues reported may exist in other pages of the service. These issues should be resolved globally for certification to be awarded.

Usability comments have also been provided by our manual user testing team. These can be found near the end of the report and describe various aspects of the website that do not fail to meet the WCAG 2.1 success criteria but could be improved to benefit the overall user experience.

The Connections page was not available and as the site is still in development, there is functionality which has yet to be implemented. This includes functionality such as citation pop-ups, show/ hide components and a refine search form. To ensure the standard of accessibility is maintained, please note that the recommendations within the report also apply to any future developments made to the site. As these components will not have been covered within this report, when encountered within the retest stage these may result in additional issues being identified.

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

Page Titled (A)
Focus Order (A)
Keyboard (A)
Non-text Content (A)
Image Links (A)
Headings (A)
Labels or Instructions (A)
Name, Role, Value (A)
Emulating Links (A)
Custom Tooltip (A)
Carousel (A)

AA

Focus Visible (AA)
Non-text Contrast (AA)
Non-Descriptive Labels (AA)
Non-Descriptive Headings (AA)
Content on Hover or Focus (AA)
Text Spacing (AA)
Reflow (AA)

AAA

Contrast (Enhanced) (AAA)
Link Purpose (Link Only) (AAA)
Illogical Headings (AAA)
Target Size (AAA)

Scope

Tasks

Brief Task and/ or URLs are listed below along with the specific browser and AT set.
URL: https://dev-orlando-2.lincsproject.ca/

Username: Cam Nicholl
Password: changeme

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
	MAC	Safari	VoiceOver
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

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.

A		
Priority Level	**Number**	**Percentage: High Priority Results**
Number of checkpoints 'Passed'	13 (43%)	N/A 30% Pass 43% Fail 27%
Number of checkpoints 'Failed'	8 (27%)	
Number of checkpoints 'Not Applicable (N/A)'	9 (30%)	

AA		
Priority Level	**Number**	**Percentage: Medium Priority Results**
Number of checkpoints 'Passed'	9 (45%)	N/A 25% Pass 45% Fail 30%
Number of checkpoints 'Failed'	6 (30%)	
Number of checkpoints 'Not Applicable (N/A)'	5 (25%)	

AAA		
Priority Level	**Number**	**Percentage: Low Priority Results**
Number of checkpoints 'Passed'	9 (32%)	
Number of checkpoints 'Failed'	5 (18%)	
Number of checkpoints 'Not Applicable (N/A)'	14 (50%)	

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.

Page Titled (A)

Pages did not have titles that described the topic or purpose of the page.

WCAG Reference:
2.4.2 Page Titled (Level A)
[Understanding Page Titled](#) | [How to Meet Page Titled](#)

Issue ID: DAC_Page_Titled_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline
Page title: Timeline | Orlando: Women's writing
Journey: Task 7 Step 2
Additional location(s): https://dev-orlando-2.lincsproject.ca/profiles/akhman/timeline

Screenshot:
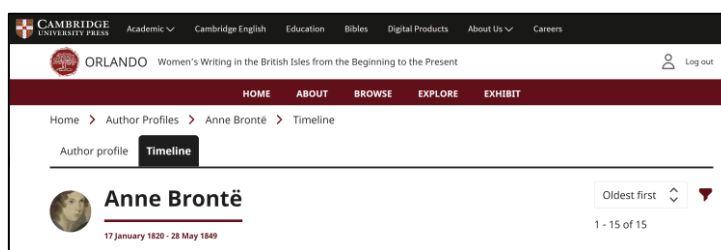
The same title has been used across multiple pages which means that the title cannot be used to distinguish among the pages; the Timeline pages for each author all have the same page title. The page title does not reflect the contents of the page which means some users may be unable to determine the subject or purpose of page content. Screen reader users rely on the page title along with the main page heading to identify the page and understand the page content and purpose.

Current Code Ref(s): head > title
```
<title>Timeline | Orlando: Women's writing</title>
```

Solution:
Ensure that page titles are unique and accurately describe the topic or purpose of the page content. Users would expect page titles to reflect the heading level one, as this should also introduce the subject or purpose of page content. This helps users to identify pages when navigating between multiple browser windows. For more information, please refer to [F25: Failure of Success Criterion 2.4.2 due to the title of a Web page not identifying the contents](#).

Example:
```
<title>Anne Brontë Timeline | Orlando: Women's writing</title>
```

Focus Order (A)

Focusable components did not receive focus in an order that preserved meaning and operability.

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

Issue ID: DAC_Focus_Order_01

URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3
Additional location(s): https://dev-orlando-2.lincsproject.ca/people

Screenshot:
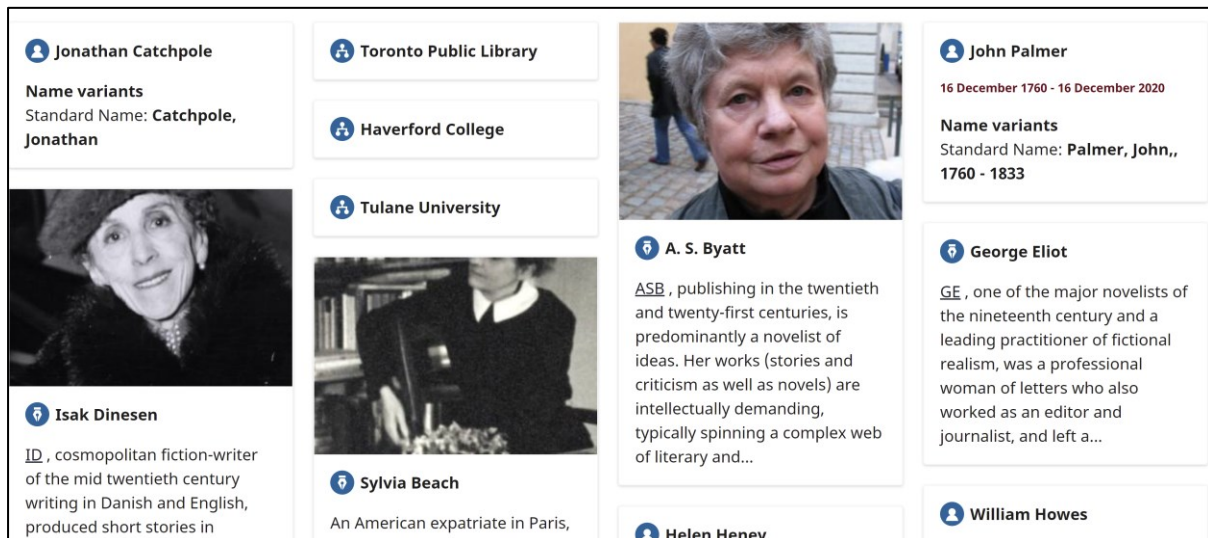
The tab sequence is illogical and difficult to follow due to focusable content not appearing within the DOM in the order which corresponds with the visual reading order. This can be highly disorientating for low mobility users who rely on the use of the keyboard alone to navigate.

Please note, SVG elements are not generally expected to be focusable. Please refer to [Issue ID: DAC_Custom_Tooltip_01](#).

Current Code Ref(s): #person--taxonomy-term__1--svg-icon

```
<svg id="person--taxonomy-term__1--svg-icon" fill="currentColor" width="14px"
height="14px" aria-describedby="person--taxonomy-term__1--tooltip" data-popperjs-
enabled="true" data-popperjs-tooltip-id="person--taxonomy-term__1--tooltip"
xmlns="http://www.w3.org/2000/svg" viewBox="0 0 12 14">[…]</svg>
```

Solution:

Users generally expect to encounter components in the page from top to bottom, and left to right, in reading order. Ensuring that the components are rendered on the page so that the reading order aligns with the order that they appear within the DOM, will ensure that focus order does not need to be manually set. For more information, please refer to [F44: Failure of Success Criterion 2.4.3 due to using tabindex to create a tab order that does not preserve meaning and operability](#).

Issue ID: DAC_Focus_Order_02

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:

Highlights

Biography ∧

Birth

Family

   Mother

   Father

   Siblings

Early Loss and Education

Governessing

Assertive Authorship

Illness and Faith

Writing ∧

Angria, Gondal, Diary Papers

Poetry

   Early Poems
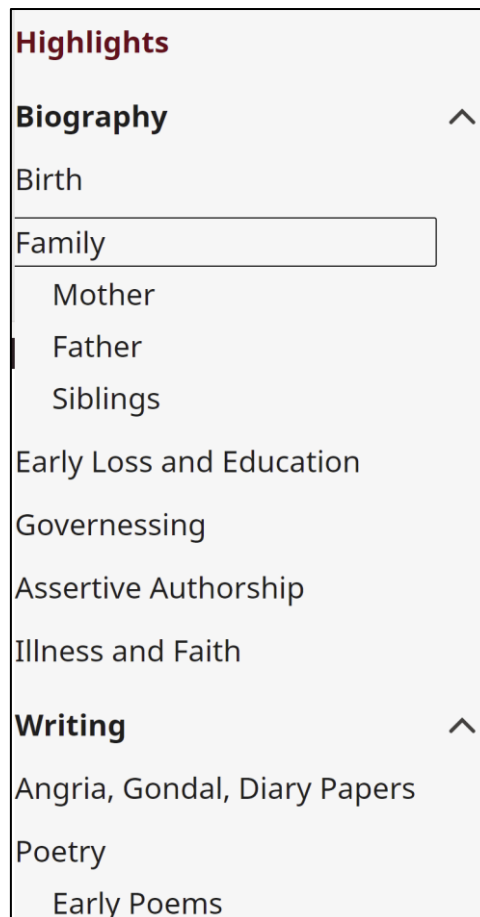
The contents links do not take keyboard focus to the expected target. When the 'Family' link is actioned, for example, the viewport moves, but the next content in tab order and screen reader reading order is the 'Mother' link below.

It appears that there is a click event associated with the links which is overwriting their default behaviour and preventing them behaving as expected.

Current Code Ref(s): #oii-toc--bronan-section-biography--h2--children > div:nth-child(2) > a

```
<a href="#bronan-chapter-family" class="tw-block hover:tw-text-red-200">Family</a>
```

Current Code Ref(s): #bronan-chapter-family

```
<h3 id="bronan-chapter-family" class="tw-font-bold tw-text-2xl tw-inline-block tw-
border-b-4 tw-border-red-200 tw-pb-2 tw-mb-6 tw-mt-9 paragraph paragraph--type--
heading paragraph--view-mode--default">
    <div class="field field--name-field-text field--type-string
    field--label-hidden field__item">Family</div>
</h3>
```

Solution:

Removing the click event from these links resolves this issue.

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:

A non-actionable and non-semantic <div> element has been included in tab sequence. This may be disorientating for users navigating via the use of the keyboard alone as it can be difficult to track focus if it lands on unexpected objects within the page. Users may assume it to be focusable because it is interactive and then be confused as to why they cannot action the content.

Usually, <div> elements themselves are ignored by screen reading software, as these do not serve a semantic purpose and do not have an associated name or role to present to users. When <div> elements are explicitly included in keyboard sequence, this forces them to be exposed to screen reader users when tabbing through the page. Assistive technology will then have to determine a way to present this content to users, and this may be inconsistent between different technologies and may be ambiguous.

Current Code Ref(s): #slick-node-author-profile-images-default-1459-1-slider > div > div > div.slick__slide.slide.slide--0.slick-slide.slick-current.slick-active

```
<div class="slick__slide slide slide--0 slick-slide slick-current slick-active"
data-slick-index="0" aria-hidden="false" style="width: 285px;"
tabindex="0">[…]</div>
```

Solution:

Unless an element has a clear role and label, it is advisable that they are not included in focus order. Additionally, only elements with certain roles are generally expected to be focusable, and these are mainly interactive components such as links or user interface components.

Issue ID: DAC_Focus_Order_04

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:
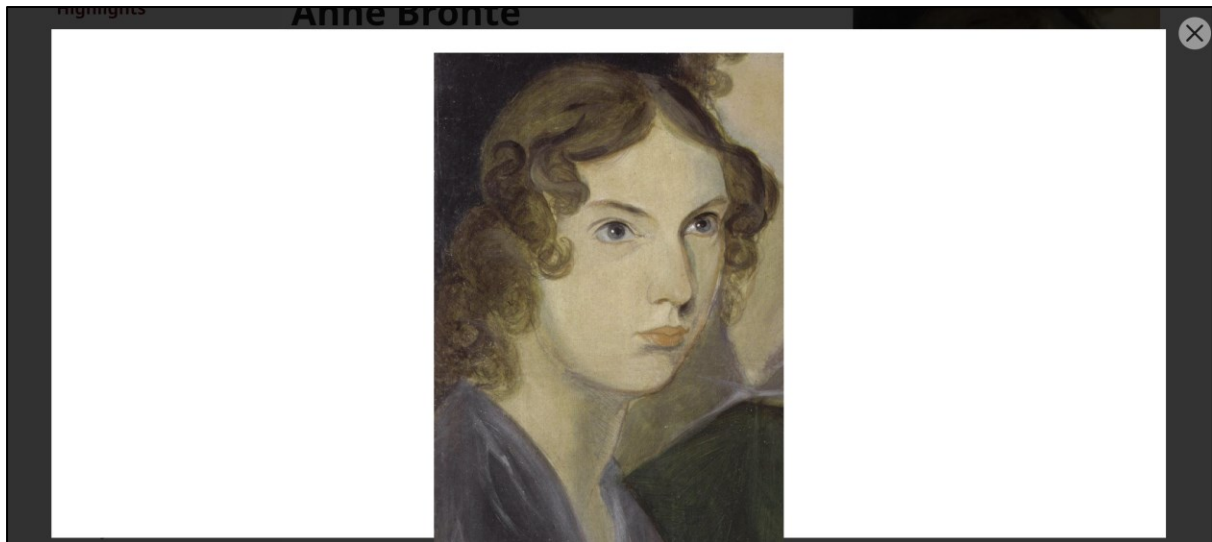
When the lightbox is open, an overlay appears and obscures the rest of the page, but it is non-modal and does not limit the access of keyboard focus nor screen reading software in reading mode to the lightbox contents. This means that for users that rely on navigating via the keyboard only, to navigate to the close button, they must first traverse the full content of the page that is visually hidden behind the overlay. This also makes it difficult to determine the purpose and structure of the information with screen reading software.

Please also note, when this is lightbox is open, the content is not completely visible. Users cannot view the text onscreen unless the page is zoomed out on Desktop.

Current Code Ref(s): body > div.slick-lightbox

```
<div class="slick-lightbox" style="background: rgba(0,0,0,.8);">
   <div class="slick-lightbox-inner">
      <div class="slick-lightbox-slick slick-caption-dynamic slick-initialized
slick-slider slight-lightbox-slick--unslick">
         <div class="slick-list draggable" style="padding: 0px;">
            <div class="slick-track" style="opacity: 1; width: 1149px; transform:
translate3d(0px, 0px, 0px);">
               <div class="slick-lightbox-slick-item slick-slide--image slick-
slide slick-current slick-active slick-center" style="width: 1149px; height:
524.545px;" data-slick-index="0" aria-hidden="false" tabindex="0">
                  <div class="slick-lightbox-slick-item-inner" style="max-height:
472px;">
                     <img class="slick-lightbox-slick-img" src="http://dev-
orlando-2.lincsproject.ca/system/files/orlando-2-0-c-
modelling/entities/entries/bronan/images/orlando_137a0073-5fc0-4daa-bdda-
d61dc4948602.jpg" style="max-height: 472px;">
                     <span class="slick-lightbox-slick-caption">Photograph of a
painting of Anne Bronte, depicted from the shoulders up, at a three-quarter turn.
She is wearing a blue dress, and loose light blonde curls fall around her
face.</span>
                  </div>
               </div>
            </div>
         </div>
      </div>
      <div>
         <div></div>
      </div>
      <button type="button" class="slick-lightbox-close tw-flex tw-items-center
tw-justify-center tw-rounded-full tw-bg-white tw-bg-opacity-50 hover:tw-bg-
opacity-100">
         <svg width="16" height="16" viewBox="0 0 16 16" fill="none"
xmlns="http://www.w3.org/2000/svg">[…]</svg>
      </button>
   </div>
</div>
```

Solution:

When the lightbox is open, keyboard focus and screen reading software in reading mode should be limited to the contents of the lightbox.

It may assist users to apply the WAI-ARIA design pattern for modal dialogs, including implementing a role of 'dialog' and an 'aria-modal=true' attribute and specifying an accessible name via the use of either the aria-labelledby or aria-label attributes. For more information, please refer to the [WAI-ARIA Authoring Practices 1.1 Modal Dialog Example](#).

Please note, that there are currently varying degrees of support for the aria-modal attribute so it will not always trap screen reader focus in all browsers. It is also very important that when the modal is closed, the element with aria-modal="true" set is hidden with 'display:none;', otherwise it can prevent screen reader users from interacting with the page.

Keyboard (A)

There was functionality within the content that was not operable through a keyboard interface.

WCAG Reference:
2.1.1 Keyboard (Level A)
[Understanding Keyboard](#) | [How to Meet Keyboard](#)

2.1.3 Keyboard (No Exception) (Level AAA)
[Understanding Keyboard (No Exception)](#) | [How to Meet Keyboard (No Exception)](#)

Issue ID: DAC_Keyboard_01

URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1
Additional location(s): https://dev-orlando-2.lincsproject.ca/browse-catalogue

Screenshot:
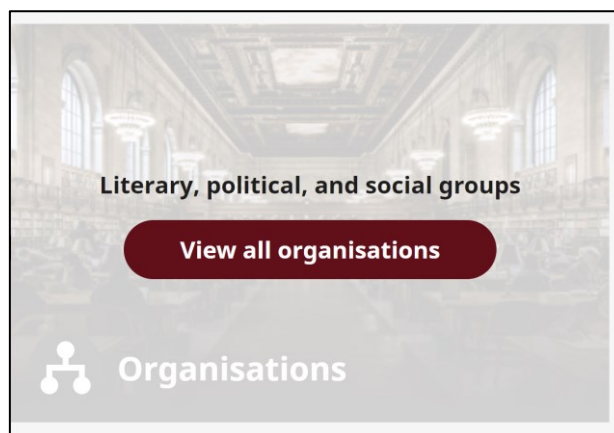
Content appears on mouse hover that cannot be otherwise triggered by users dependent on the use of the keyboard alone to navigate.

This means that the information and functionality, including links such as 'View all organisations', cannot be accessed via the keyboard.

There is nothing to indicate that this functionality exists to screen reader users, nor to prompt them to explore the page using a particular navigational method in order to discover it. Likewise, voice activation users who rely on being able to reference interactive content by the accessible name or semantic role of an element will not be able to trigger this functionality.

Screen reader user comments:

"There are a number of images, with text in between, such as 'Author profiles', 'People' and 'Places'. After speaking to a support member, I am led to believe that they are clickable and lead to other pages. However, I am unable to click on any of them, and they do not show as links whatsoever, rendering them completely unusable for a screen reader user."

Screen reader user comments:

"None of the categories/ items within the catalogue are labelled as expandable, and I was initially unsure how to access them. Only when clicking on the words and pictures did other options appear. These expandable options all need to be labelled to ensure users are informed on how to use the catalogue."

Voice Activation user comments:

"While using Dragon, the catalogue options cannot be accessed without using a mouse. Therefore, for voice activation only options were not accessible. I would have expected option to show as a link."

Keyboard only user comments:

"I was unable to access any of the browse catalogue links using keyboard commands. The tab order goes from the 'Home' link to the 'Request a trial' link. Upon further testing there is a hover over present; however, not all users may have the ability to use a mouse."

Current Code Ref(s): #block-views-block-catalogue-cards-block > div > div > div.view-content.tw-space-y-3\.5.sm\:tw-grid.sm\:tw-grid-cols-2.sm\:tw-gap-6.sm\:tw-space-y-0.lg\:tw-grid-cols-3.lg\:tw-gap-x-6 > div.block-content.block-content--type-call-to-action-card.block-content--1.block-content--view-mode-default

```
<div class="block-content block-content--type-call-to-action-card block-content--1
block-content--view-mode-default">
    <div class="block-content__content tw-relative tw-group">
        <div class="field field--name-field-background-image field--type-entity-
reference field--label-hidden field__item">
            <img class="tw-object-cover tw-h-full tw-w-full image-style-max-390x260"
src="/system/files/styles/max_390x260/private/organizations.png?itok=Vsd2p-FG"
width="390" height="260" alt="library reading room" loading="lazy"
typeof="foaf:Image">
        </div>
        <div class="tw-absolute tw-bg-gradient-to-t tw-bottom-0 tw-flex tw-from-
gray-500 tw-h-3/4 tw-items-end tw-p-3 tw-space-x-2.5 tw-text-white tw-w-full">
            […]
            <div class="tw-flex tw-font-bold tw-h-14.5 tw-items-center tw-text-2xl
field field--name-field-title field--type-string field--label-hidden
field__item">Organisations</div>
        </div>
        <div class="tw-absolute tw-top-0 tw-h-full tw-w-full tw-space-y-3 tw-hidden
tw-transition-colors tw-ease-in-out tw-duration-200 group-hover:tw-bg-white group-
hover:tw-bg-opacity-80 group-hover:tw-flex tw-flex-col tw-items-center tw-place-
content-center">
            <div class="tw-prose tw-w-10/12 tw-font-bold tw-text-center clearfix
text-formatted field field--name-body field--type-text-with-summary field--label-
hidden field__item">
                <p><span><span><span><span><span><span>Literary, political, and social
groups</span></span></span></span></span></span></p>
            </div>
            <div class="field field--name-field-link field--type-link field--label-
hidden field__item"><a href="/organizations" class="button button--primary tw-
block">View all organisations</a></div>
        </div>
    </div>
</div>
```

CSS:

```
.tw-hidden {
  display: none;
}
```

Solution:

Ensure that all functionality and information can be accessed without the use of the mouse.

If there is functionality associated with areas within the page, this functionality needs to be presented to assistive technology. Typically, this can be achieved by ensuring that functionality is associated with standard HTML elements such as links and user interface components such as buttons. As these have a clear semantic role, assistive technology will know how to interact with the functionality in a standard way and will then be able issue instructions to users.

In general, it is not recommended that content be conditionally revealed on hover of other content within the page, as this action is not easy to replicate with all assistive technologies. Keyboard only users would require the content to be equivalently triggered on keyboard focus, but even if this were implemented, it would still require users to explore the page by a particular navigational means in order to discover this functionality. Visually, these look like clickable tiles which may prompt sighted users to explore them with the mouse, or for keyboard only uses to try and tab to them if they were focusable. However, screen reader users navigating in reading mode with their cursor keys will only encounter this content as an image followed by text, with nothing to prompt them to explore this content further by different navigational means.

Non-text Content (A)

Non-text content did not have a text alternative that served the equivalent purpose.

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

Issue ID: DAC_NonText_Content_01

URL: https://dev-orlando-2.lincsproject.ca/browse-catalogue
Page title: Browse catalogue | Orlando: Women's writing
Journey: Task 2
Additional location(s): https://dev-orlando-2.lincsproject.ca/home

Screenshot:

There are supplementary images which do not convey information and are used for purely decorative purposes which have not been marked-up in such a way to allow assistive technology to ignore them as they have a text alternative.

Screen reader user comments:

"There are multiple instances of graphics that I presume are for decorative purposes, such as person typing on a typewriter. It would be good if all graphics were hidden for screen reader users."

Current Code Ref(s): #block-orlando-interface-content > div > div > div > div.sm\:tw-col-span-2.sm\:tw-row-span-2.block-content.block-content--type-call-to-action-card.block-content--3.block-content--view-mode-full > div > div.field.field--name-field-background-image.field--type-entity-reference.field--label-hidden.field__item > img

```
<img class="tw-object-cover tw-h-full tw-w-full image-style-max-resize-795x535"
src="/system/files/styles/max_resize_795x535/private/author-
profiles.png?itok=J0aMu_mZ" width="795" height="535" alt="A person typing on an
old typewriter" loading="lazy" typeof="foaf:Image">
```

Solution:

Text alternatives should provide a literal description of the image content except where the image is purely decorative. To ensure that decorative images are not presented to a screen reader user, make sure that the alt attribute is included and has a null value. For more information, please refer to [F39: Failure of Success Criterion 1.1.1 due to providing a text alternative that is not null (e.g., alt="spacer" or alt="image") for images that should be ignored by assistive technology](#).

Example:

```
<img class="tw-object-cover tw-h-full tw-w-full image-style-max-resize-795x535"
src="/system/files/styles/max_resize_795x535/private/author-
profiles.png?itok=J0aMu_mZ" width="795" height="535" alt="" loading="lazy"
typeof="foaf:Image">
```

Issue ID: DAC_NonText_Content_02

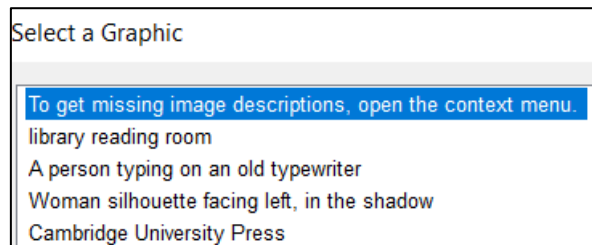URL: https://dev-orlando-2.lincsproject.ca/browse-catalogue
Page title: Browse catalogue | Orlando: Women's writing
Journey: Task 2

Screenshot:

There are supplementary images which do not convey information and are used for purely decorative purposes which have not been marked-up in such a way to allow assistive technology to ignore them as they have a text alternative.

Screen reader user comments:
"Adjacent to the user account menu (present globally throughout the service), the SVG image does not have an assigned accessible name. I am invited to submit it to Google in an attempt to gain an image description, which was unsuccessful. I would expect all meaningful images to use a significant and descriptive accessible name. However, if the image is purely for decorative purposes, it should be hidden from screen readers. This affects JAWS."

Current Code Ref(s): #block-user-account-menu > div > svg
```
<svg class="tw-h-6 tw-w-5">[…]</svg>
```

Solution:
Ensure decorative images are marked-up in such a way to allow assistive technology to ignore them.

Example:
```
<svg class="tw-h-6 tw-w-5" aria-hidden="true" focusable="false">[…]</svg>
```

Image Links (A)

A suitable text alternative was not provided for images contained within.

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

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

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

Issue ID: DAC_Image_Links_01

URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1

Screenshot:

There are images which are the only content within links, so the text alternative for the image is acting as the accessible name of the link. However, these text alternatives do not describe the link purpose.

It is also noted that the image link serves a different purpose to the initial link; the image link navigates users to the author profile page, where was the initial link navigates users to the 'People' page for Jane Austen.

Current Code Ref(s): #block-orlando-interface-content > div > div > div.view-content.tw-mt-9.tw-max-w-285.tw-mx-auto.tw-space-y-4.md\:tw-max-w-none.lg\:tw-grid.lg\:tw-grid-cols-2.lg\:tw-gap-7.lg\:tw-space-y-0 > article:nth-child(1) > div > div.layout__region.layout__region--media.tw-max-w-285 > a

```
<a href="/profiles/bradma" class="tw-block" hreflang="en">
   <img class="tw-w-full tw-h-full tw-object-cover image-style-max-285x285"
src="/system/files/styles/max_285x285/private/orlando-2-0-c-
modelling/entities/entries/bradma/images/orlando_9c58b980-d766-4ef7-b880-
4335c5e28c82.jpg?h=82b4bc15&amp;itok=jcz4JEmg" width="285" height="285"
alt="Photograph of a painting of Mary Elizabeth Braddon. She is standing next to a
desk, with a red chair in front of it, stacks of books and writing tools on top,
and a mirror on the wall behind it. She wears a long, black dress, her brown hair
is pinned at the back of her head, and her hands are clasped in front of her,
holding a white cloth." loading="lazy" typeof="foaf:Image">
</a>
```

Current Code Ref(s): #block-orlando-interface-content > div > div > div.view-content.tw-mt-9.tw-max-w-285.tw-mx-auto.tw-space-y-4.md\:tw-max-w-none.lg\:tw-grid.lg\:tw-grid-cols-2.lg\:tw-gap-7.lg\:tw-space-y-0 > article:nth-child(2) > div > div.layout__region.layout__region--media.tw-max-w-285 > a

```
<a href="/profiles/austja" class="tw-block" hreflang="en">
   <img class="tw-w-full tw-h-full tw-object-cover image-style-max-285x285"
src="/system/files/styles/max_285x285/private/orlando-2-0-c-
modelling/entities/entries/austja/images/orlando_29f408e6-f1a3-4bff-afa1-
7c3123bce130.jpg?h=3aea171c&amp;itok=INz829Ve" width="285" height="285"
alt="Photograph of a colourized etching of Jane Austen. She is depicted seated,
and she is resting one arm on a book that is held vertically against her lap.  She
is wearing a blue dress and a light brown bonnet from which a few curls escape."
loading="lazy" typeof="foaf:Image">
</a>
```

Solution:

These images are supplementary as they do not convey information and serve only a decorative purpose in the context in which they are used. It is advisable to mark these up in such a way to allow assistive technology to ignore them by including the alt attribute with a null value.

It is then strongly recommended that the author's name within the heading be implemented as the link. This will ensure that the purpose of the link is clear and will also provide a visual indication to voice activation and keyboard only users that the content is interactive. It will also make it clear by which name voice activation users may reference their link to their assistive technology.

Additionally, the image link is currently encountered in reading order prior to the heading introducing the section which is slightly illogical. Hiding the image from assistive technology and implementing the heading itself as the link will correct this.

Example:

```
<img class="tw-w-full tw-h-full tw-object-cover image-style-max-285x285"
src="/system/files/styles/max_285x285/private/orlando-2-0-c-
modelling/entities/entries/bradma/images/orlando_9c58b980-d766-4ef7-b880-
4335c5e28c82.jpg?h=82b4bc15&amp;itok=jcz4JEmg" width="285" height="285" alt=""
loading="lazy" typeof="foaf:Image">
[…]
<h3 class="field field--name-field-preferred-name field--type-name field--label-
hidden tw-text-2xl">
   <a href="/profiles/bradma" class="tw-block" hreflang="en">
   Mary Elizabeth Braddon</a>
</h3>
```
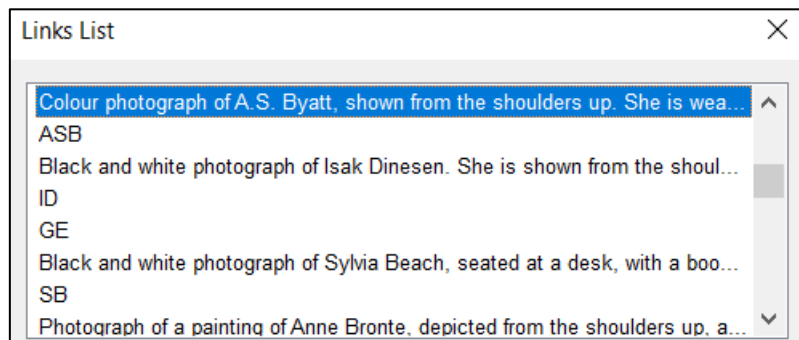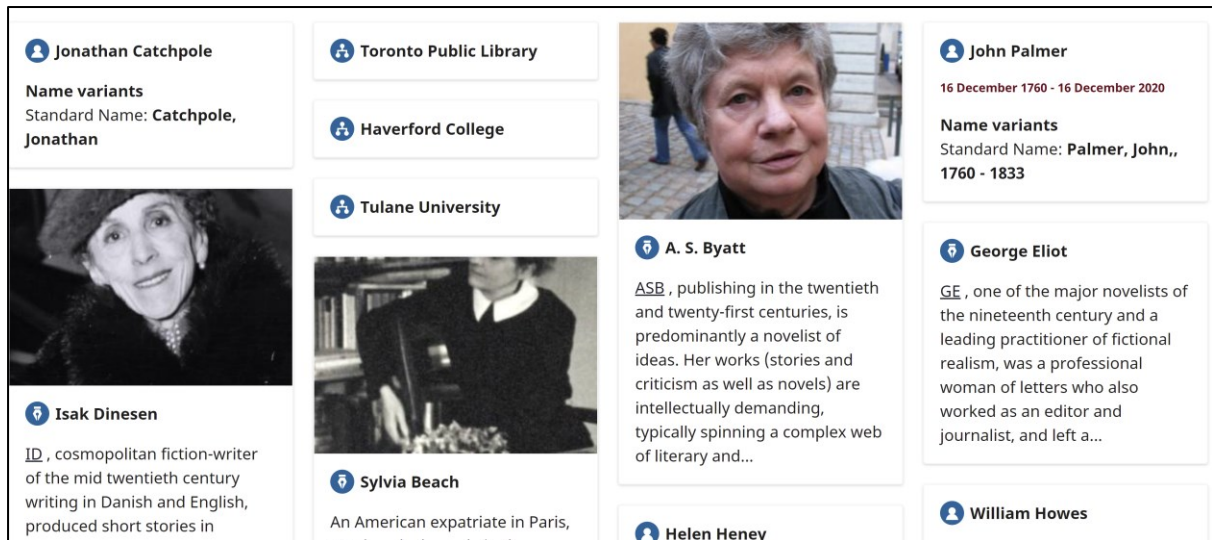
Issue ID: DAC_Image_Links_02

URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3

Screenshot:

There are images which are the only content within links, so the text alternative for the image is acting as the accessible name of the link. However, these text alternatives do not describe the link purpose.

Current Code Ref(s): #block-orlando-interface-content > div > div > div.view-content > div > div > div:nth-child(7) > article > div > a

```
<a href="/profiles/dineis" class="tw-block" hreflang="en"><img class="tw-w-full
tw-h-full tw-object-cover image-style-thumbnail-285x198"
src="/system/files/styles/thumbnail_285x198/private/orlando-2-0-c-
modelling/entities/entries/dineis/images/orlando_7356d694-cf36-4dc4-83da-
366d70ae31cb.jpg?h=3b6308fd&amp;itok=eIV_NmpK" width="285" height="198" alt="Black
and white photograph of Isak Dinesen. She is shown from the shoulders up, and she
wears a fur stole and fur hat, with pearl earrings." loading="lazy"
typeof="foaf:Image"></a>
```

Solution:

These images are supplementary as they do not convey information and serve only a decorative purpose in the context in which they are used. It is advisable to mark these up in such a way to allow assistive technology to ignore them by including the alt attribute with a null value.

It is then strongly recommended that the authors name within the heading be implemented as the link. This will ensure that the purpose of the link is clear and will also provide a visual indication to voice activation and keyboard only users that the content is interactive. It will also make it clear by which name voice activation users may reference their link to their assistive technology.

Additionally, the image link is currently encountered in reading order prior to the heading introducing the section which is slightly illogical. Hiding the image from assistive technology and implementing the heading itself as the link will correct this.

Example:

```
<img class="tw-w-full tw-h-full tw-object-cover image-style-thumbnail-285x198"
src="/system/files/styles/thumbnail_285x198/private/orlando-2-0-c-
modelling/entities/entries/dineis/images/orlando_7356d694-cf36-4dc4-83da-
366d70ae31cb.jpg?h=3b6308fd&amp;itok=eIV_NmpK" width="285" height="198" alt=""
loading="lazy" typeof="foaf:Image">
[…]
<h2 class="tw-flex-1 tw-text-base tw-leading-base">
   <a href="/profiles/dineis" class="tw-block" hreflang="en">Isak Dinesen</a>
</h2>
```

Issue ID: DAC_Image_Links_03
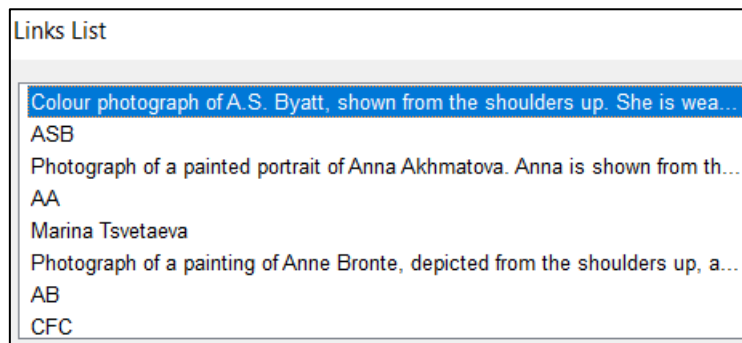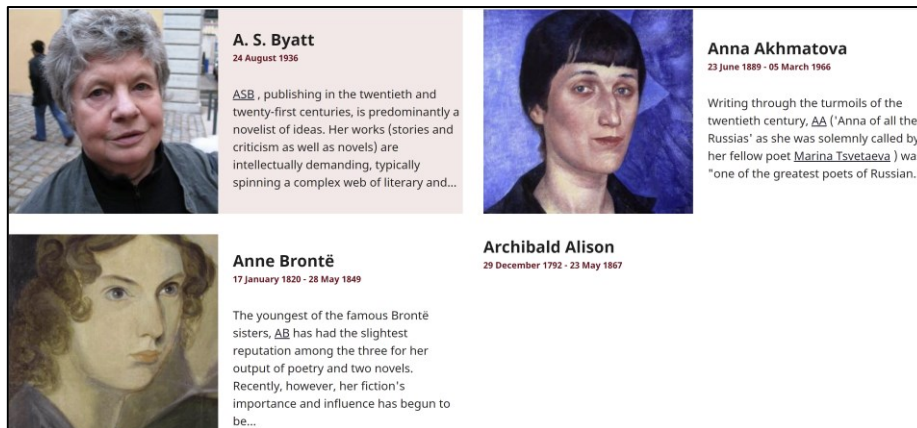
URL: https://dev-orlando-2.lincsproject.ca/profiles
Page title: Author profiles | Orlando: Women's writing
Journey: Task 5

Screenshot:

There are images which are the only content within links, so the text alternative for the image is acting as the accessible name of the link. However, these text alternatives do not describe the link purpose.

Current Code Ref(s): #block-orlando-interface-content > div > div > div > article:nth-child(1) > div > div.layout__region.layout__region--media.tw-max-w-285 > a

```
<a href="/profiles/byatas" class="tw-block" hreflang="en"><img class="tw-w-full
tw-h-full tw-object-cover image-style-max-285x285"
src="/system/files/styles/max_285x285/private/orlando-2-0-c-
modelling/entities/entries/byatas/images/orlando_c64ccab1-2465-4fc6-9c74-
260de54c17ec.jpg?h=a4fb2f99&amp;itok=rQPXxRaN" width="285" height="285"
alt="Colour photograph of A.S. Byatt, shown from the shoulders up. She is wearing
a black fleece sweater with a high neck, zipped almost to the top, with a grey
cardigan over top. Her hair is short and grey and she stands against the
background of a street." loading="lazy" typeof="foaf:Image"></a>
```

Solution:

These images are supplementary as they do not convey information and serve only a decorative purpose in the context in which they are used. It is advisable to mark these up in such a way to allow assistive technology to ignore them by including the alt attribute with a null value.

It is then strongly recommended that the authors name within the heading be implemented as the link. This will ensure that the purpose of the link is clear and will also provide a visual indication to voice activation and keyboard only users that the content is interactive. It will also make it clear by which name voice activation users may reference their link to their assistive technology.

Additionally, the image link is currently encountered in reading order prior to the heading introducing the section which is slightly illogical. Hiding the image from assistive technology and implementing the heading itself as the link will correct this.

Example:

```
<img class="tw-w-full tw-h-full tw-object-cover image-style-max-285x285"
src="/system/files/styles/max_285x285/private/orlando-2-0-c-
modelling/entities/entries/byatas/images/orlando_c64ccab1-2465-4fc6-9c74-
260de54c17ec.jpg?h=a4fb2f99&amp;itok=rQPXxRaN" width="285" height="285" alt=""
loading="lazy" typeof="foaf:Image">
[…]
<h3 class="field field--name-field-preferred-name field--type-name field--label-
hidden tw-text-2xl">
   <a href="/profiles/byatas" class="tw-block" hreflang="en">A. S. Byatt</a>
</h3>
```

Headings (A)

Information, structure and relationships conveyed through presentation were not programmatically determined or available in text.

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

Issue ID: DAC_Headings_01

URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1

Screenshot:

Today in Orlando

21 January 1805
Jane Austen 's father, the Rev. George Austen , died in Bath.

January 1844
George Eliot , then Mary Ann Evans, began her translation of *Das Leben Jesu* (*The Life of Jesus*) by David Friedrich Strauss .

Before early August 1943
Mavis Gallant married student, musician, and Royal Canadian Air Force trainee John Dominique Gallant "to be emancipated from her unpredictable mother." 🙿 As the age of majority in Quebec was twenty-one and...

20 February 1930
VW met and began a friendship with Ethel Smyth, a generation older than herself: composer, author, militant suffragist, former close friend and future biographer of Emmeline Pankhurst.

There is text which introduces content and indicates regions within the page. The dates are styled in bold text on a separate line to introduce each event, but these are not marked-up as headings, so screen reader users will not be presented the purpose of this information as introductory. This means that these boundaries of each section are difficult to determine with screen reading software. In addition to this, screen reader users will not be able to navigate directly to the required content by filtering the page by headings.

Current Code Ref(s): #block-views-block-events-block > div > div > div > div:nth-child(1) > div.tw-text-left.tw-font-bold.tw-text-red-200.tw-text-xs

```
<div class="tw-text-left tw-font-bold tw-text-red-200 tw-text-xs">1941</div>
```

Solution:

Please ensure semantic mark-up is used where appropriate so that the purpose of information is clear. Screen reader users rely on correct semantic mark-up to determine relationships within the page; headings provide context to the information they introduce and indicate page regions. Screen reader users are also able to use heading shortcuts to quickly get an idea of the contents of the page and to navigate directly to the regions on the page that they require. For more information, please refer to [F2: Failure of Success Criterion 1.3.1 due to using changes in text presentation to convey information without using the appropriate markup or text](#).

Issue ID: DAC_Headings_02

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline
Page title: Timeline | Orlando: Women's writing
Journey: Task 7 Step 2
Additional location(s): https://dev-orlando-2.lincsproject.ca/profiles/bronan

Screenshot:

17 January 1820
AB , the youngest of the family, was born in Thornton, near Bradford in Yorkshire.

Early April 1820
AB was only three months old when her family moved to Haworth, in the West Riding of Yorkshire.

Late October 1835
By this time AB had taken her sister Emily's place at Roe Head School at Mirfield, near Hartshead, Yorkshire.

December 1837
AB suffered a near-fatal illness, probably accompanied by a religious crisis which Charlotte seemed to share.

There is text which introduces content and indicates regions within the page. The dates are styled in bold text on a separate line but are not marked-up as headings, so screen reader users will not be presented the purpose of this information as introductory. This means that these boundaries of each section are difficult to determine with screen reading software. In addition to this, screen reader users will not be able to navigate directly to the required content by filtering the page by headings.

Current Code Ref(s): #block-orlando-interface-content > div > div > div.view-content.tw-divide-gray-200.tw-mt-9 > div:nth-child(1) > div.tw-flex-1.tw-pb-4.tw-border-b.tw-border-gray-200 > div.tw-text-left.tw-font-bold
```
<div class="tw-text-left tw-font-bold">17 January 1820</div>
```

Solution:
Please ensure semantic mark-up is used where appropriate so that the purpose of information is clear. Screen reader users rely on correct semantic mark-up to determine relationships within the page; headings provide context to the information they introduce and indicate page regions. Screen reader users are also able to use heading shortcuts to quickly get an idea of the contents of the page and to navigate directly to the regions on the page that they require. For more information, please refer to F2: Failure of Success Criterion 1.3.1 due to using changes in text presentation to convey information without using the appropriate markup or text.

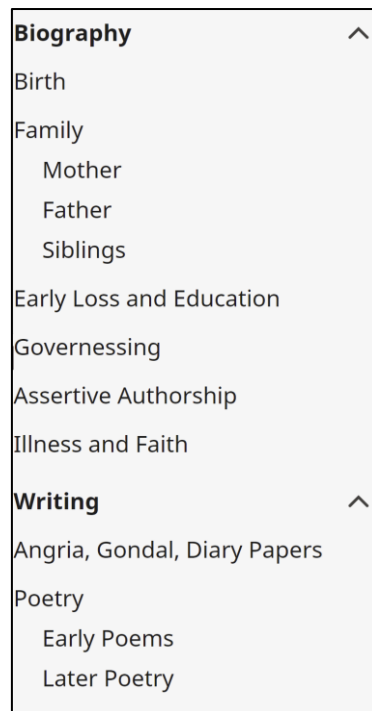Issue ID: DAC_Headings_03

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:

Biography ^
Birth
Family
    Mother
    Father
    Siblings
Early Loss and Education
Governessing
Assertive Authorship
Illness and Faith
Writing ^
Angria, Gondal, Diary Papers
Poetry
    Early Poems
    Later Poetry

There are links styled in bold text which introduce content and indicate regions within the page. These are not marked-up as headings, so screen reader users will not be presented the purpose of this information as introductory. In addition to this, screen reader users will not be able to navigate directly to the required content by filtering the page by headings.

Current Code Ref(s): #block-author-profile-toc > div > div:nth-child(2) > a

```
<a href="#bronan-section-biography" class="tw-block tw-font-bold hover:tw-text-
red-200">Biography</a>
```

Solution:

Please ensure semantic mark-up is used where appropriate so that the purpose of information is clear. Screen reader users rely on correct semantic mark-up to determine relationships within the page; headings provide context to the information they introduce and indicate page regions. Screen reader users are also able to use heading shortcuts to quickly get an idea of the contents of the page and to navigate directly to the regions on the page that they require. For more information, please refer to [F2: Failure of Success Criterion 1.3.1 due to using changes in text presentation to convey information without using the appropriate markup or text](). Please also refer to [Issue ID: DAC_Section_Headings_01]().

Example:
```
<h2>Contents</h2>
[…]
<h3><a href="#bronan-section-biography" class="tw-block tw-font-bold hover:tw-text-red-200">Biography</a></h3>
```

Issue ID: DAC_Headings_04

URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1

Screenshot:
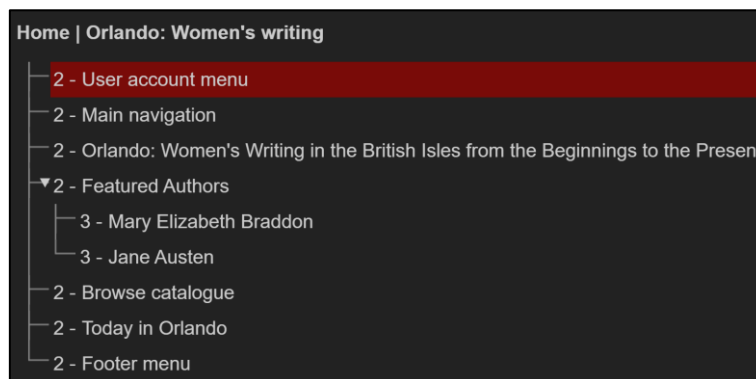
A flat heading structure has been used despite there being hierarchical relationships present.

The main page heading 'Orlando: Women's Writing in the British Isles
from the Beginnings to the Present' visually introduces and contextualises the page but is marked up as a level 2 heading. This makes it appear that it is at the same level as the heading 'Featured Authors', and the fact that it introduces this content is not programmatically determinable. For screen reader users who rely on semantic mark-up to present the structure of the page, this may make the purpose of information unclear.

This also means that there is no h1 page heading present. Screen reader users rely on the main page heading along with the page title to identify the page and understand the page content and purpose. Additionally, the h1 can be used along with the <main> landmark to indicate the beginning of the main content within the page.

Screen reader user comments:
"The main content commences at level 2, followed by 'Featured Authors' at the same level. The subheading for each author is then at the correct level of <h3> I would expect the main content to begin at level 1, subheadings such as 'Featured Authors' to be at level 2, and for any further nested subheadings to be at level 3 etc."

Screen reader user comments:
"There is no h1 on this page. Usually, a single h1 is used to denote the main content or purpose of a page. The lack of one may be confusing for users who rely on a clear heading structure to navigate."

Current Code Ref(s): #orlando-interface-search-terms-form > h2
```
<h2 class="tw-mb-4 tw-leading-tight tw-text-xl sm:tw-mb-15 sm:tw-text-4xl" data-
drupal-selector="edit-intro">Orlando: Women's Writing in the British Isles<br>
from the Beginnings to the Present</h2>
```

Solution:
Screen reader users rely on correct semantic mark-up to determine information and relationships within the page. Please ensure that heading levels correspond to the hierarchical relationships within the content. Please ensure all pages are introduced by a single h1 heading. This should describe the purpose of the page and ideally correspond with the page title. For more information, please refer to [F43: Failure of Success Criterion 1.3.1 due to using structural markup in a way that does not represent relationships in the content](#).

Example:
```
<h1 class="tw-mb-4 tw-leading-tight tw-text-xl sm:tw-mb-15 sm:tw-text-4xl" data-
drupal-selector="edit-intro">Orlando: Women's Writing in the British Isles<br>
from the Beginnings to the Present</h1>
```

Issue ID: DAC_Headings_05

URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3
Additional location(s): https://dev-orlando-2.lincsproject.ca/people

Screenshot:

The text 'Name variants' introduces content within the page. This is indicated visually but as the text is not marked-up as a heading, screen reader users will not be presented the purpose of this information as introductory. In addition to this, screen reader users will not be able to navigate directly to the required content by filtering the page by headings.

Current Code Ref(s): #taxonomy-term-1001 > div > div.double-field-unformatted-list.tw-px-4.tw-mb-4.field.field--name-field-name-variants.field--type-double-field.field--label-above > div.field__label

```
<div class="field__label">Name variants</div>
```

Solution:
Please ensure semantic mark-up is used where appropriate so that the purpose of information is clear. Screen reader users rely on correct semantic mark-up to determine relationships within the page; headings provide context to the information they introduce and indicate page regions. Screen reader users are also able to use heading shortcuts to quickly get an idea of the contents of the page and to navigate directly to the regions on the page that they require. For more information, please refer to F2: Failure of Success Criterion 1.3.1 due to using changes in text presentation to convey information without using the appropriate markup or text.

Labels or Instructions (A)

Labels or instructions were not provided when content requires user input.

WCAG Reference:
3.3.2 Labels or Instructions (Level A)
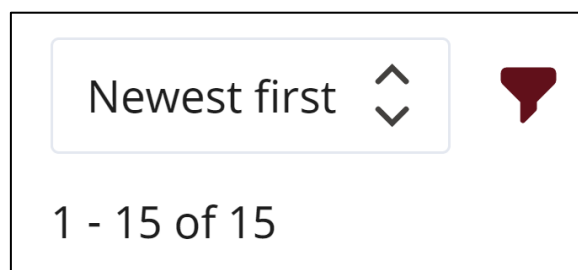[Understanding Labels or Instructions](#) | [How to Meet Labels or Instructions](#)

Issue ID: DAC_Labels_or_Instructions_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline
Page title: Timeline | Orlando: Women's writing
Journey: Task 7 Step 2

Screenshot:

Newest first

1 - 15 of 15

Users were not presented instructions or labels to identify the controls in a form and describe what input data is expected. Those with cognitive, language, and learning disabilities may find labels help them to enter information correctly. Labels may also help to prevent users from making submission errors. For voice activation users, visible labels can be used to indicate the accessible name by which this component may be referenced to assistive technology. Otherwise, users are required to use general commands such as 'click button'.

Current Code Ref(s): #views-exposed-form-events-page-timeline > div > div.sort-inputs > div

```
<div class="js-form-item form-item js-form-type-select form-type-select js-form-
item-sort-order form-item-sort-order form-no-label">
   <label class="tw-sr-only visually-hidden" for="edit-sort-order">Order</label>
   <select data-drupal-selector="edit-sort-order" id="edit-sort-order"
name="sort_order" class="form-select tw-form-select">[…]</select>
</div>
```

Solution:
Ensure that labels or instructions are provided onscreen which make the components purpose clear and allow voice activation users to reference the component by name.

Name, Role, Value (A)

There were user interface components for which the name and role could not be programmatically determined or for which notifications of changes to the state, properties, or values was not available to assistive technologies.

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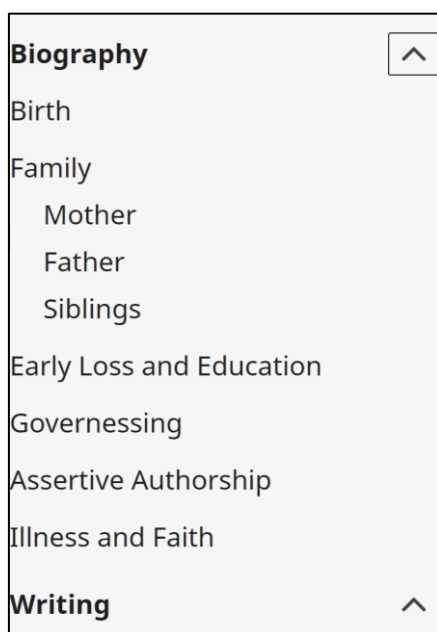[Understanding Name, Role, Value](#) | [How to Meet Name, Role, Value](#)

Issue ID: DAC_Name_Role_Value_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
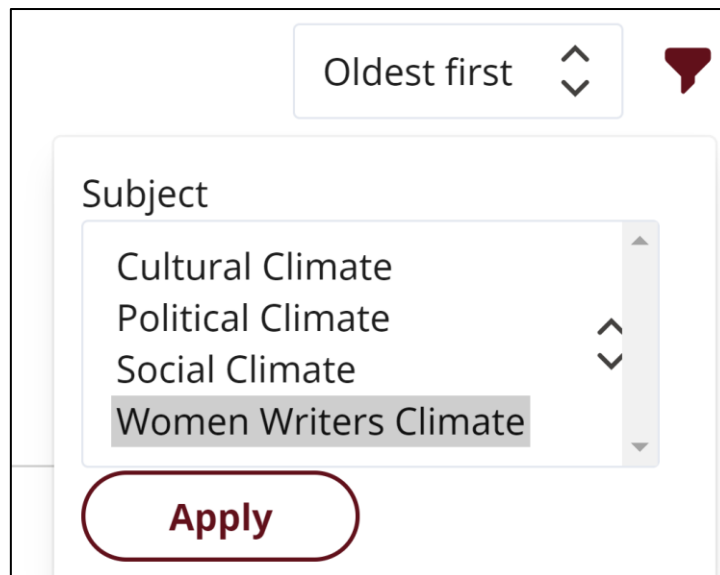Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:

There are sections of content with Show/ Hide functionality. Neither the expandable behaviour of the control nor its expanded or collapsed state are programmatically determinable as the aria-expanded attribute has not been utilised (please note, it appears this attribute has been incorrectly associated with the expandable region rather than the trigger).

Current Code Ref(s): #block-author-profile-toc > div > div:nth-child(2) > button

```
<button class="oii-toc--button tw-block tw-p-2 tw-absolute tw-top-0 tw--right-7.5"
 aria-controls="oii-toc--bronan-section-biography--h2--children">
   <span class="tw-sr-only">Expand</span>
   […]
</button>
<div class="oii-toc--h2--children"
 id="oii-toc--bronan-section-biography--h2--children"
 aria-expanded="true">[…]</div>
```

Solution:

An aria-expanded attribute may be used to act as both an indication that the component has the property that it is expandable, as well as an indication of the expanded/ collapsed state.

Ensure that the button has a clear label (please also refer to Issue ID: DAC_Nondescriptive_Labels_01).

For more information on accessible accordions, please visit WAI-ARIA Authoring Practices 1.1: Accordion Example and Accordion Design Pattern in WAI-ARIA Authoring Practices 1.1.

Example:

```
<button class="oii-toc--button tw-block tw-p-2 tw-absolute tw-top-0 tw--right-7.5"
 aria-controls="oii-toc--bronan-section-biography--h2--children"
 aria-expanded="true">
   <span class="tw-sr-only">Biography contents</span>
   […]
</button>
<div class="oii-toc--h2--children"
 id="oii-toc--bronan-section-biography--h2--children">[…]</div>
```

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline
Page title: Timeline | Orlando: Women's writing
Journey: Task 7 Step 2

Screenshot:

There are sections of content with Show/ Hide functionality. Neither the expandable behaviour of the control nor its expanded or collapsed state are programmatically determinable as the aria-expanded attribute has not been utilised (please note, it appears this attribute has been incorrectly associated with the expandable region rather than the trigger).

Current Code Ref(s): #views-exposed-form-events-page-timeline > div > div.filter-inputs.tw-relative.tw-inline-block > div.tw-h-full.tw-flex > button

```
<button class="filter-inputs--toggle tw-text-red-200">
    <span class="tw-sr-only">Toggle filters</span>
    […]
</button>
```

Solution:

An aria-expanded attribute may be used to act as both an indication that the component has the property that it is expandable, as well as an indication of the expanded/ collapsed state.

Example:

```
<button class="filter-inputs--toggle tw-text-red-200" aria-expanded="true">
    <span class="tw-sr-only">Toggle filters</span>
    […]
</button>
```

Issue ID: DAC_Name_Role_Value_03

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:
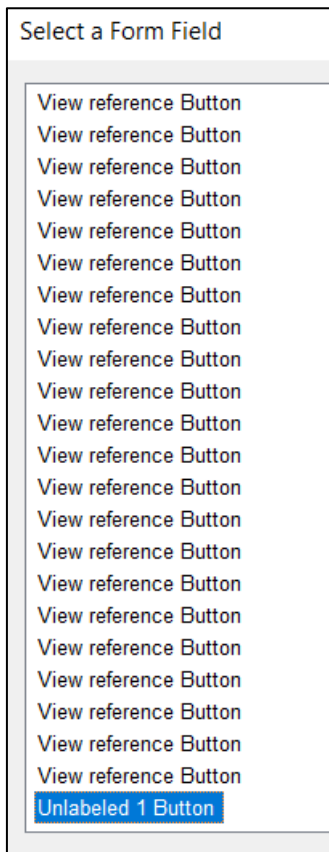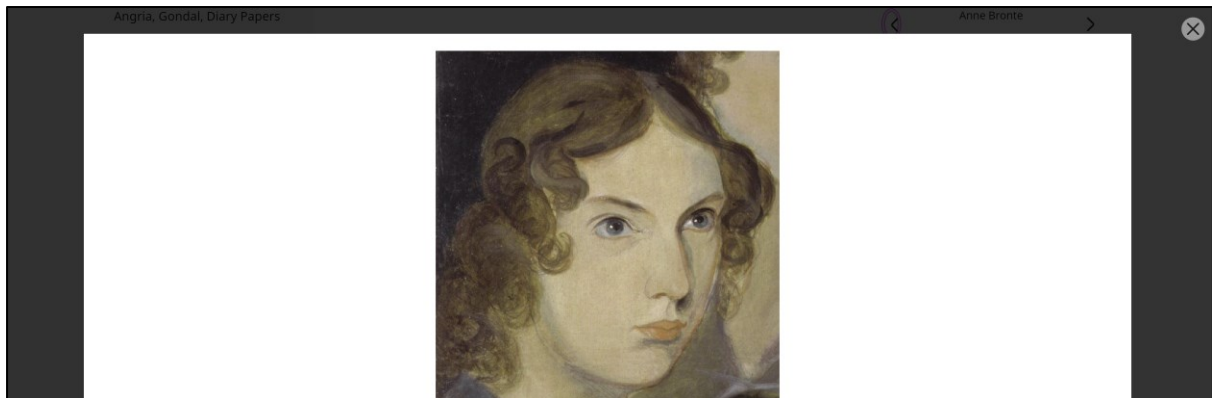
The close button does not have an accessible name exposed to assistive technologies. Some users may not be able to identify the purpose of the form control. Voice activation users will be unable to reference these components by name to their assistive technology by speaking the associated label 'close'.

Current Code Ref(s): body > div.slick-lightbox > div > button

```
<button type="button" class="slick-lightbox-close tw-flex tw-items-center
 tw-justify-center tw-rounded-full tw-bg-white tw-bg-opacity-50
 hover:tw-bg-opacity-100">
   <svg width="16" height="16" viewBox="0 0 16 16" fill="none"
    xmlns="http://www.w3.org/2000/svg">[…]</svg>
</button>
```

Solution:

Ensure that all form control have a name exposed to assistive technologies to enable users to identify the purpose of the control. For button elements, the element content will define the accessible name of the control. For more information, please refer to F68: Failure of Success Criterion 4.1.2 due to a user interface control not having a programmatically determined name.

Example:

```
<button type="button" class="slick-lightbox-close tw-flex tw-items-center
 tw-justify-center tw-rounded-full tw-bg-white tw-bg-opacity-50
 hover:tw-bg-opacity-100">
   <span class="tw-sr-only">Close</span>
   <svg width="16" height="16" viewBox="0 0 16 16" fill="none"
    xmlns="http://www.w3.org/2000/svg" focusable="false"
    aria-hidden="true">[…]</svg>
</button>
```

URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1

Screenshot:
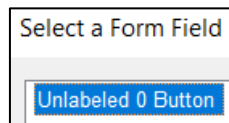
The hamburger menu button does not have an accessible name exposed to assistive technologies. Some users may not be able to identify the purpose of the form control. Voice activation users will be unable to reference these components by name to their assistive technology by speaking the associated label 'menu'/'close menu'.

Screen reader user comments:
"I am advised of the state of the hamburger menu (expanded or collapsed), but it simply appears labelled as 'button'. I successfully inferred that this was indeed the hamburger-style menu to toggle navigation, but the fact that it is a menu needs to be indicated to the user from an accessible name. This does not affect desktop platforms."

Current Code Ref(s): #header > div.tw-absolute.tw-inset-y-0.tw-right-0.tw-flex.tw-items-center.md\:tw-hidden > button

```
<button class="mobile-nav-button tw-inline-flex tw-items-center tw-justify-center
tw-p-2 tw-rounded-md tw-text-gray-400 hover:tw-text-gray-500 hover:tw-bg-gray-100
focus:tw-outline-none focus:tw-bg-gray-100 focus:tw-text-gray-500 tw-transition
tw-duration-150 tw-ease-in-out" aria-controls="primary-menu-wrapper" aria-
expanded="true">
    <svg class="tw-h-6 tw-w-6" stroke="currentColor" fill="none"
     viewBox="0 0 24 24">[…]</svg>
</button>
```

Solution:

Ensure that all form control have a name exposed to assistive technologies to enable users to identify the purpose of the control. For button elements, the element content will define the accessible name of the control. For more information, please refer to F68: Failure of Success Criterion 4.1.2 due to a user interface control not having a programmatically determined name.

Example:

```
<button class="mobile-nav-button tw-inline-flex tw-items-center tw-justify-center
tw-p-2 tw-rounded-md tw-text-gray-400 hover:tw-text-gray-500 hover:tw-bg-gray-100
focus:tw-outline-none focus:tw-bg-gray-100 focus:tw-text-gray-500 tw-transition
tw-duration-150 tw-ease-in-out" aria-controls="primary-menu-wrapper" aria-
expanded="true">
    <span class="tw-sr-only">Close Menu</span>
    <svg class="tw-h-6 tw-w-6" stroke="currentColor" fill="none"
     viewBox="0 0 24 24" focusable="false" aria-hidden="true">[…]</svg>
</button>
```

Emulating Links (A)

Actionable behaviour has been associated with non-semantic elements which do not behave as expected with assistive technology.

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

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

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

2.1.3 Keyboard (No Exception) (Level AAA)
[Understanding Keyboard (No Exception)](#) | [How to Meet Keyboard (No Exception)](#)

Issue ID: DAC_Emulating_Links_01

URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3
Additional location(s): https://dev-orlando-2.lincsproject.ca/people
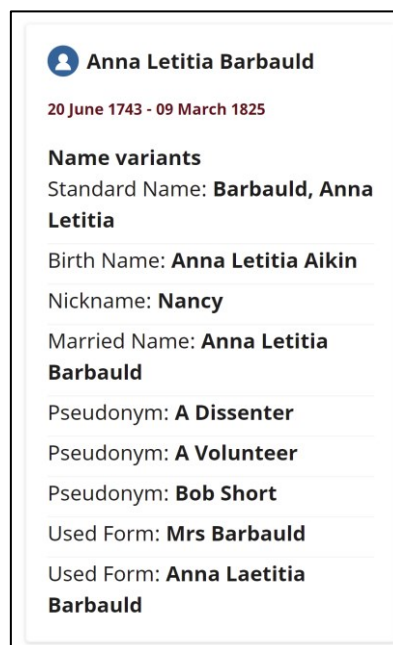
Screenshot:

JavaScript event handlers have been attached to non-semantic elements, which do not have a role, to emulate links. Assistive technology may not be able to recognise these components as links in order to present this purpose to users.

These components cannot be tabbed to or operated via the keyboard as they do not gain keyboard focus. There is nothing to indicate to screen reader users that this content is interactive, or what its purpose is. Voice activation users will be unable to reference these components by name or role to their assistive technology.

Screen reader user comments:

"The authors names are all clickable headings. But they only announce as being clickable when navigating out of context. When navigating in context they appear as plane text, which could lead to confusion. Standard links would be easier to understand for a screen reader user."

Current Code Ref(s): #taxonomy-term-10017

```
<div about="/people/21a2e88a-b272-4880-8823-1de1dabee059" class="tw-border tw-
border-gray-100 tw-rounded-sm tw-shadow hover:tw-cursor-pointer hover:tw-bg-blue-
100 hover:tw-bg-opacity-10 taxonomy-term vocabulary-person"
onclick="location.href='/people/21a2e88a-b272-4880-8823-1de1dabee059'"
id="taxonomy-term-10017">[…]</div>
```

Solution:

Using appropriate semantic elements will make sure structure and purpose is programmatically determinable and can be presented to all users. It is advised to use native HTML elements where possible. Assistive technology will be exposed the role of the native HTML link element (<a> element **with a href**) by default. As these are standard elements, the assistive technology can issue instructions to users on how to interact with them. These are focusable and the link text also acts as a visible label and accessible name. Where this is not possible, these will need to be specified explicitly. (using, for example, the tabindex attribute and ARIA role and label attributes). For more information, please visit [F42: Failure of Success Criteria 1.3.1, 2.1.1, 2.1.3, or 4.1.2 when emulating links](#).

Please note, the entirety of these cards is clickable; however, it is not recommended to implement the entirety of the cards within a link as this would not be a concise description of the link purpose. Some of these cards contain a substantial amount of content which contains sections of text which have distinct semantic purposes which would not make sense when presented to screen reader user in one long string as the link label. It is recommended that the author name be the link.

Custom Tooltip (A)

There is a tooltip which does not behave as expected with assistive technology.

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

1.1.1 Non-text Content (Level A)
Understanding Non-text Content | How to Meet Non-text Content

Issue ID: DAC_Custom_Tooltip_01

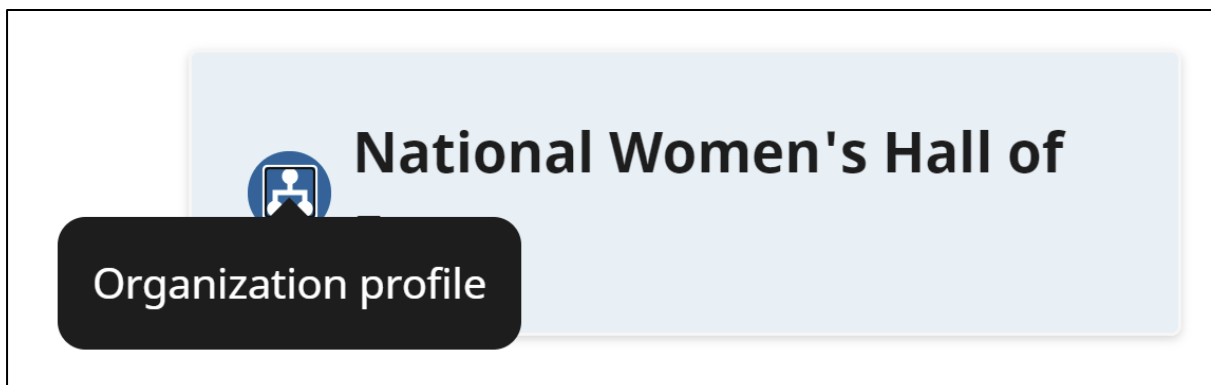URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3
Additional location(s): https://dev-orlando-2.lincsproject.ca/people

Screenshot:

An SVG image is focusable and triggers a tooltip on mouse hover and keyboard focus. Making a non-interactive element focusable may serve to be confusing for screen reader users who cannot perceive the associated functionality of the tooltip being triggered.

Additionally, aria-hidden="true" is set on a parent <div>. This means the child elements will be ignored as part of the reading order by screen reading software. There is important information conveyed within the icon and the tooltip, so this should not be hidden from assistive technology. Additionally, the SVG will still be included in the focus order so this makes the state of 'visible' or 'hidden' unclear.

Current Code Ref(s): #taxonomy-term-10004 > div > div > div

```
<div class="ois--svg-icon--wrapper tw-w-6 tw-h-6 tw-flex tw-flex-initial tw-items-
center tw-justify-center tw-rounded-full tw-bg-blue-100 tw-text-white" aria-
hidden="true">
   <svg id="organization--taxonomy-term__10004--svg-icon" fill="currentColor"
width="14px" height="14px" aria-describedby="organization--taxonomy-term__10004--
tooltip" data-popperjs-enabled="true" data-popperjs-tooltip-id="organization--
taxonomy-term__10004--tooltip" xmlns="http://www.w3.org/2000/svg" viewBox="0 0 34
36">[…] </svg>
   <div id="organization--taxonomy-term__10004--tooltip" class="tw-bg-gray-500 tw-
text-white tw-rounded-lg tw-p-2.5 tw-hidden" role="tooltip" style="margin: 0px;
position: absolute; inset: 0px auto auto 0px; transform: translate3d(91.2121px,
528.485px, 0px);" data-popper-placement="bottom">
      <div class="tw-text-xs">Organization profile</div>
      <div id="organization--taxonomy-term__10004--tooltip--arrow" data-popper-
arrow="true" style="position: absolute; left: 0px; transform: translate3d(0px,
0px, 0px);"></div>
   </div>
</div>
```

Solution:

It is advised to use the SVG <title> to provide a text alternative for the image. The SVG should be non-focusable, and the custom tooltip may be removed.

Example:

```
<div class="ois--svg-icon--wrapper tw-w-6 tw-h-6 tw-flex tw-flex-initial tw-items-
center tw-justify-center tw-rounded-full tw-bg-blue-100 tw-text-white">
   <svg id="organization--taxonomy-term__10004--svg-icon" fill="currentColor"
width="14px" height="14px" data-popperjs-enabled="true" data-popperjs-tooltip-
id="organization--taxonomy-term__10004--tooltip"
xmlns="http://www.w3.org/2000/svg" viewBox="0 0 34 36">
   <title>Organization profile</title>
   […] </svg>
</div>
```

Carousel (A)

The full behaviour and functionality of the carousel and associated controls were not clearly presented to screen reader users.

WCAG Reference

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

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

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

Issue ID: DAC_Carousel_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:

Anne Bronte

The purpose of the carousel buttons, including the previous and next buttons and the image buttons are ambiguous when navigating with screen reading software, as it is not clear what they do. Upon activation, the page updates, but this behaviour is not described to screen reader users.

The association between the slide buttons and the content they trigger to change on the page is not clear. These buttons are also situated below the updating content so that a screen reader user would have to navigate backwards up the page to encounter the corresponding content.

Current Code Ref(s): #slick-node-author-profile-images-default-1459-1 > nav

```
<nav role="navigation" class="slick__arrow tw-top-auto tw-bottom-2.5 tw-flex tw-
justify-between">
   <button type="button" data-role="none" class="tw-block tw-p-2 slick-prev slick-
arrow" aria-label="Previous" style="">[…]<span class="tw-sr-
only">Previous</span></button>
   <button type="button" data-role="none" class="tw-block tw-p-2 slick-next slick-
arrow" aria-label="Next" style="">[…]<span class="tw-sr-only">Next</span></button>
</nav>
```

Current Code Ref(s): #slick-node-author-profile-images-default-1459-1-slider

```
<div id="slick-node-author-profile-images-default-1459-1-slider" data-
slick="{&quot;lazyLoad&quot;:&quot;blazy&quot;}" class="slick__slider slick-
initialized slick-slider">
   <div class="slick-list draggable">
      <div class="slick-track" style="opacity: 1; width: 1425px; transform:
translate3d(-285px, 0px, 0px);">
         <div class="slick__slide slide slide--1 slick-slide slick-cloned" data-
slick-index="-1" id="" aria-hidden="true" style="width: 285px;" tabindex="-1">
[…]</div>
         <div class="slick__slide slide slide--0 slick-slide slick-current slick-
active" data-slick-index="0" aria-hidden="false" style="width: 285px;"
tabindex="0">
            <article class="media media--type-image media--view-mode-slick">
               […]
            </article>
         </div>
         […]
      </div>
   </div>
</div>
```

Solution:

Consider implementing the carousel controls above the slides so that the relevant content is placed next in reading order. Additionally, consider including some additional mark-up so that the boundaries of the carousel and the slides are clear to users navigating with screen reading software in reading mode rather than tabbing through the page. For more information, please visit [WAI-ARIA Authoring Practices 1.1: Auto-Rotating Image Carousel Example](#) and also refer to the [carousel design pattern](#).

Focus Visible (AA)

There were components with no mechanism to enable users to identify when they were in focus.

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

Issue ID: DAC_Focus_Visible_01

URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1

Screenshot:
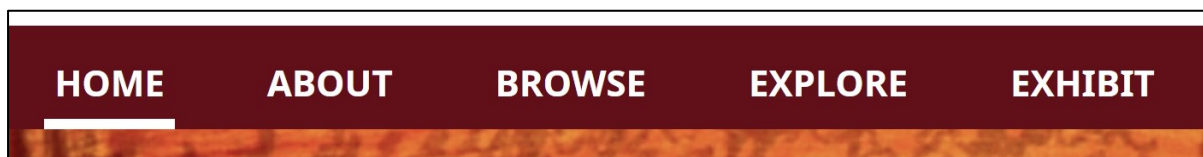
There is no mechanism to allow keyboard only users to identify when the main navigation links have focus. This may impact the operability of the page for users reliant on the use of the keyboard alone to navigate.

Keyboard only user comments:
"There is no link highlighting present on the second menu section. I wasn't sure where the focus was on the page after I tabbed from the 'Log in' link, it then re-appeared 6 tabs later in the 'Search Orlando' modal. This happens on multiple pages through the journey."

Current Code Ref(s): #block-orlando-interface-main-menu > ul
```
<ul class="tw-text-xs sm:tw-flex sm:tw-items-center sm:tw-justify-center sm:tw-h-
10 menu">
   <li class="menu-item menu-item--active-trail">
     <a href="/home" data-drupal-link-system-path="home"
      class="is-active">Home</a>
   </li>
   […]
</ul>
```

Solution:
Ensure there is a mechanism in place to allow users to identify when components are focused. For more information, please refer to [F78: Failure of Success Criterion 2.4.7 due to styling element outlines and borders in a way that removes or renders non-visible the visual focus indicator](#).

Issue ID: DAC_Focus_Visible_02

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:

Anne Bronte

There is no mechanism to allow keyboard only users to identify when the image carousel buttons have focus. This may impact the operability of the page for users reliant on the use of the keyboard alone to navigate.

Current Code Ref(s): #slick-node-author-profile-images-default-1459-1 > nav

```
<nav role="navigation" class="slick__arrow tw-top-auto tw-bottom-2.5 tw-flex tw-
justify-between">
    <button type="button" data-role="none" class="tw-block tw-p-2 slick-prev slick-
arrow" aria-label="Previous" style="">
        […]
        <span class="tw-sr-only">Previous</span>
    </button>
    <button type="button" data-role="none" class="tw-block tw-p-2 slick-next slick-
arrow" aria-label="Next" style="">
        […]
        <span class="tw-sr-only">Next</span>
    </button>
</nav>
```

CSS:

```
.slick-arrow:active, .slick-arrow:focus {
    box-shadow: none;
    outline: 0;
}
```

Solution:

Ensure there is a mechanism in place to allow users to identify when components are focused. For more information, please refer to F78: Failure of Success Criterion 2.4.7 due to styling element outlines and borders in a way that removes or renders non-visible the visual focus indicator.

Non-text Contrast (AA)

User interface components had an insufficient colour contrast ratio against adjacent colours.

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

Issue ID: DAC_Nontext_Contrast_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline
Page title: Timeline | Orlando: Women's writing
Journey: Task 7 Step 2

Screenshot:
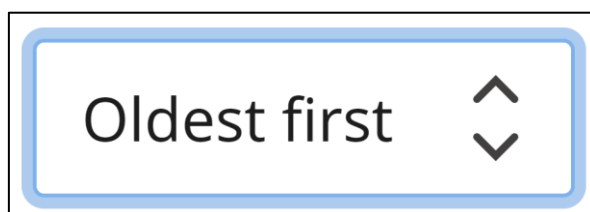
The box shadow on focus is approximately #A1CCF0 which has a contrast ratio of 1.7:1 against the white background. The blue #63B3ED border has a contrast ratio of 2.3:1 against white background. Low vision users may struggle to recognise this mechanism for identifying when the component has focus.

Current Code Ref(s): #edit-sort-order

```
<select data-drupal-selector="edit-sort-order" id="edit-sort-order"
name="sort_order" class="form-select tw-form-select">[…]</select>
```

CSS:

```
.tw-form-select:focus {
    outline: none;
    box-shadow: 0 0 0 3px rgb(66 153 225 / 50%);
    border-color: #63b3ed;
}
```

Solution:
Ensure that any visual information required for users to identify user interface components, focus states and graphical objects achieves a colour contrast ratio of least 3:1 against adjacent colours. For an example of where a black box shadow has been used as an additional visual cue where focus colours do not surpass contrast guidelines, please visit Select – GOV.UK Design System.

Non-Descriptive Labels (AA)

Labels did not sufficiently describe the topic or purpose of the content.

WCAG Reference:
2.4.6 Headings and Labels (Level AA)
[Understanding Headings and Labels](#) | [How to Meet Headings and Labels](#)

Issue ID: DAC_Nondescriptive_Labels_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:
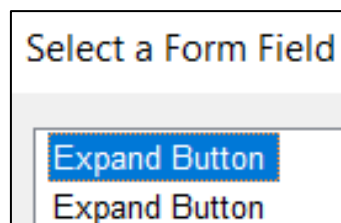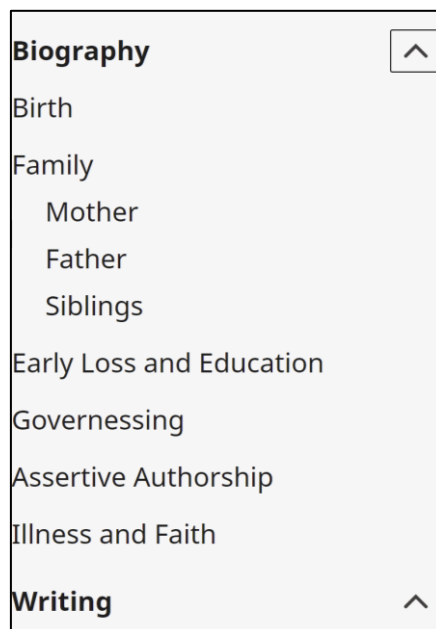
The duplicated buttons labels 'Expand' do not clearly describe the specific purpose of the buttons. Additionally, voice activation users will be unable to reference these components by name to their assistive technology by speaking the associated adjacent labels.

For example, the command 'click Biography' will actually navigate users to the 'Biography' section of the page, as this is a separate link rather than the accordion label as it may appear to some users. Additionally, the label 'expand' may cause confusion for screen reader users when the button is already in an expanded state.

Current Code Ref(s): #block-author-profile-toc > div > div:nth-child(2) > button

```
<button class="oii-toc--button tw-block tw-p-2 tw-absolute tw-top-0 tw--right-7.5"
 aria-controls="oii-toc--bronan-section-biography--h2--children">
   <span class="tw-sr-only">Expand</span>
   <svg class="tw-text-gray-450 tw-transform tw-rotate-0" width="14" height="9"
    fill="none" xmlns="http://www.w3.org/2000/svg">[…]</svg>
</button>
```

Solution:

Please ensure that the purpose of components is clearly presented to users. The aria-expanded attribute can be used to describe the expandable behaviour of the component so that it is not necessary to include this as a part of the button label (please also refer to Issue ID: DAC_Name_Role_Value_01). Instead, it is advisable to use the label to describe the purpose of the collapsible region.

Example:

```
<button class="oii-toc--button tw-block tw-p-2 tw-absolute tw-top-0 tw--right-7.5"
 aria-controls="oii-toc--bronan-section-biography--h2--children"
 aria-expanded="true">
   <span class="tw-sr-only">Biography contents</span>
   […]
</button>
```

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:

Birth

17 January 1820
AB , the youngest of the family, was born in Thornton, near Bradford in Yorkshire.

She was baptised on March 25th. 🔊

AB came from an Irish and English background, Anglican on both sides. Her father's tireless activity as rector in Haworth and surrounding areas made her a member of a prominent and respectable, if financially strapped, family. At least once, however, the Brontës' Irish origins were used to ridicule their brother Branwell.

Despite or perhaps because of his brother's participation in late eighteenth-century nationalist insurrection, her father firmly defended the **1801 Act of Union.** 🔊 Despite his generally Tory politics, however, he publicly supported Catholic Emancipation in 1829, and fought for political, social, and sanitary reform. 🔊

AB was the most deeply religious of the Brontë sisters, and arrived at an unorthodox belief in universal salvation. Her anti-Calvinism was likely influenced both by her father's views and by her aunt Elizabeth 's Methodism. 🔊

Patrick Brontë had literary aspirations and published several books. His novella *The Maid of Killarney* had a considerable influence on the writings of his children. 🔊 ▣

Select a Form Field

View reference Button
View reference Button
View reference Button
View reference Button
View reference Button
View reference Button
View reference Button
View reference Button
View scholar note Button
View reference Button
View reference Button
View reference Button
View reference Button
View reference Button
View scholar note Button
View reference Button
View reference Button
View reference Button
View reference Button
View reference Button
View reference Button
View reference Button
View reference Button

The duplicated buttons labels 'View reference' do not clearly describe the specific purpose of the buttons. Additionally, voice activation users will be unable to reference these components by name to their assistive technology by speaking the associated labels. It is noted that these buttons do not yet have a function on activation.

Current Code Ref(s): #oi-paragraph-2022--card-orlando-references-0--0--button

```
<button data-popperjs-enabled="true" aria-describedby="oi-paragraph-2022--card-
orlando-references-0--0" data-popperjs-tooltip-id="oi-paragraph-2022--card-
orlando-references-0--0" id="oi-paragraph-2022--card-orlando-references-0--0--
button" class="tw-inline-grid tw-place-content-center tw-w-4 tw-h-4 tw-rounded-
full tw-bg-gray-100 focus:tw-text-white hover:tw-text-white hover:tw-bg-red-100
focus:tw-bg-red-100">
    <span class="tw-sr-only">View reference</span>
    <svg class="tw-h-2 tw-w-2.5" fill="currentColor"
     xmlns="http://www.w3.org/2000/svg" viewBox="0 0 10 8">[…]</svg>
</button>
```

Solution:

Please ensure that the purpose of components is clearly presented to users.

URL: https://dev-orlando-2.lincsproject.ca/interface-search?keys%5B0%5D=Anna&keys%5B1%5D=Akhmatova

Page: Search | Orlando: Women's writing

Journey: Task 4

Screenshot:

The buttons labels '+…' do not clearly describe the specific purpose of the buttons. It is noted that these buttons do not yet have a function on activation.

Screen reader user comments:

"I found numerous buttons which are ambiguous when browsing out of context. With JAWS this is accomplished by calling up a list of form fields with INSERT+F5. These include, '+2', '+3', and 'View Reference'. When browsing in context, these appear to be buttons (the content is togglable) yet pressing enter does not appear to communicate any change to the user. The buttons to 'view reference' also appear to have no effect, at least focus is not set to any dynamically introduced content/ layer."

Current Code Ref(s): #block-orlando-interface-content > div > div:nth-child(4) > div.tw-text-center > button

```
<button class="tw-block tw-my-9 tw-min-w-6 tw-w-9 tw-relative" aria-
expanded="false">
    […]
    <span class="tw-block tw-w-full tw-relative tw-text-sm tw-z-10">+2</span>
    <span class="tw-w-full tw-relative tw-text-xs tw-z-10 tw-hidden">Hide</span>
    […]
</button>
```

Solution:

Please ensure that the purpose of components is clearly presented to users.

Non-Descriptive Headings (AA)

Headings did not sufficiently describe the topic or purpose of the content.

WCAG Reference:
2.4.6 Headings and Labels (Level AA)
[Understanding Headings and Labels](#) | [How to Meet Headings and Labels](#)

Issue ID: DAC_Nondescriptive_Headings_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1
Additional location(s): https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline

Screenshot:
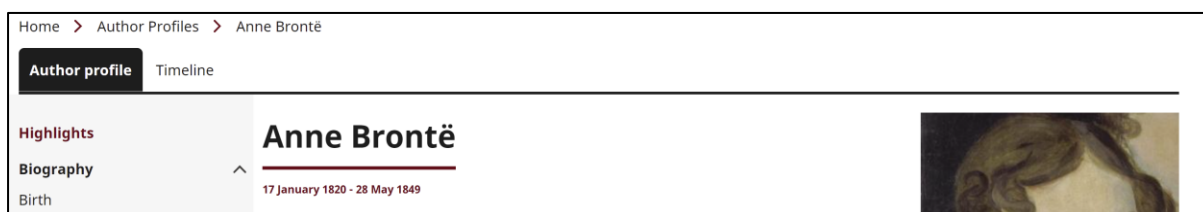
The same main page heading has been used across multiple pages which means that it does not uniquely describe the page purpose and cannot be used to distinguish among the pages; the Author profile and Timeline pages have the same <h1>. Screen reader users rely on the main page heading along with the page title to identify the page and understand the page content and purpose.

Current Code Ref(s): #taxonomy-term-7735 > h1

```
<h1 class="field field--name-field-preferred-name field--type-name field--label-
hidden tw-text-4xl tw-pb-2 tw-border-red-200 tw-border-b-4 tw-inline-block">Anne
Brontë</h1>
```

Solution:

Please ensure the purpose of the content or section is clear from the heading.

Example:

```
<h1 class="field field--name-field-preferred-name field--type-name field--label-
hidden tw-text-4xl tw-pb-2 tw-border-red-200 tw-border-b-4 tw-inline-block">Anne
Brontë Timeline</h1>
```

Content on Hover or Focus (AA)

Pointer hover/ keyboard focus triggered additional content to become visible and then hidden which obscured other content with no available mechanism to dismiss the additional content without moving pointer hover/ keyboard focus.

WCAG Reference:
1.4.13 Content on Hover or Focus (Level AA)
[Understanding Content on Hover or Focus](#) | [How to Meet Content on Hover or Focus](#)

Issue ID: DAC_Content_on_Hover_or_Focus_01

URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3
Additional location(s): https://dev-orlando-2.lincsproject.ca/people

Screenshot:
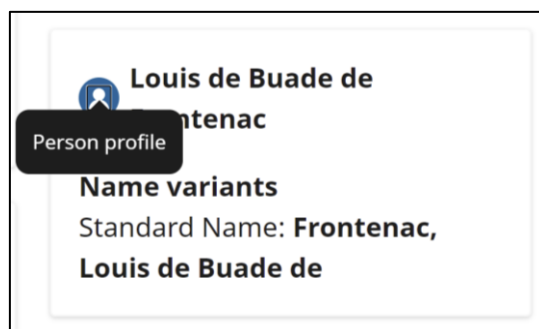
There is content triggered on mouse hover and keyboard focus which obscures other content and cannot be dismissed without moving the mouse pointer. The additional content may interfere with users viewing or operating the page's original content. This may cause difficulties for low vision users requiring a high level of page magnification.

Current Code Ref(s): #person--taxonomy-term__10062--svg-icon
```
<svg id="person--taxonomy-term__10062--svg-icon" fill="currentColor" width="14px"
height="14px" aria-describedby="person--taxonomy-term__10062--tooltip" data-
popperjs-enabled="true" data-popperjs-tooltip-id="person--taxonomy-term__10062--
tooltip" xmlns="http://www.w3.org/2000/svg" viewBox="0 0 12 14">[…]</svg>
```

Solution:
To resolve this issue, the additional content should either be positioned so that it does not obscure other content, or a mechanism should be provided to allow users to dismiss the additional content, for example, by pressing the Escape key.

Issue ID: DAC_Content_on_Hover_or_Focus_02

URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1
Additional location(s): https://dev-orlando-2.lincsproject.ca/browse-catalogue

Screenshot:
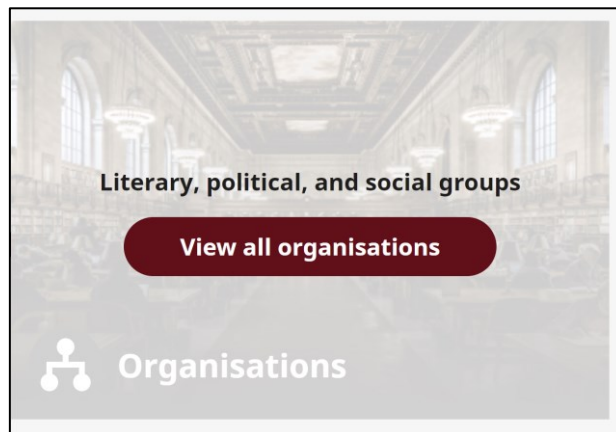
There is content triggered on mouse hover which obscures other content and cannot be dismissed without moving the mouse pointer. The additional content may interfere with users viewing or operating the page's original content. This may cause difficulties for low vision users requiring a high level of page magnification.

Current Code Ref(s): #block-views-block-catalogue-cards-block > div > div > div.view-content.tw-space-y-3\.5.sm\:tw-grid.sm\:tw-grid-cols-2.sm\:tw-gap-6.sm\:tw-space-y-0.lg\:tw-grid-cols-3.lg\:tw-gap-x-6 > div.block-content.block-content--type-call-to-action-card.block-content--1.block-content--view-mode-default

```
<div class="block-content block-content--type-call-to-action-card block-content--1
block-content--view-mode-default">
   <div class="block-content__content tw-relative tw-group">
      <div class="field field--name-field-background-image field--type-entity-
reference field--label-hidden field__item">[…]</div>
      <div class="tw-absolute tw-bg-gradient-to-t tw-bottom-0 tw-flex tw-from-
gray-500 tw-h-3/4 tw-items-end tw-p-3 tw-space-x-2.5 tw-text-white tw-w-full">
         […]
         <div class="tw-flex tw-font-bold tw-h-14.5 tw-items-center tw-text-2xl
field field--name-field-title field--type-string field--label-hidden
field__item">Organisations</div>
      </div>
      <div class="tw-absolute tw-top-0 tw-h-full tw-w-full tw-space-y-3 tw-hidden
tw-transition-colors tw-ease-in-out tw-duration-200 group-hover:tw-bg-white group-
hover:tw-bg-opacity-80 group-hover:tw-flex tw-flex-col tw-items-center tw-place-
content-center">
         <div class="tw-prose tw-w-10/12 tw-font-bold tw-text-center clearfix
text-formatted field field--name-body field--type-text-with-summary field--label-
hidden field__item">
            <p><span><span><span><span><span><span>Literary, political, and social
groups</span></span></span></span></span></span></p>
         </div>
         <div class="field field--name-field-link field--type-link field--label-
hidden field__item"><a href="/organizations" class="button button--primary tw-
block">View all organisations</a></div>
      </div>
   </div>
</div>
```

Solution:

To resolve this issue, the additional content should either be positioned so that it does not obscure other content, or a mechanism should be provided to allow users to dismiss the additional content, for example, by pressing the Escape key.

Text Spacing (AA)

When changing the line spacing to 1.5 times the font size, the spacing following paragraphs to at least 2 times the font size, the letter spacing to at least 0.12 times the font size and the word spacing to at least 0.16 times the font size there was loss of content or functionality.

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

Issue ID: DAC_Text_Spacing_01

URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3
Additional location(s): https://dev-orlando-2.lincsproject.ca/people

Screenshot:
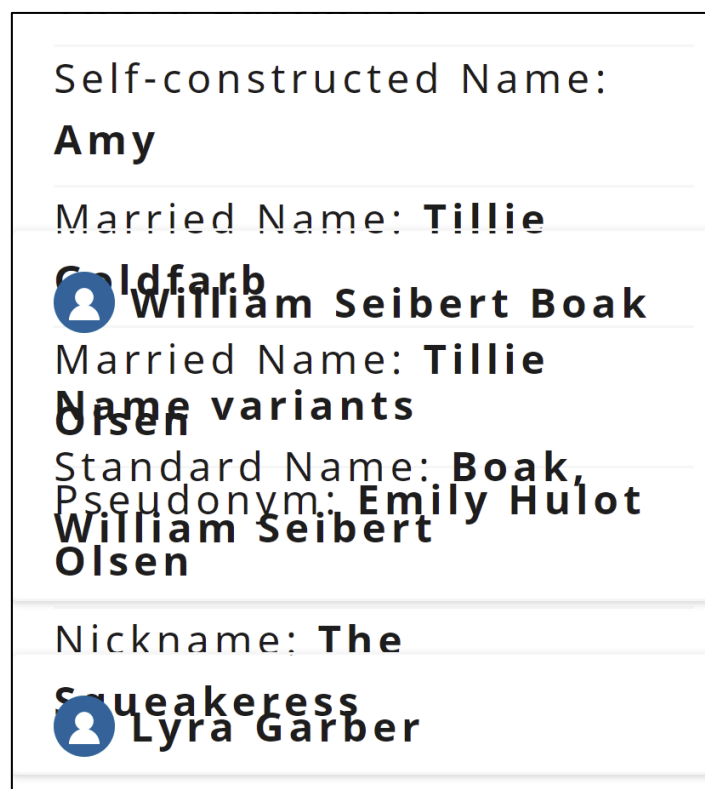
Due to the size constraints on the content containers, users with low vision or dyslexia who require the ability to adjust the text spacing to improve their reading experience will find that when the letter spacing is adjusted, content is clipped, obscured, or lost.

Low vision user comments:

"When I adjusted the text spacing, I found the text overlapped which meant I was unable to read it due to this."

Current Code Ref(s):

#block-orlando-interface-content > div > div > div.view-content > div > div > div:nth-child(13)

#block-orlando-interface-content > div > div > div.view-content > div > div > div:nth-child(27)

#block-orlando-interface-content > div > div > div.view-content > div > div > div:nth-child(31)

```
<div class="views-row grid-item tw-pb-5" style="width: 285px; position: absolute;
left: 305px; top: 426px;">[…]</div>
[…]
<div class="views-row grid-item tw-pb-5" style="width: 285px;position:
absolute;left: 305px;top: 991px;">[…]</div>
[…]
<div class="views-row grid-item tw-pb-5" style="width: 285px; position: absolute;
left: 305px; top: 1157px;">[…]</div>
```

Solution:

To resolve this issue, allow users to override the CSS on the page with the following values:

- Line height 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 0.16 times the font size.

For more information, please refer to F104: Failure of Success Criterion 1.4.12 due to clipped or overlapped content when text spacing is adjusted.

Reflow (AA)

Content could not be magnified without loss of information or functionality and without scrolling in two dimensions.

WCAG Reference:
1.4.10 Reflow (Level AA)
[Understanding Reflow](#) | [How to Meet Reflow](#)

Issue ID: DAC_Reflow_01

URL: https://dev-orlando-2.lincsproject.ca/interface-search?keys%5B0%5D=Anna&keys%5B1%5D=Akhmatova
Page: Search | Orlando: Women's writing
Journey: Task 4

Screenshot:

When the page is zoomed up to 400%, content is lost and not possible to read.

Low vision user comments:
"When zooming the page, there was text that spilled off the page that I couldn't access even with horizontal scrolling. It would be helpful for the text to wrap so that text on the text can be read without it spilling off the page."

Low vision user comments:

"When viewing this page on a mobile device, there was text that spilled off the page that I couldn't access even with horizontal scrolling."

Current Code Ref(s): #block-orlando-interface-content > div > div:nth-child(9)

```
<div class="tw-flex tw-space-x-5 tw-pt-5">[…]</div>
```

Solution:

Ensure that when users increase the size of pages to 400% and the browser width 1280px to view the page content in one column, they can do this without having to scroll in two directions, and without the loss of content or functionality. For more information, please refer to F102: Failure of Success Criterion 1.4.10 due to content disappearing and not being available when content has reflowed.

Issue ID: DAC_Reflow_02

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline
Page title: Timeline | Orlando: Women's writing
Journey: Task 7 Step 2

Screenshot:

When the page is zoomed up to 400%, content is lost and not possible to read.

Low vision user comments:
"When magnifying the page, I struggled to read the authors name due to the dropdown overlapping and there for had no idea who I was reading about. It would be helpful for the text to wrap so that it can be read without the dropdown overlapping."

Low vision user comments:
"When accessing the page on a mobile device, I struggled to read the authors name due to the dropdown overlapping."

Current Code Ref(s): #block-breadcrumbs
```
<div id="block-breadcrumbs" class="block block-system block-system-breadcrumb-
block">[…]</div>
```

Current Code Ref(s): #block-orlando-interface-content > div > div > div.tw-flex > div.view-filters-pager-wrapper

```
<div class="view-filters-pager-wrapper">[…]</div>
```

Solution:

Ensure that when users increase the size of pages to 400% and the browser width 1280px to view the page content in one column, they can do this without having to scroll in two directions, and without the loss of content or functionality. For more information, please refer to F102: Failure of Success Criterion 1.4.10 due to content disappearing and not being available when content has reflowed.

Contrast (Enhanced) (AAA)

Colour contrast failed enhanced guidelines specifying that standard text has a colour contrast ratio of at least 7:1 and that large text has a colour contrast ratio of at least 4.5:1.

WCAG Reference:
1.4.6 Contrast (Enhanced) (Level AAA)
Understanding Contrast (Enhanced) | How to Meet Contrast (Enhanced)

Issue ID: DAC_Contrast_Enhanced_01

URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1

Screenshot:

The white text against the orange (approx. #D56331) background, fails colour contrast guidelines with a ratio of 3.7:1.

Low vision user comments:
"When accessing the homepage, I was met with an orange background and white text which I struggled to read due the background colour being so bright."

Current Code Ref(s): #orlando-interface-search-terms-form

```
<form action="/home" method="post" id="orlando-interface-search-terms-form"
accept-charset="UTF-8">[…]</form>
```

Solution:

Please ensure that the visual presentation of large, bold text has a colour contrast ratio of at least 4.5:1.

Note:

For sites to meet AAA accreditation, they must comply with WCAG 2.1 checkpoint 1.4.6 for colour contrast, which specifies the following minimum contrast ratios:

- 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

Link Purpose (Link Only) (AAA)

A mechanism was not available to allow the purpose of each link to be identified from link text alone.

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

Issue ID: DAC_Link_Only_Purpose_01

URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1

Screenshot:

The purpose of the links labelled by author initials are not determinable from the link text alone. The additional context of the surrounding page content is required in order to identify the individual purpose of the link. Screen reader users navigating 'out of context', filtering the page by element type, will have to switch navigational methods, and search through the surrounding page content in order to identify the purpose of the link.

It is also noted that the image link serves a different purpose to the author initials link; the image link navigates users to the author profile page, where was the initial link navigates users to the 'People' page for Jane Austen.

Screen reader user comments:

"Each hyperlink underneath an authors name is shortened to initials, so only part of the name is clickable. For instance, underneath Jane Austen's heading only the letters 'JA' are hyperlinked, and ''s' appears on a separate line. This splitting of words is disorientating for TalkBack users. Preferably all hyperlinks will be associated with full words, as currently they do not make sense out of context, and even within context are challenging to interpret."

Current Code Ref(s): #taxonomy-term-2038 > a

```
<a href="/people/471b5ed4-1085-4569-b664-c4c91c67dbe9">MEB</a>
```

Solution:

Ensure that the purpose of all links is determinable from the link text alone.

Example:

```
<a href="/people/471b5ed4-1085-4569-b664-c4c91c67dbe9">
    <span aria-hidden="true">MEB</span>
    <span class="tw-sr-only"> Mary Elizabeth Braddon (MEB) People Page</span>
</a>
```

URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3
Additional location(s): https://dev-orlando-2.lincsproject.ca/profiles

Screenshot:

The purpose of the links labelled by author initials are not determinable from the link text alone. The additional context of the surrounding page content is required in order to identify the individual purpose of the link. Screen reader users navigating 'out of context', filtering the page by element type, will have to switch navigational methods, and search through the surrounding page content in order to identify the purpose of the link.

Screen reader user comments:

"After each level 2 heading of the author's name, there is a link to a page for that particular author. These are read out as initials. These links could be construed as unclear when browsed out of context. If these authors are well-known using their initials, then perhaps their full name could be used, then supplementary text could follow in brackets to the effect that they are also known as, followed by initials. If, however these are just used for convenience, then I would expect to hear a full name as opposed to initials. Currently I would have to browse the page in context to ascertain that the links refer to authors by their initials."

Current Code Ref(s): #taxonomy-term-3175 > a
```
<a href="/people/8fb98024-f755-434a-b490-ec8059e83b29">ASB</a>
```

Solution:

Ensure that the purpose of all links is determinable from the link text alone.

Issue ID: DAC_Link_Only_Purpose_03

URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3
Additional location(s): https://dev-orlando-2.lincsproject.ca/people

Screenshot:

The purpose of the 'Load More' link is not determinable from the link text alone. The additional context of the surrounding page content is required in order to identify the individual purpose of the link. Screen reader users navigating 'out of context', filtering the page by element type, will have to switch navigational methods, and search through the surrounding page content in order to identify the purpose of the link.

Screen reader user comments:
"There is some doubt as to whether a person would successfully infer the purpose of the 'Load more' link. Any ambiguities would most certainly be removed by advising the user what he or she would be loading. An example could be: 'Load More People' or 'Load more authors'."

Current Code Ref(s): #block-orlando-interface-content > div > div > ul > li > a
```
<a class="tw-border-2 tw-border-red-200 tw-rounded-3xl tw-inline-block tw-no-
underline tw-px-5 tw-py-1.5 tw-text-red-200 hover:tw-border-blue-200 focus:tw-
border-blue-200 hover:tw-text-blue-200 focus:tw-text-blue-200" href="?page=2"
title="Load more items" rel="next" style="text-decoration: none;">Load More</a>
```

Solution:
Ensure that the purpose of all links is determinable from the link text alone. For more information, please refer to F84: Failure of Success Criterion 2.4.9 due to using a non-specific link such as "click here" or "more" without a mechanism to change the link text to specific text.

Illogical Headings (AAA)

Headings were not always utilised to introduce or organise content or describe its purpose.

WCAG Reference:
2.4.10 Section Headings (Level AAA)
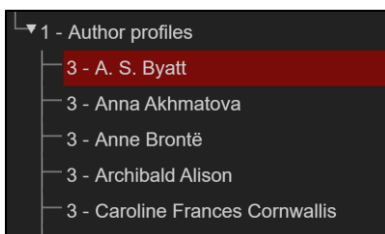[Understanding Section Headings](#) | [How to Meet Section Headings](#)

Issue ID: DAC_Illogical_Headings_01

URL: https://dev-orlando-2.lincsproject.ca/profiles
Page title: Author profiles | Orlando: Women's writing
Journey: Task 5

Screenshot:

It appears that there is a <h2> heading missing as there are heading levels on the page which do not reflect relationships within the content. Headings have been implemented at a <h3> level which are not a subheading of this level as they are not introduced by a <h2>.

Screen reader user comments:
"The main content is correctly marked at level 1, but each profile appears under a level 3, skipping hierarchical level. The heading structure of a document can be used as a method to organize the document's contents hierarchically much like an outline. Each level of heading indicates the relationship from one part of the content to the other parts. The content under a heading relates logically to a heading above it.

Similarly, the content within an <h2> block of content would relate logically under the <h1> that precedes it. In this way, the heading structure of a document can be used as a method to organize the document's contents hierarchically much like an outline. In JAWS headings can be navigated by pressing INSERT+F6, or by pressing 'H' in browse mode. Both will announce the heading level, allowing the user to ascertain a logical outline of the content. I would therefore expect each profile to be under a level 2 (<h2>)."

Current Code Ref(s): #taxonomy-term-8982 > h3
```
<h3 class="field field--name-field-preferred-name field--type-name field--label-
hidden tw-text-2xl">A. S. Byatt</h3>
```

Solution:
Ensure that all headings follow a logical structure and only increase in numerical increments of 1. Either include a <h2> heading introducing the <h3> headings or amend the article heading levels to <h2> levels.

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
```

Target Size (AAA)

The size of the target for pointer inputs is less than 44 by 44 CSS pixels.

WCAG Reference:
2.5.5 Target Size (Level AAA)
[Understanding Target Size](#) | [How to Meet Target Size](#)

Issue ID: DAC_Target_Size_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:

Patrick Brontë had literary aspirations and published several books. His novella *The Maid of Killarney* had a considerable influence on the writings of his children. 🙷 📄

The buttons are 15.9961px by 15.9961px. This may cause difficulty for users with limited dexterity, or who have trouble activating small targets.

Current Code Ref(s): #oi-paragraph-2022--card-orlando-references-0--0--button

```
<button data-popperjs-enabled="true" aria-describedby="oi-paragraph-2022--card-
orlando-references-0--0" data-popperjs-tooltip-id="oi-paragraph-2022--card-
orlando-references-0--0" id="oi-paragraph-2022--card-orlando-references-0--0--
button" class="tw-inline-grid tw-place-content-center tw-w-4 tw-h-4 tw-rounded-
full tw-bg-gray-100 focus:tw-text-white hover:tw-text-white hover:tw-bg-red-100
focus:tw-bg-red-100">[…]</button>
```

Current Code Ref(s): #oi-paragraph-2033--card-orlando-scholarnote-0--0--button

```
<button data-popperjs-enabled="true" aria-describedby="oi-paragraph-2033--card-
orlando-scholarnote-0--0" data-popperjs-tooltip-id="oi-paragraph-2033--card-
orlando-scholarnote-0--0" id="oi-paragraph-2033--card-orlando-scholarnote-0--0--
button" class="tw-inline-grid tw-place-content-center tw-w-4 tw-h-4 tw-rounded-
full tw-bg-gray-100 focus:tw-text-white hover:tw-text-white hover:tw-bg-red-100
focus:tw-bg-red-100">[…]</button>
```

Solution:
Ensuring that touch targets are at least 44 by 44 CSS pixels. Please note, that the icons indicating the presence of the clickable region should also be increased in size as the grey background of the button alone will not meet non-text contrast guidelines if used as the only indication of the presence of the button.

SVG Focus in IE (Usability)

In Internet Explorer, SVG images are focusable, meaning that the keyboard focus 'disappears' as it focuses the icon.

WCAG Reference:
N/A – Advisory.

Issue ID: DAC_SVG_Focus_in_IE_01
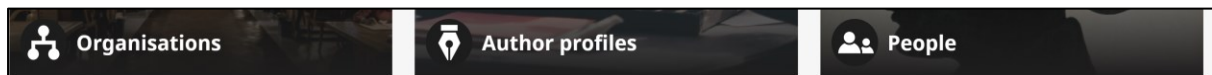
URL: https://dev-orlando-2.lincsproject.ca/home
Page title: Home | Orlando: Women's writing
Journey: Task 1
Additional location(s): This issue was encountered globally.

Screenshot:

SVG images are in tab sequence in IE. This means that focus disappears as it sequences over these components.

Current Code Ref(s): #block-views-block-catalogue-cards-block > div > div > div.view-content.tw-space-y-3\.5.sm\:tw-grid.sm\:tw-grid-cols-2.sm\:tw-gap-6.sm\:tw-space-y-0.lg\:tw-grid-cols-3.lg\:tw-gap-x-6 > div.block-content.block-content--type-call-to-action-card.block-content--1.block-content--view-mode-default > div > div.tw-absolute.tw-bg-gradient-to-t.tw-bottom-0.tw-flex.tw-from-gray-500.tw-h-3\/4.tw-items-end.tw-p-3.tw-space-x-2\.5.tw-text-white.tw-w-full > div.field.field--name-field-icon.field--type-ois-svg-icon.field--label-hidden.field__item > div > svg

```
<svg fill="none" width="34" height="36" xmlns="http://www.w3.org/2000/svg"
viewBox="0 0 34 36">[…]</svg>
```

Solution:
SVG images require a focusable="false" attribute to ensure that they are not in tab sequence. These also need to be hidden from screen reader users via aria-hidden or given descriptive text if they convey information.

Example:
```
<svg fill="none" width="34" height="36" xmlns="http://www.w3.org/2000/svg"
viewBox="0 0 34 36" focusable="false" aria-hidden="true">[…]</svg>
```

Multi-Select (Usability)

Multi-select components have been used.

WCAG Reference:
N/A – Advisory.
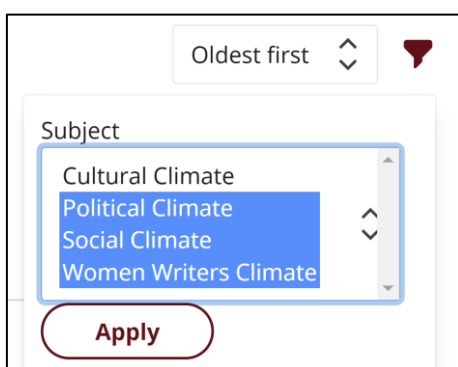
Issue ID: DAC_MultiSelect_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline
Page title: Timeline | Orlando: Women's writing
Journey: Task 7 Step 2

Screenshot:

There is a multi-select component. These are not often encountered, and users may not be familiar with their operation. Selecting multiple options requires the use of the 'Ctrl' key.

Current Code Ref(s): #edit-subject

```
<select data-drupal-selector="edit-subject" multiple="multiple" name="subject[]"
id="edit-subject" size="4" class="form-select tw-form-select">
   <option value="WRITINGCLIMATE">Cultural Climate</option>
   <option value="NATIONALINTERNATIONAL">Political Climate</option>
   <option value="SOCIALCLIMATE">Social Climate</option>
   <option value="BRITISHWOMENWRITERS">Women Writers Climate</option>
</select>
```

Solution:
As there are only a small number of options, consider using checkboxes instead. For more information on the GOV.UK research on the <select> component, please visit Alice Bartlett: Burn your select tags - EpicFEL 2014 - YouTube.

Landmark Labels (Usability)

Additional mark-up may make the structure and purpose of the within page skip-links clearer for screen reader users.

WCAG Reference:
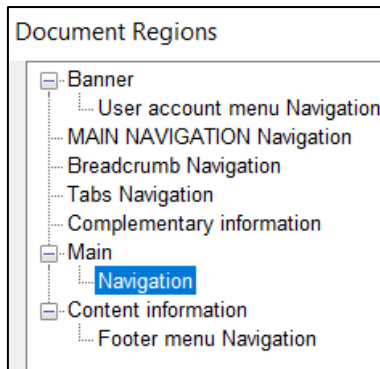N/A – Advisory.

Issue ID: DAC_Landmark_Labels_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:

Anne Bronte
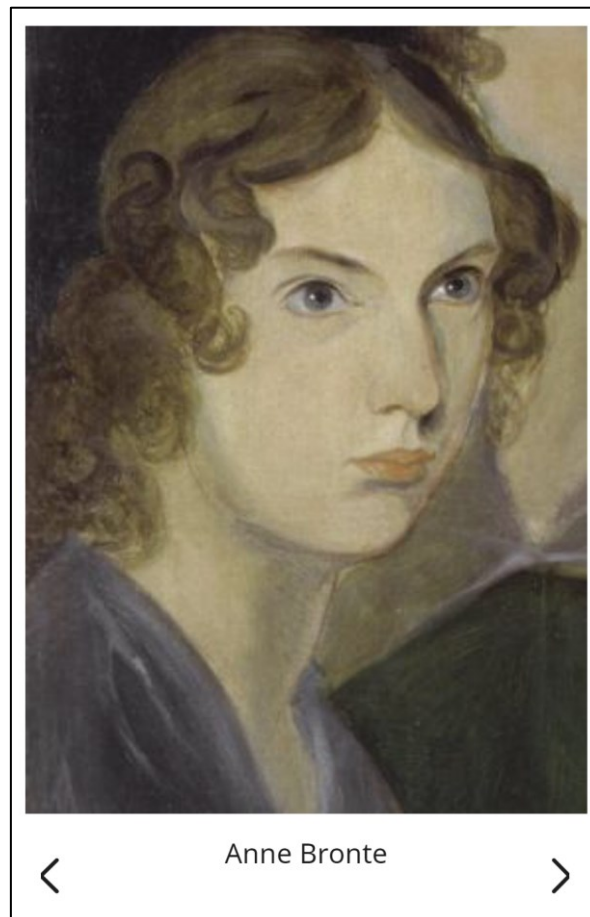
There is a <nav> element which does not have a distinct label to present the purpose of the region to screen reader users.

Current Code Ref(s): #slick-node-author-profile-images-default-1459-1 > nav

```
<nav role="navigation" class="slick__arrow tw-top-auto tw-bottom-2.5 tw-flex tw-justify-between">
    <button type="button" data-role="none" class="tw-block tw-p-2 slick-prev slick-arrow" aria-label="Previous" style="">
        […]
        <span class="tw-sr-only">Previous</span>
    </button>
    <button type="button" data-role="none" class="tw-block tw-p-2 slick-next slick-arrow" aria-label="Next" style="">
        […]
        <span class="tw-sr-only">Next</span>
    </button>
</nav>
```

Solution:

For more information, please visit WAI-ARIA Authoring Practices 1.1: Auto-Rotating Image Carousel Example and also refer to the carousel design pattern.

Issue ID: DAC_Landmark_Labels_02

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:
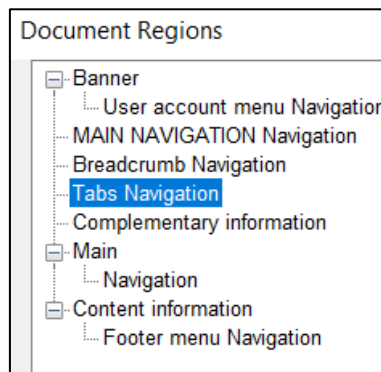
There is a navigation region labelled 'tabs'. Although these are visually presented as tabs, they do not behave as tabs but as standard navigational links.

Current Code Ref(s): #block-author-profile-tabs > nav
```
<nav class="tabs" role="navigation" aria-label="Tabs">
   <h2 class="visually-hidden tw-sr-only">Primary tabs</h2>
   <ul class="tabs primary sm:tw-flex">[…]</ul>
</nav>
```

Solution:

It may be clearer to users if the label aligns more clearly with the purpose and behaviour of the region, for example 'Anne Brontë' navigation.

Example:

```
<nav class="tabs" role="navigation" aria-label="Tabs">
    <h2 class="visually-hidden tw-sr-only">Anne Brontë</h2>
    <ul class="tabs primary sm:tw-flex">[…]</ul>
</nav>
```

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
Page title: Anne Brontë | Orlando
Journey: Task 7 Step 1

Screenshot:
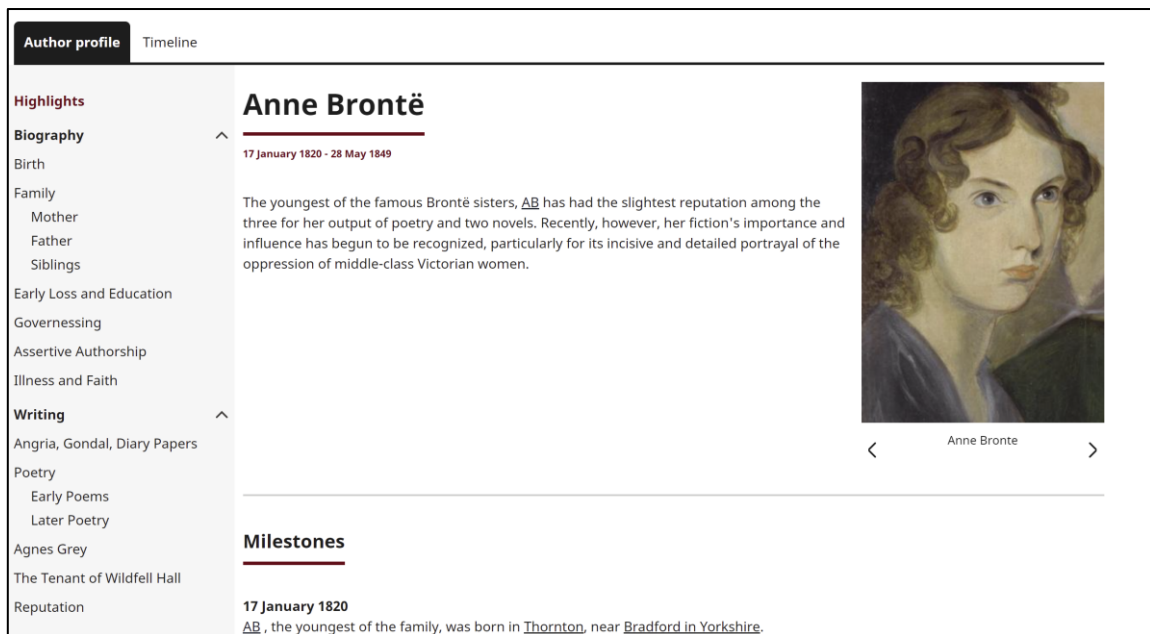
The within-page links are implemented within a complementary landmark (<aside>). This does not have a label and there is no heading to introduce the region.

Additionally, the hierarchical structure of the links such as family with mother father and siblings is not programmatically determinable. This means that the structure and associations within the content may not be perceivable to some users; such as those navigating with screen reading software.

Current Code Ref(s): #sidebar-first > aside

```
<aside role="complementary">
   <div class="region region-sidebar-first">
      <div class="oii-toc block block-orlando-interface-ingestion
        block-oii-table-of-content" id="block-author-profile-toc">[…]</div>
   </div>
</aside>
```

Current Code Ref(s): #oii-toc--bronan-section-biography--h2--children > div:nth-child(2)

```
<div class="oii-toc--h3--wrapper tw-mt-2.5">
   <a href="#bronan-chapter-family"
    class="tw-block hover:tw-text-red-200">Family</a>
   <div class="oii-toc--h3--children tw-pl-5"
    id="oii-toc--bronan-chapter-family--h3--children" aria-expanded="true">
      <a href="#bronan-subchapter-mother"
       class="tw-block hover:tw-text-red-200 tw-mt-1">Mother</a>
      <a href="#bronan-subchapter-father"
       class="tw-block hover:tw-text-red-200 tw-mt-1">Father</a>
      <a href="#bronan-subchapter-siblings"
       class="tw-block hover:tw-text-red-200 tw-mt-1">Siblings</a>
   </div>
</div>
```

Solution:

Additional mark-up may make the structure and purpose of the within page skip-links clearer for screen reader users. For example, this could be marked up as a navigation region with the label and heading 'Contents'. The links could then be marked up as an ordered list, and where there is not too complex a hierarchical structure, this could be reflected by nested lists.

Example:

```
<nav aria-labelledby="contents-nav-heading">
   <div class="region region-sidebar-first">
      <div class="oii-toc block block-orlando-interface-ingestion
        block-oii-table-of-content" id="block-author-profile-toc">
         <h2 id="contents-nav-heading">Contents</h2>
        […]
      </div>
   </div>
</nav>
```

Example:

```
<ol class="oii-toc--h2--children" id="oii-toc--bronan-section-biography--h2--
children" aria-expanded="true">
   <li class="oii-toc--h3--wrapper tw-mt-2.5">
      <a href="#bronan-chapter-birth" class="tw-block hover:tw-text-red-
200">Birth</a>
   </li>
   <li class="oii-toc--h3--wrapper tw-mt-2.5">
      <a href="#bronan-chapter-family" class="tw-block hover:tw-text-red-
200">Family</a>
      <ol class="oii-toc--h3--children tw-pl-5" id="oii-toc--bronan-chapter-
family--h3--children" aria-expanded="true">
         <li><a href="#bronan-subchapter-mother" class="tw-block hover:tw-text-
red-200 tw-mt-1">Mother</a></li>
         <li><a href="#bronan-subchapter-father" class="tw-block hover:tw-text-
red-200 tw-mt-1">Father</a></li>
         <li><a href="#bronan-subchapter-siblings" class="tw-block hover:tw-text-
red-200 tw-mt-1">Siblings</a></li>
      </ol>
   </li>
   <li class="oii-toc--h3--wrapper tw-mt-2.5"><a href="#bronan-chapter-
earlylossandeducation" class="tw-block hover:tw-text-red-200">Early Loss and
Education</a>
   </li>
   <li class="oii-toc--h3--wrapper tw-mt-2.5">
      <a href="#bronan-chapter-governessing" class="tw-block hover:tw-text-red-
200">Governessing</a>
   </li>
   <li class="oii-toc--h3--wrapper tw-mt-2.5">
      <a href="#bronan-chapter-assertiveauthorship" class="tw-block hover:tw-text-
red-200">Assertive Authorship</a>
   </li>
   <li class="oii-toc--h3--wrapper tw-mt-2.5">
      <a href="#bronan-chapter-illnessandfaith" class="tw-block hover:tw-text-red-
200">Illness and Faith</a>
   </li>
</ol>
```

Description List (Usability)

There was visual context which assists users in identifying the purpose of information which was not programmatically determinable.

WCAG Reference:
N/A – Advisory.

Issue ID: DAC_Description_List_01

URL: https://dev-orlando-2.lincsproject.ca/explore
Page title: Explore Orlando | Orlando: Women's writing
Journey: Task 3
Additional location(s): https://dev-orlando-2.lincsproject.ca/people

Screenshot:

There are category:value relationships within the text which are indicated with text styling including bold font and line spacing. This visual content is not programmatically determinable. Although this content does make sense when read linearly with screen reading software, it may be useful to for this information to be presented as a description list. Screen reader users can use shortcuts when navigating lists to scan the information easily.

Current Code Ref(s): #taxonomy-term-1001 > div > div.double-field-unformatted-list.tw-px-4.tw-mb-4.field.field--name-field-name-variants.field--type-double-field.field--label-above

```
<div class="double-field-unformatted-list tw-px-4 tw-mb-4 field field--name-field-
name-variants field--type-double-field field--label-above">
    <div class="field__label">Name variants</div>
    <div class="field__items tw-divide-gray-100 tw-divide-y tw-space-y-1.5">
        <div class="container-inline tw-space-x-1 field__item">
            <div class="double-field--name-type">
                Standard Name: <span class="tw-font-bold">Pennington, Sarah,,,
                Lady</span>
            </div>
        </div>
        <div class="container-inline tw-space-x-1 field__item">
            <div class="double-field--name-type">
                Birth Name: <span class="tw-font-bold">Sarah Moore</span>
            </div>
        </div>
        <div class="container-inline tw-space-x-1 field__item">
            <div class="double-field--name-type">
                Used Form: <span class="tw-font-bold">S. Pennington</span>
            </div>
        </div>
    </div>
</div>
```

Solution:

Please consider using semantic mark-up where appropriate so that the structure of information is clear.

Example:

```
<div class="double-field-unformatted-list tw-px-4 tw-mb-4 field field--name-field-
name-variants field--type-double-field field--label-above">
    <div class="field__label">Name variants</div>
    <div class="field__items tw-divide-gray-100 tw-divide-y tw-space-y-1.5">
        <div class="container-inline tw-space-x-1 field__item">
            <div class="double-field--name-type">
                Standard Name: <span class="tw-font-bold">Pennington, Sarah,,,
                Lady</span>
            </div>
        </div>
        <div class="container-inline tw-space-x-1 field__item">
            <div class="double-field--name-type">
                Birth Name: <span class="tw-font-bold">Sarah Moore</span>
            </div>
        </div>
        <div class="container-inline tw-space-x-1 field__item">
            <div class="double-field--name-type">
                Used Form: <span class="tw-font-bold">S. Pennington</span>
            </div>
        </div>
    </div>
</div>
```

Breadcrumb (Usability)

The breadcrumb indicates structure within the pages which does not seem to correspond with the tab layout.

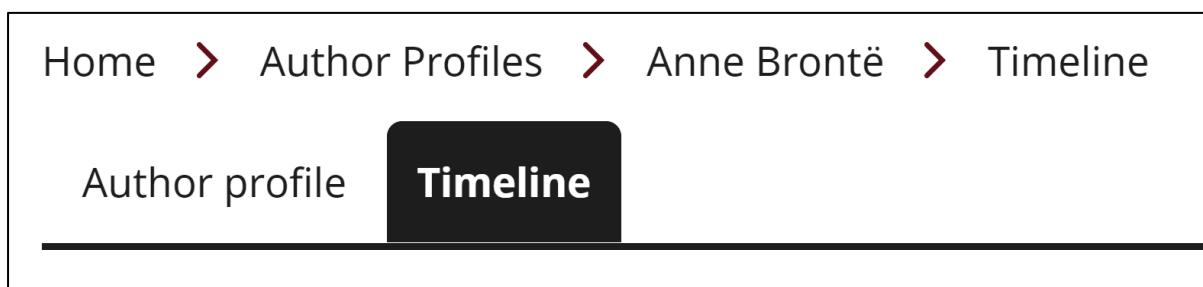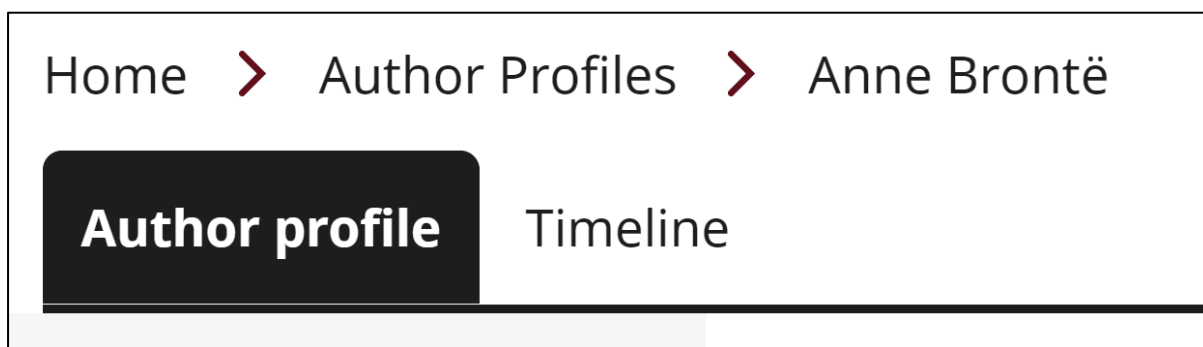**WCAG Reference:**
N/A – Advisory.

Issue ID: DAC_Breadcrumb_01

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline
Page title: Timeline | Orlando: Women's writing
Journey: Task 7 Step 2

Screenshot:

The 'Anne Brontë' page within the breadcrumb and the 'Author profile' page within the 'tabs' navigation region are the same page. Having multiple links with different labels referring to the same page may make it difficult for users to determine the structure of the page.

From the 'Author profile' page, the 'Timeline' link appears as a tab which implies it is on the same level as the 'Author profile/ Anne Brontë' page. However, in the breadcrumb, the 'Anne Brontë' page appears as a part of the path leading to the 'Timeline' page.

Current Code Ref(s): #block-breadcrumbs > nav > ol > li:nth-child(3) > div > a

```
<a class="hover:tw-text-red-200" href="http://dev-orlando-
2.lincsproject.ca/profiles/bronan">Anne Brontë</a>
```

Current Code Ref(s): #block-author-profile-tabs > nav > ul > li:nth-child(1) > a

```
<a href="/profiles/bronan" title="Author profile" class="tw-p-3 tw-inline-flex tw-
flex-col tw-items-center tw-justify-between sm:tw-rounded-t-md hover:tw-font-bold"
data-title="Author profile" data-drupal-link-system-path="node/1459">Author
profile</a>
```

Solution:

It may be clearer if the 'Author profile' and 'Timeline' links were not styled as tabs, as 'Timeline' is really a page under 'Author profile'. Please also refer to Issue ID: DAC_Landmark_Labels_02.

Additionally, it may also be clearer if the two links 'Anne Brontë' and 'Author profile' had the same label, as they have the same purpose.

Results Pages (Usability)

Additional mark-up may make the purpose of the search results pages clearer for screen reader users.

WCAG Reference:
N/A – Advisory.

Issue ID: DAC_Results_Pages_01

URL: https://dev-orlando-2.lincsproject.ca/interface-search?keys%5B0%5D=Anna&keys%5B1%5D=Akhmatova
Page: Search | Orlando: Women's writing
Journey: Task 4

Screenshot:
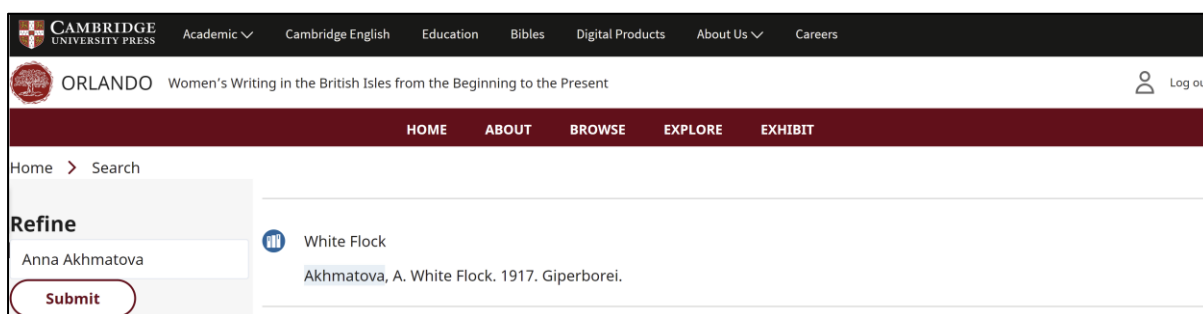
Screen reader users reported that they found it difficult to identify the purpose of the results page, as the page title 'Search | Orlando: Women's writing' did not included the search term.

Screen reader user comments:
"The page title does not show the search term. For sake of clarity, it would be better if the page title reflected the search term that was submitted."

Current Code Ref(s): head > title
```
<title>Search | Orlando: Women's writing</title>
```

Solution:
Consider including the search term as a prefix to the page title.

Example:
```
<title>Anna Akhmatova - Search | Orlando: Women's writing</title>
```

End of Report

Appendix I

Journeys

Task 1: Home page

URL: https://dev-orlando-2.lincsproject.ca/

Task 2: Catalogue page

URL: https://dev-orlando-2.lincsproject.ca/browse-catalogue

Task 3: Explore Orlando

URL: https://dev-orlando-2.lincsproject.ca/explore

Task 4: Search page Anna Akhmatova

URL: https://dev-orlando-2.lincsproject.ca/interface-search?keys%5B0%5D=Anna&keys%5B1%5D=Akhmatova

Task 5: Collections Profile overview

URL: https://dev-orlando-2.lincsproject.ca/profiles

Task 6: Collections People

URL: https://dev-orlando-2.lincsproject.ca/people

Task 7: Author profile (inc lightbox)

URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan
URL: https://dev-orlando-2.lincsproject.ca/profiles/bronan/timeline

Task 8: Connections

URL: Page not yet implemented, please include testing of this page within the retest.

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)**	**Fail (H)**
Audio-only and Video-only (Pre-recorded): 1.2.1 For pre-recorded audio-only and pre-recorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labelled as such: Understanding Success Criterion 1.2.1 • **Pre-recorded Audio-only:** An alternative for time-based media is provided that presents equivalent information for pre-recorded audio-only content. • **Pre-recorded Video-only:** Either an alternative for time-based media or an audio track is provided that presents equivalent information for pre-recorded video-only content. **(Level A)**	**Not Applicable (N/A)**
Captions (Pre-recorded): 1.2.2 Captions are provided for all pre-recorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labelled as such. **(Level A)**	**Not Applicable (N/A)**
Audio Description or Media Alternative (Pre-recorded): 1.2.3 An alternative for time-based media or audio description of the pre-recorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labelled as such. **(Level A)**	**Not Applicable (N/A)**
Captions (Live): 1.2.4 Captions are provided for all live audio content in synchronized media. **(Level AA)**	**Not Applicable (N/A)**
Audio Description (Pre-recorded): 1.2.5 Audio description is provided for all pre-recorded video content in synchronized media. **(Level AA)**	**Not Applicable (N/A)**
Sign Language (Pre-recorded): 1.2.6 Sign language interpretation is provided for all pre-recorded audio content in synchronized media. **(Level AAA)**	**Not Applicable (N/A)**

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

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

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

Contrast (Enhanced): 1.4.6 The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following: • **Large Text:** Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; • **Incidental:** Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • **Logotypes:** Text that is part of a logo or brand name has no minimum contrast requirement. **(Level AAA)**	**Fail (L)**
Low or No Background Audio: 1.4.7 For pre-recorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: Understanding Success Criterion 1.4.7 • **No Background:** The audio does not contain background sounds. • **Turn Off:** The background sounds can be turned off. • **20 dB:** The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds. **Note**: Per the definition of "decibel," background sound that meets this requirement will be approximately four times quieter than the foreground speech content. **(Level AAA)**	**Not Applicable (N/A)**

`

Visual Presentation: 1.4.8 For the visual presentation of blocks of text, a mechanism is available to achieve the following: Understanding Success Criterion 1.4.8 1. Foreground and background colours can be selected by the user. 2. Width is no more than 80 characters or glyphs (40 if CJK). 3. Text is not justified (aligned to both the left and the right margins). 4. Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. 5. Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window. **(Level AAA)**	**Pass (P)**
Images of Text (No Exception): 1.4.9 Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. **Note:** Logotypes (text that is part of a logo or brand name) are considered essential. **(Level AAA)**	**Pass (P)**
Reflow: (WCAG 2.1) 1.4.10 Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for : • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels. Except for parts of the content which require two-dimensional layout for usage or meaning. **Note:** 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For web content which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024px at 400% zoom. **Note:** Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content. **(Level AA)**	**Fail (M)**

Non-text Contrast: (WCAG 2.1)
1.4.11 The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):
• **User Interface Components**
  Visual information required to identify user interface components and states, 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 essential to the information being conveyed.
(Level AA)
	Fail (M)

Text Spacing: (WCAG 2.1) **1.4.12** presentation of graphics is essential to the information being conveyed. In content implemented using mark-up languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property: • Line height (line spacing) to at least 1.5 times the font size; • Spacing following paragraphs to at least 2 times the font size; • Letter spacing (tracking) to at least 0.12 times the font size; • Word spacing to at least 0.16 times the font size. Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script. **(Level AA)**	**Fail (M)**

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)
	Fail (M)

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)**	**Pass (P)**
Keyboard (No Exception): 2.1.3 All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. **(Level AAA)**	**Fail (L)**

Character Key Shortcuts: (WCAG 2.1) 2.1.4 If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true: • **Turn off:** A mechanism is available to turn the shortcut off; • **Remap:** A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc); • **Active only on focus:** The keyboard shortcut for a user interface component is only active when that component has focus. **(Level A)**	**Not Applicable (N/A)**
Timing Adjustable: 2.2.1 For each time limit that is set by the content, at least one of the following is true: • **Turn off:** The user is allowed to turn off the time limit before encountering it; • **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 essential and extending it would invalidate the activity; • **20 Hour Exception:** The time limit is longer than 20 hours. **Note:** This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with Success Criterion 3.2.1, which puts limits on changes of content or context as a result of user action. **(Level A)**	**Not Applicable (N/A)**

Pause, Stop, Hide: 2.2.2 For moving, blinking, scrolling, or auto-updating information, all of the following are true: Understanding Success Criterion 2.2.2 • **Moving, blinking, scrolling**: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and • **Auto-updating:** For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. **Note:** For requirements related to flickering or flashing content, refer to Guideline 2.3. **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. **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. **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. **(Level A)**	**Not Applicable (N/A)**
No Timing: 2.2.3 Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. **(Level AAA)**	**Not Applicable (N/A)**

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

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

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

Pointer Cancellation: (WCAG 2.1)
2.5.2 For functionality that can be operated using a single pointer, at least one of the following is true:
• **No Down-Event**
  The down-event of the pointer is not used to execute any part of the function;
• **Abort or Undo**
  Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion;
• **Up Reversal**
  The up-event reverses any outcome of the preceding down-event;
• **Essential**
  Completing the function on the down-event is essential.
 	
Note: Functions that emulate a keyboard or numeric keypad key press are considered essential.
Note: This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).
(Level A)
	Pass (P)

Label in Name: (WCAG 2.1) 2.5.3 For user interface components with labels that include text or images of text, the name contains the text that is presented visually. **Note:** A best practice is to have the text of the label at the start of the name. **(Level A)**	**Pass (P)**

Motion Actuation: (WCAG 2.1)
2.5.4 Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:
 	
• **Supported Interface**
  The motion is used to operate functionality through an accessibility supported interface;
• **Essential**
  The motion is essential for the function and doing so would invalidate the activity.
(Level A)
	Not Applicable (N/A)

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

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

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

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

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

Error Prevention (Legal, Financial, Data): 3.3.4 For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: • **Reversible:** Submissions are reversible. • **Checked:** Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • **Confirmed:** A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. **(Level AA)**	**Not Applicable (N/A)**
Help 3.3.5 Context-sensitive help is available. • Provide instructions and cues in context to help inform completion and submission. **(Level AAA)**	**Pass (P)**
Error Prevention (All): 3.3.6 For Web pages that require the user to submit information, at least one of the following is true: • **Reversible:** Submissions are reversible. • **Checked:** Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • **Confirmed:** A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. **(Level AAA)**	**Pass (P)**

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)**	**Not Applicable (N/A)**

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.