

Scottish Borders Council

Accessibility Assessment Report

31st January 2025

© Copyright Shaw Trust 2025

Unless stated otherwise, copyright in this report (including content and design) is owned by the Shaw Trust or used under licence.

You may not reproduce, adapt, modify, communicate to the public, reproduce or otherwise use any part of this report (in particular for commercial purposes) except as set out below, or otherwise with the express written permission from the Shaw Trust.

You may make limited copies of the content contained within this report in accordance with the fair dealing and fair use provisions of the Copyright Act 1968 (Cth), including copies for research, study, criticism, review or news reporting.

Table of Contents

Table of Contents.....	1
Introduction.....	2
Executive Summary.....	2
Web Content Accessibility Guidelines.....	3
Web Content Accessibility Guidelines 2.2	3
Methodology	4
Scope	4
Technical Testing.....	4
Manual User Testing.....	5
Audit Details.....	6
Scope.....	8
Audit Results.....	10
Results Summary.....	11
Priority A Issues	16
STAS-F01: Incorrect Heading Structure.....	17
STAS-F02: Empty Headings	20
STAS-F03: Empty Button.....	22
STAS-F04: Ambiguous Button Labelling	24
STAS-F05: Unlabelled Form Fields.....	28
STAS-F06: Non-Descriptive Link Text.....	31
STAS-F07: Untitled Frames	41
STAS-F08: Incorrect Table Coding	47
STAS-F09: Mouse Dependant Areas	49
STAS-F10: Illogical Tab Order	51
STAS-F11: Element Markup	54
STAS-F12: Button and Link Markup/Styling	56
STAS-F13: Conveying Information using colour alone	58
STAS-F14: Video and Audio missing Text Alternatives	61
STAS-F15: Video missing Audio Description	65
STAS-F16: Users unaware of Content Change.....	70
STAS-F17: Inaccessible Non-HTML Documents.....	72
Priority AA Issues	76
STAS-F18: Insufficient Colour Contrast	77
STAS-F19: Colours Preference Overwrite.....	83
STAS-F20: Obscured Text.....	85
Advisories	86
STAS-A01: Links to Non-HTML Documents.....	87
STAS-A02: Users not Notified of Links Opening in a New Window / Tab	90
STAS-A03: Accessibility Statement	93

Introduction

Shaw Trust Accessibility Services conducted an accessibility audit on the Scottish Borders Council website. This report documents the outcomes of the accessibility audit, identifying accessibility issues and describing their impact on users. In addition, to help solve each accessibility issue, practical solutions and best practices are provided.

The aims of this report are to firstly, identify accessibility barriers, and secondly, provide guidance on how to remove barriers to prevent older people and people with disabilities from being excluded.

Executive Summary

This report documents the outcomes of the accessibility audit on the Scottish Borders Council website carried out by Shaw Trust Accessibility Services, 7 January 2025. The website was evaluated against the W3C Web Content Accessibility Guidelines (WCAG) up to conformance level AA (see [Web Content Accessibility Guidelines](#) for details). Automated evaluation tools and manual testing by an experienced in-house pan-disabled testing team were utilised to complete a comprehensive accessibility audit (see [Methodology](#) for details).

The Scottish Borders Council website met 5 of the 24 (21%) applicable success criteria required for level A conformance and 8 of the 18 (44%) applicable success criteria required for level AA conformance.

Based on these results, Shaw Trust Accessibility Services is unable to award the Scottish Borders Council website an accessibility accreditation at this time. In order to be awarded a Shaw Trust Level AA accreditation, 100% conformance with level A success criteria and level AA must be achieved. In order to be awarded a Shaw Trust AAA accreditation, 100% conformance with level A, level AA and level AAA must be achieved.

At present, the Scottish Borders Council website does not conform to the minimum level of accessibility (level A). Non-conformance to the minimum level of accessibility will result in a wide range of users from being excluded from being able to access the website. However, this report also provides guidance to help achieve accessibility conformance and accreditation in the future.

Web Content Accessibility Guidelines

The World Wide Web Consortium (W3C) is the leading standards organisation for the World Wide Web who provides guidelines and specifications for many web technologies. The Web Accessibility Initiative (WAI), a branch of the W3C, is responsible for developing the Web Content Accessibility Guidelines (WCAG). The WCAG documents explain how to make Web content more accessible to people with disabilities including people with visual, hearing, cognitive and physical conditions. WCAG is recognised as the international standard for building accessible websites and measuring web accessibility.

Web Content Accessibility Guidelines 2.2

WCAG 2.2 was published as a “W3C Recommendation” web standard on 5th October 2023, bringing web accessibility guidance up to date with modern web technologies and development techniques. As a result, the W3C WAI recommends using WCAG 2.2, instead of older versions.

WCAG 2.2 works in concert with WCAG 2.0 & 2.1 and is comprised of four principles: perceivable, operable, understandable, and robust. The principles are broken down into 13 guidelines consisting of success criteria. WCAG 2.2 defines three levels of success criteria:

Level A – Lowest success criteria

Level AA – Intermediate success criteria

Level AAA – Highest success criteria

Conformance to WCAG 2.2 is measured using the same three levels that define the success criteria:

Level A – Achieved when all applicable Level A success criteria are satisfied. This is considered to be the absolute minimum level of compliance.

Level AA – Achieved when all applicable Level A and Level AA success criteria are satisfied. This is considered to be the preferred level of compliance.

Level AAA – Achieved when all applicable Level A, Level AA and Level AAA success criteria are satisfied. This is considered to be the optimum level of compliance.

Learn more about the WCAG: <http://www.w3.org/TR/WCAG>

Methodology

To conduct a thorough accessibility audit, the use of both automated evaluation tools and manual user testing with assistive technologies is essential.

Although automated tools are able to assess individual pages or entire websites much more quickly than a human counterpart, they can only test against a limited section of WCAG and are unable to analyse semantics where human judgement via user testing is imperative.

It is also crucial that users who have a disability carry out manual testing. This is because firstly, it is almost impossible to replicate conditions of disabled users and their use of assistive technologies to a realistic degree of accuracy, and secondly, because testing with disabled users provide a more accurate measurement of accessibility.

Shaw Trust Accessibility Services use a combination of automated evaluation tools and in-house pan-disability user testing with assistive technologies to conduct a comprehensive accessibility audit. Accessibility audits are conducted against WCAG Success Criterion. Testing is performed to level AA conformance unless a different level of conformance is requested.

Scope

In order to perform a comprehensive accessibility audit, the entire website must be tested. Although this can be achieved using automated evaluation tools, in many cases it is unfeasible to test an entire website manually. In this situation, the scope of manual testing is specified at the start of the audit.

The scope of manual testing involves establishing a representative sample of pages by employing various methods including using a list of pages common to many websites, inspecting the site for variations in layout and functionality and selecting pages at random. The sample may also include pages requested by the client.

In addition, the scope of manual testing may also include user journeys for sites that involve complex or multi-stage tasks, such as finding specific information, buying a product or completing a registration form. User journeys may be added to the scope of testing if deemed appropriate or at the request of the client.

Technical Testing

Technical testing involves testing the entire website for underlying technical errors or issues that could cause accessibility barriers. A Technical Consultant who possesses knowledge and experience of accessibility and web technologies conducts technical testing using one or more automated tools. These tools are used to scan pages for technical accessibility issues such as HTML/CSS parsing errors. The Technical Consultant then analyses and interprets the results.

Manual User Testing

The website is manually tested by an in-house team of experienced pan-disabled testers, many of which use assistive technologies. The team is made up of individuals with different disabilities to cover the widest range of accessibility barriers as possible. Each testing team consists of the following:

- **Keyboard Only User**
 The user has a motor impairment that limits he or she to using only a keyboard to operate a computer or device. To make operation easier, the user may utilise an adaptive keyboard.
- **Voice Activation User**
 The user has a motor impairment that limits him or her to using only voice commands to operate a computer or device via assistive technology such as microphone and dictation software.
- **Screen Reader User**
 The user has a visual impairment that limits him or her to using assistive technology such as a screen reader to operate a computer or device via keyboard control and feedback via synthesised audible descriptions of visual elements.
- **Low Vision User**
 The user has a visual impairment that limits his or her access to content presented at 100% magnification. The user utilises system/browser controls or assistive technology to increase screen magnification.
- **Colour Blind User**
 The user has a visual impairment that limits his or her access to content within a certain colour spectrum. The user utilises system/browser controls or assistive technology to change the content's colour spectrum.
- **Deaf or Hard of Hearing User**
 The user has a hearing impairment that limits his or her access to audio content.
- **Learning Difficulties User**
 The user has a learning disability that limits his or her access to content that is presented in a way that requires a high level of literacy.

Note: Testers may have a combination of disabilities.

Manual auditing consists of each member of the team performing tests and/or completing user journeys based on criteria relevant to their individual disability and accessibility guidelines. The testers use multiple browsers, browser tools and assistive technologies in an aim to locate issues. They then report their findings and provide constructive feedback to help pinpoint and provide solutions to accessibility barriers.

Audit Details

Client Details

Organisation	Scottish Borders Council	
Primary Contact	Name	Elke Fabry
	Position	Project Manager
	Email	EFabry@scotborders.gov.uk

Provider Details

Organisation	Shaw Trust Accessibility Services	
Primary Contact	Name	Lianne Richards
	Position	Technical Specialist
	Email	accessibility-services@shaw-trust.org.uk

Testing Details

Type	Website	
URL	www.scotborders.gov.uk	
Name	Scottish Borders Council Website	
Description	Public facing website for Scottish Borders Council residents	
Primary Language	English	
Testing Type	Assessment	
Testing Environment	Windows 10 Google Chrome / Microsoft Edge JAWS 2023 / NVDA 2024 / ZoomText 2019 / Dragon Professional 15	
Testing Team	Alan Sleat	Screen Reader
	Imran Akhtar	Screen Reader
	Thomas Harrison	Screen Reader
	Lee Ellery	Keyboard Only
	Rupi Phullar	Keyboard Only

	Darren Hardman Sam Hopkins Steve Evans Adam Armstrong William Treharne	Deaf Low Vision & Colour Low Vision & Colour Learning Difficulties Hard of Hearing
Technical Analyst	Kieran Stoakes	
Technical Consultant	Lianne Richards	
Quality Assurance	Lianne Richards	
Date Tested	07/01/2025	
Date Report Issued	31/01/2025	

Scope

Manually Tested Pages and URLs.

#	Page	URL
1	Homepage	https://www.scotborders.gov.uk/
2	Contact us	https://www.scotborders.gov.uk/contact
3	Request it	https://www.scotborders.gov.uk/request
4	Car Parks	https://www.scotborders.gov.uk/directory/48/car_parks
5	Currie Roads	https://www.scotborders.gov.uk/directory-record/12871/currie-road
6	Reporting a change in circumstances	https://www.scotborders.gov.uk/council-tax/tell-us-changes-affect-much-pay
7	Report a missed household waste or recycling collection	https://www.scotborders.gov.uk/bins-rubbish-recycling/report-missed-bin-collection
8	Report a pothole or other road and pavement issue	https://www.scotborders.gov.uk/roads-pavements/report-pothole-road-problem
9	Report a pothole	https://www.scotborders.gov.uk/homepage/113/report-a-pothole
10	How, when and where we grit roads	https://www.scotborders.gov.uk/winter-weather/winter-gritting-faqs/2
11	Community Food Growing	https://www.scotborders.gov.uk/parks-outdoors/community-food-growing
12	Big names on and off the bike to head to Kelso for Tour of Britain	https://www.scotborders.gov.uk/news/article/4655/big-names-on-and-off-the-bike-to-head-to-kelso-for-tour-of-britain
13	Budget	https://www.scotborders.gov.uk/budgets-finance/budget-2018-2023
14	Viewing a planning application	https://www.scotborders.gov.uk/planning-applications/viewing-planning-application
15	Schools and Learning	https://www.scotborders.gov.uk/schools-learning
16	Check your benefit entitlement	https://www.scotborders.gov.uk/benefits-grants/check-benefit-entitlement-1

#	Page	URL
17	Bedroom entitlement calculator	https://www.scotborders.gov.uk/housing-benefits/bedroom-entitlement-calculator
18	Apply for a funded ELC place Early Learning and Childcare	https://www.scotborders.gov.uk/school-nursery-places/apply-nursery-school-care-place/8
19	School term dates for 2024-25	https://www.scotborders.gov.uk/schools-learning/term-holiday-closure-dates/2
20	Latest performance information	https://www.scotborders.gov.uk/performance-1/performance-council-201819-onwards
21	Population information Research and data in the Scottish Borders: People	https://www.scotborders.gov.uk/strategies-plans-policies/research-data-scottish-borders-topic
22	Allotments	https://www.scotborders.gov.uk/parks-outdoors/allotments
23	Small Business Bonus Scheme	https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme
24	Liable for a single property in Scotland	https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme/2
25	Liable for multiple properties in Scotland	https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme/3

Audit Results

Results Summary

Priority A Results

Issue(s) Ref	Success Criterion	Current Results
STAS-F03/F04/F05/ F14/F17	1.1.1 Non-text Content	FAIL
STAS-F14	1.2.1 Prerecorded Audio-only and Video-only	FAIL
STAS-F14	1.2.2 Captions (Prerecorded)	FAIL
STAS-F14/F15	1.2.3 Audio Description or Media Alternative (Prerecorded)	FAIL
STAS-F01/F02/F03/ F04/F05/F06/F07/ F08/F17	1.3.1 Info and Relationships	FAIL
STAS-F17	1.3.2 Meaningful Sequence	FAIL
STAS-F13	1.3.3 Sensory Characteristics	FAIL
STAS-F13	1.4.1 Use of Colour	FAIL
	1.4.2 Audio Control	N/A
STAS-F09	2.1.1 Keyboard	FAIL
	2.1.2 No Keyboard Trap	PASS
	2.1.4 Character Key Shortcuts	N/A
	2.2.1 Timing Adjustable	N/A
	2.2.2 Pause, Stop, Hide	N/A
	2.3.1 Three Flashes or Below Threshold	N/A
STAS-F07	2.4.1 Bypass Blocks	FAIL
STAS-F17	2.4.2 Page Titled	FAIL
STAS-F10	2.4.3 Focus Order	FAIL
STAS-F06	2.4.4 Link Purpose (In Context)	FAIL
	2.5.1 Pointer Gestures	N/A
	2.5.2 Pointer Cancellation	N/A
STAS-F05	2.5.3 Label in Name	FAIL
	2.5.4 Motion Actuation	N/A
STAS-F17	3.1.1 Language of Page	FAIL
STAS-F16	3.2.1 On Focus	FAIL
STAS-F16	3.2.2 On Input	FAIL
	3.2.6 Consistent Help	PASS
	3.3.1 Error Identification	PASS
STAS-F03/F04/F05	3.3.2 Labels or Instructions	FAIL
	3.3.7 Redundant Entry	PASS
	4.1.1 Parsing (Removed in WCAG 2.2)	PASS
STAS-F03/F04/F05/ F11/F12	4.1.2 Name, Role, Value	FAIL
Total		32
Non-Applicable		08
Compliant (Pass)		05
Non-Compliant (Fail)		19

Priority AA Results

Issue(s) Ref	Success Criterion	Current Results
	1.2.4 Captions (Live)	N/A
STAS-F15	1.2.5 Audio Description (Prerecorded)	FAIL
	1.3.4 Orientation	PASS
STAS-F03/F04/F05	1.3.5 Identify Input Purpose	FAIL
STAS-F18/F19	1.4.3 Contrast (Minimum)	FAIL
STAS-F20	1.4.4 Resize Text	FAIL
	1.4.5 Images of Text	N/A
	1.4.10 Reflow	PASS
STAS-F12/F18	1.4.11 Non-text Contrast	FAIL
	1.4.12 Text Spacing	PASS
STAS-F09	1.4.13 Content on Hover or Focus	FAIL
	2.4.5 Multiple Ways	PASS
STAS-F01/F02	2.4.6 Headings and Labels	FAIL
	2.4.7 Focus Visible	PASS
	2.4.11 Focus Not Obscured (Minimum)	PASS
	2.5.7 Dragging Movements	N/A
	2.5.8 Target Size (Minimum)	PASS
	3.1.2 Language of Parts	N/A
STAS-F11	3.2.3 Consistent Navigation	FAIL
STAS-F11/F12	3.2.4 Consistent Identification	FAIL
	3.3.3 Error Suggestion	PASS
	3.3.4 Error Prevention (Legal, Financial, Data)	N/A
	3.3.8 Accessible Authentication (Minimum)	N/A
STAS-F16	4.1.3 Status Messages	FAIL
Total		24
Non-Applicable		06
Compliant (Pass)		08
Non-Compliant (Fail)		10

Issues

#	Ref	Issue	Level	WCAG References
1	STAS-F01	Incorrect Heading Structure	A/AA	1.3.1, 2.4.6
2	STAS-F02	Empty Headings	A/AA	1.3.1, 2.4.6
3	STAS-F03	Empty Button	A/AA	1.1.1, 1.3.1, 1.3.5, 3.3.2, 4.1.2
4	STAS-F04	Ambiguous Button Labelling	A/AA	1.1.1, 1.3.1, 1.3.5, 3.3.2, 4.1.2
5	STAS-F05	Unlabelled Form Fields	A/AA	1.1.1, 1.3.1, 1.3.5, 2.5.3, 3.3.2, 4.1.2
6	STAS-F06	Non-Descriptive Link Text	A	1.3.1, 2.4.4
7	STAS-F07	Untitled Frames	A	1.3.1, 2.4.1
8	STAS-F08	Incorrect Table Coding	A	1.3.1
9	STAS-F09	Mouse Dependant Areas	A/AA	2.1.1, 1.4.13
10	STAS-F10	Illogical Tab Order	A	2.4.3
11	STAS-F11	Element Markup	A/AA	3.2.3, 3.2.4, 4.1.2
12	STAS-F12	Button and Link Markup/Styling	A/AA	1.4.11, 3.2.4, 4.1.2
13	STAS-F13	Conveying Information using colour alone	A	1.4.1, 1.3.3
14	STAS-F14	Video and Audio missing Text Alternatives	A	1.1.1, 1.2.1, 1.2.2, 1.2.3
15	STAS-F15	Video missing Audio Description	A/AA	1.2.3, 1.2.5
16	STAS-F16	Users unaware of Content Change	A/AA	3.2.1, 3.2.2, 4.1.3
17	STAS-F17	Inaccessible Non-HTML Documents	A	1.1.1, 1.3.1, 1.3.2, 2.4.2, 3.1.1
18	STAS-F18	Insufficient Colour Contrast	AA	1.4.3, 1.4.11
19	STAS-F19	Colours Preference Overwrite	AA	1.4.3
20	STAS-F20	Obscured Text	AA	1.4.4

Priority A Issues

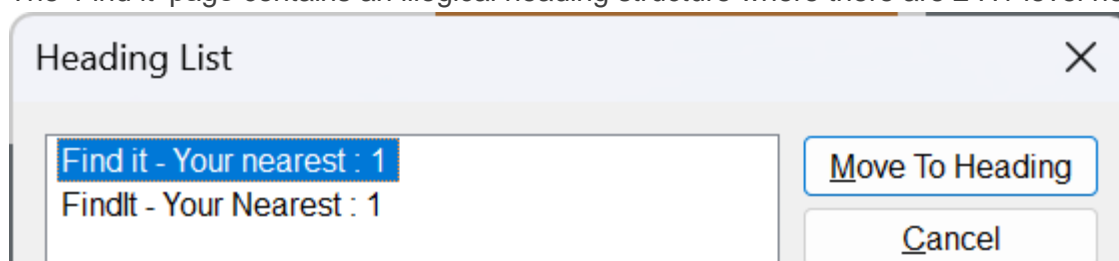
STAS-F01: Incorrect Heading Structure

Description

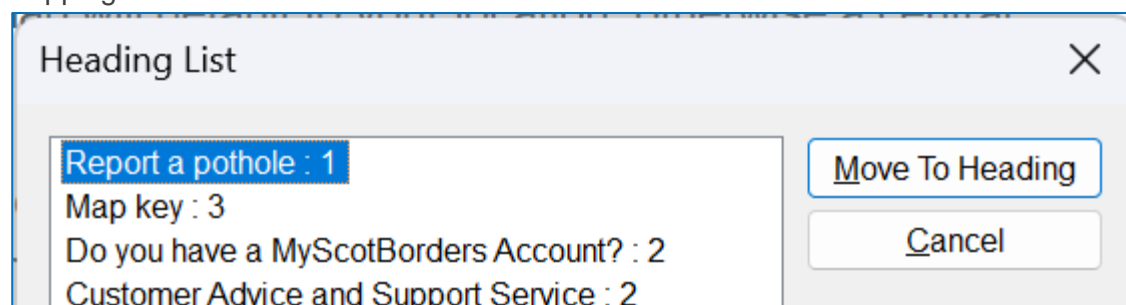
Screen reader and other assistive technology users have the ability to navigate web pages by heading structure. This means that the user can read or jump directly to top level elements (<h1>), next level elements (<h2>), third level elements (<h3>), and so on. Viewing or listening to this outline should give them a good idea of the contents and structure of the page.

There are multiple pages on the website that contain an illogical heading structure.

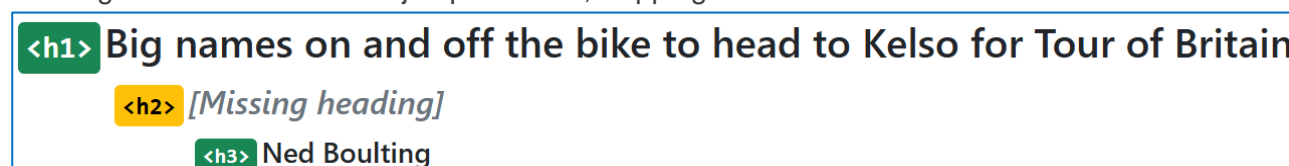
The 'Find it' page contains an illogical heading structure where there are 2 H1 level headings.



The 'Report a pothole' page contains an illogical heading structure where a H1 jumps to a H3, skipping H2.



The 'Big names on and off the bike to head to Kelso for Tour of Britain' page contains an illogical heading structure where a H1 jumps to a H3, skipping H2.



User Comments

“The headings, as they are on some pages, make it difficult for a screen reader user to navigate around the page.

The benefit of a logical heading structure is that the user will be able to quickly skip through the headings and view what the contents of the page holds. In addition, making a logical structure, by using numerical headings of importance. The change will enable the user to find any information in a more comprehensive way.”

Alan Sleat
Screen Reader Assessor

Example Occurrences

<https://www.scotborders.gov.uk/findit>

<https://www.scotborders.gov.uk/homepage/113/report-a-pothole>

<https://www.scotborders.gov.uk/news/article/4655/big-names-on-and-off-the-bike-to-head-to-kelso-for-tour-of-britain>

Action Required

1. Ensure that all pages contain a heading 1.
2. Ensure that all heading on a page follow a logical structure.
3. Ensure that the heading structure represents the information structure of the page.
4. Where widget or component elements contain a heading structure, ensure that the heading structure remains logical wherever the component is used.

WCAG References

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

2.4.6 Headings and Labels: Headings and labels describe topic or purpose. (Level AA)

Further Information

Heading structure should follow a logical, numerical order, and example of this can be seen below. It should always begin with a heading 1.

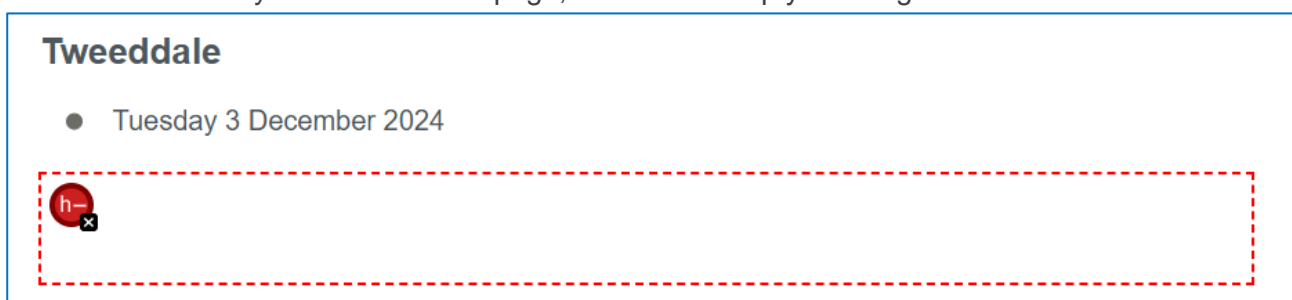
```
<h1>Colours
  <h2>Shades of Red
    <h3>Crimson
    <h3>Ruby
  <h2>Shades of Blue
    <h3>Aqua
    <h3>Aquamarine
  <h2>Shades of Green
    <h3>Harlequin
    <h3>Olive
```

STAS-F02: Empty Headings

Description

Screen reader and other assistive technology users have the ability to navigate web pages by structure. This means that the user can read or jump directly to top level elements (<h1>), next level elements (<h2>), third level elements (<h3>), and so on. Viewing or listening to this outline should give them a good idea of the contents and structure of the page. There are empty headings on some pages. This may mean that screen reader users spend time looking for content that is not there.

On the 'term-holiday-closure-dates/2' page, there is an empty heading.



User Comments

“There were several pages where ‘empty headings’ were found. Not all screen reader software will ignore empty headings, if the heading tags are empty, this can cause confusion for screen reader users. “

Alan Sleat
Screen Reader Assessor

Example Occurrences

<https://www.scotborders.gov.uk/schools-learning/term-holiday-closure-dates/2>

Action Required

1. Ensure that all headings contain content.

WCAG References

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

2.4.6 Headings and Labels: Headings and labels describe topic or purpose. (Level AA)

Further Information

Give all headings meaningful content so users can find what they are looking for and not waste their time searching for areas that do not exist. A code example can be seen below:

<code><h1>Disaster preparation</h1></code>	Correct
<code><h1> </h1></code>	Incorrect

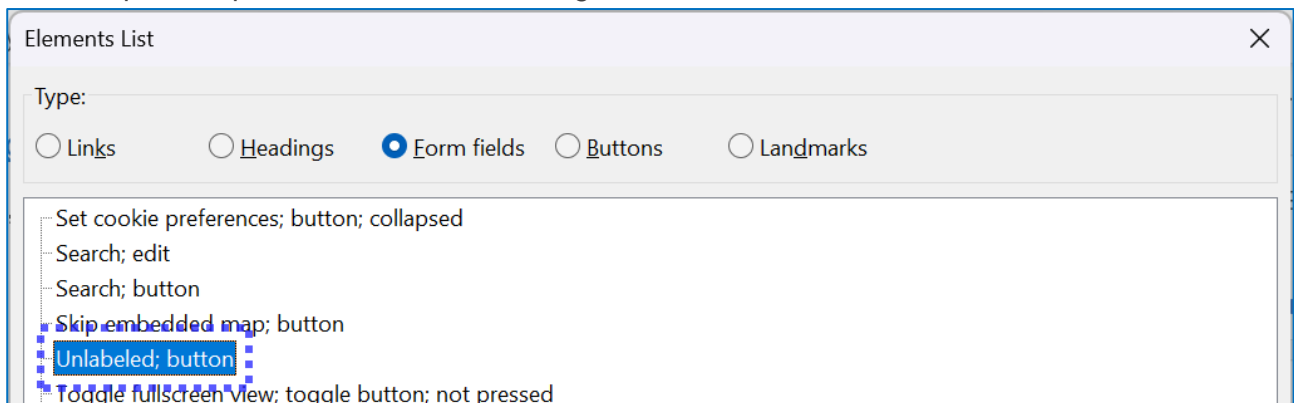
STAS-F03: Empty Button

Description

When navigating to a button, descriptive text must be presented to screen reader users to indicate the function of the button.

Providing descriptive button labelling will allow users to make an informed decision whether to activate a button or not.

On the 'Currie Road car parks' page when tested with an NVDA screen reader, an unlabelled button is picked up. The element has been given a role=button but has no associated label.




```
<div title="button" tabindex="0" aria-describedby="39E75A47-ED08-4298-A37F-1CDD7B1BB4EA" style="width: 32px; height: 32px; overflow: hidden; position: absolute; cursor: pointer; touch-action: none; left: -16px; top: -32px; z-index: 0;"> == $0
```

Example Occurrences

<https://www.scotborders.gov.uk/directory-record/12871/currie-road>

Action Required

1. Ensure that all forms elements are labelled clearly.

WCAG References

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)

- **Controls, Input:** If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.)

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

1.3.5 Identify Input Purpose: The purpose of each input field collecting information about the user can be programmatically determined when: (Level AA)

- 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.

3.3.2 Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)

4.1.2 Name, Role, Value: 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. (Level A)

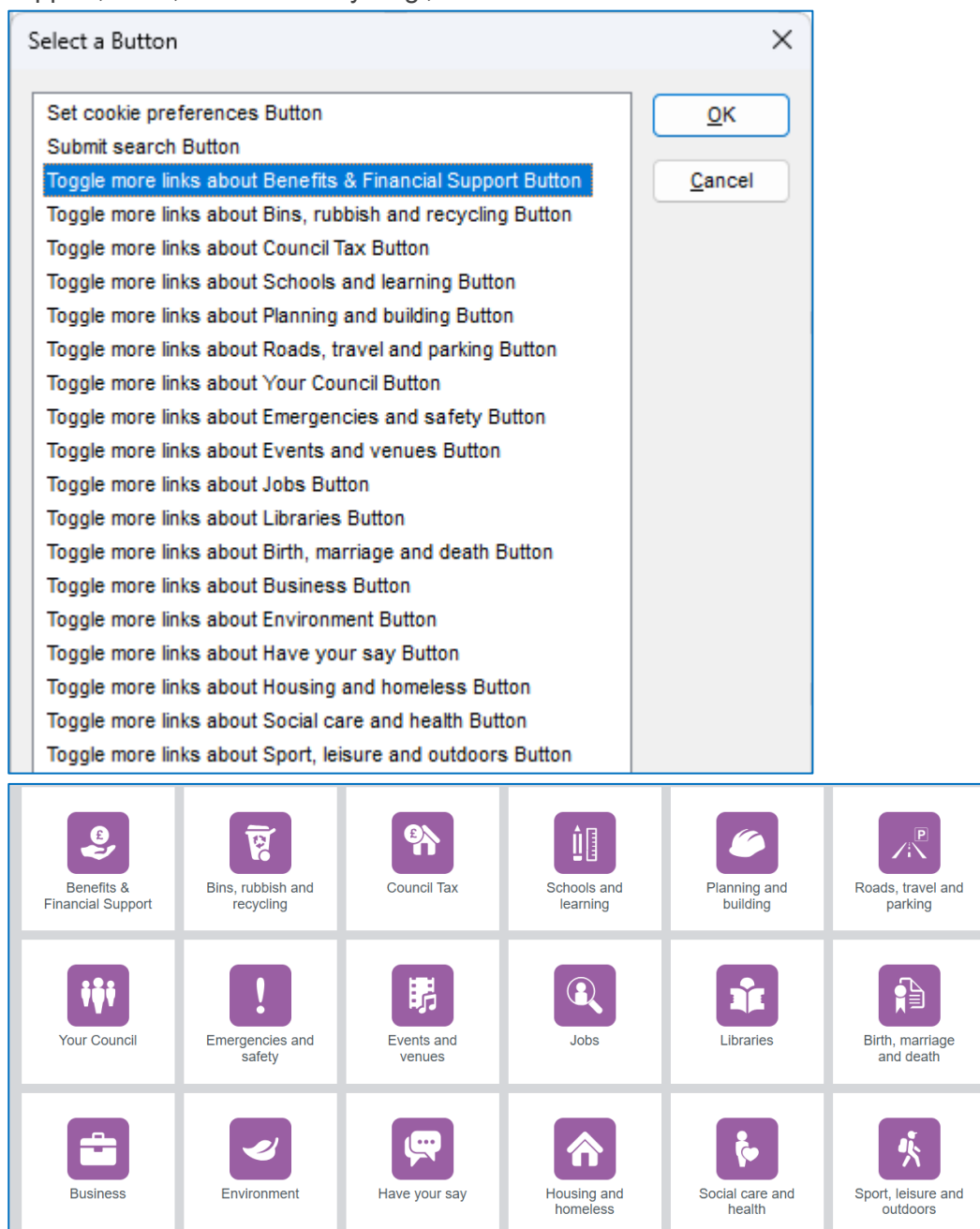
Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.

STAS-F04: Ambiguous Button Labelling

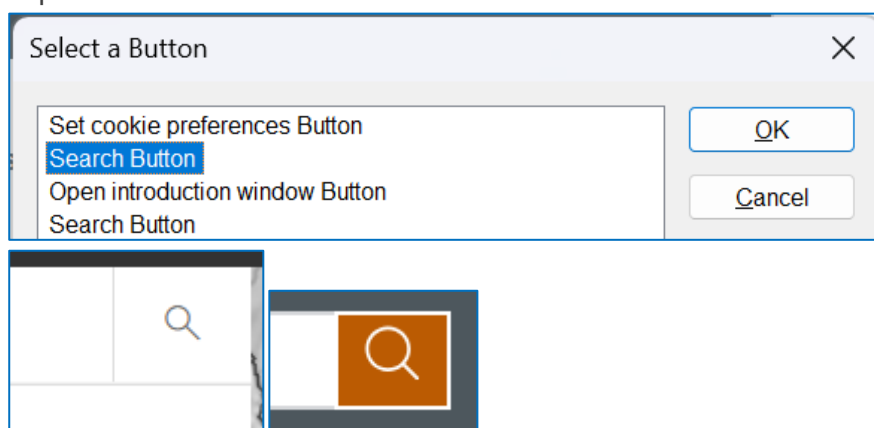
Description

Providing descriptive button labelling will allow users to know what information to enter in a form field. Providing descriptive button labelling will allow users to know what information to expect when the button is activated.

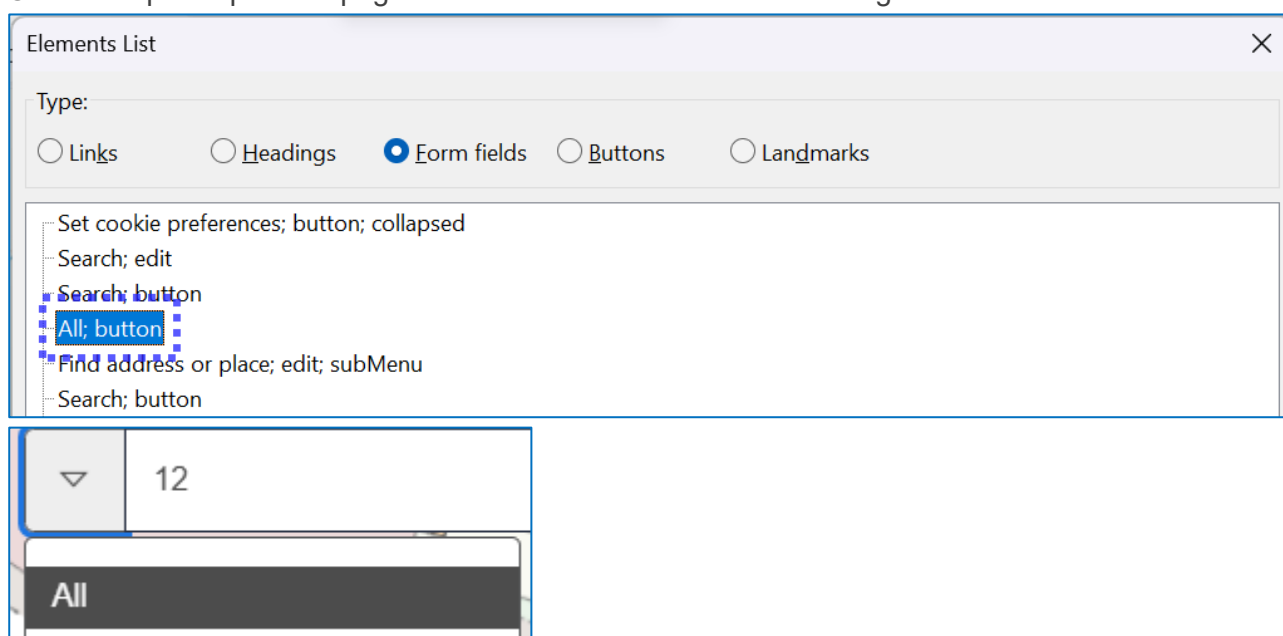
On the homepage, there are multiple buttons prefixed with 'Toggle more links about'. Not only is the labelling confusing with the addition of the word 'links' when the element is a button, but the use of 'Toggle more links about benefits' is not needed and can hinder a user's ability to navigate through their element list alphabetically. Simply, labelling the buttons as 'Benefits & Financial support', 'Bins, rubbish & recycling', etc is sufficient.



On the 'Find it' page there are 2 non-descriptive buttons labeled 'Search'. One for the main search, and the other for the 'address or place' search'. Users are unable to differentiate between these duplicated elements.

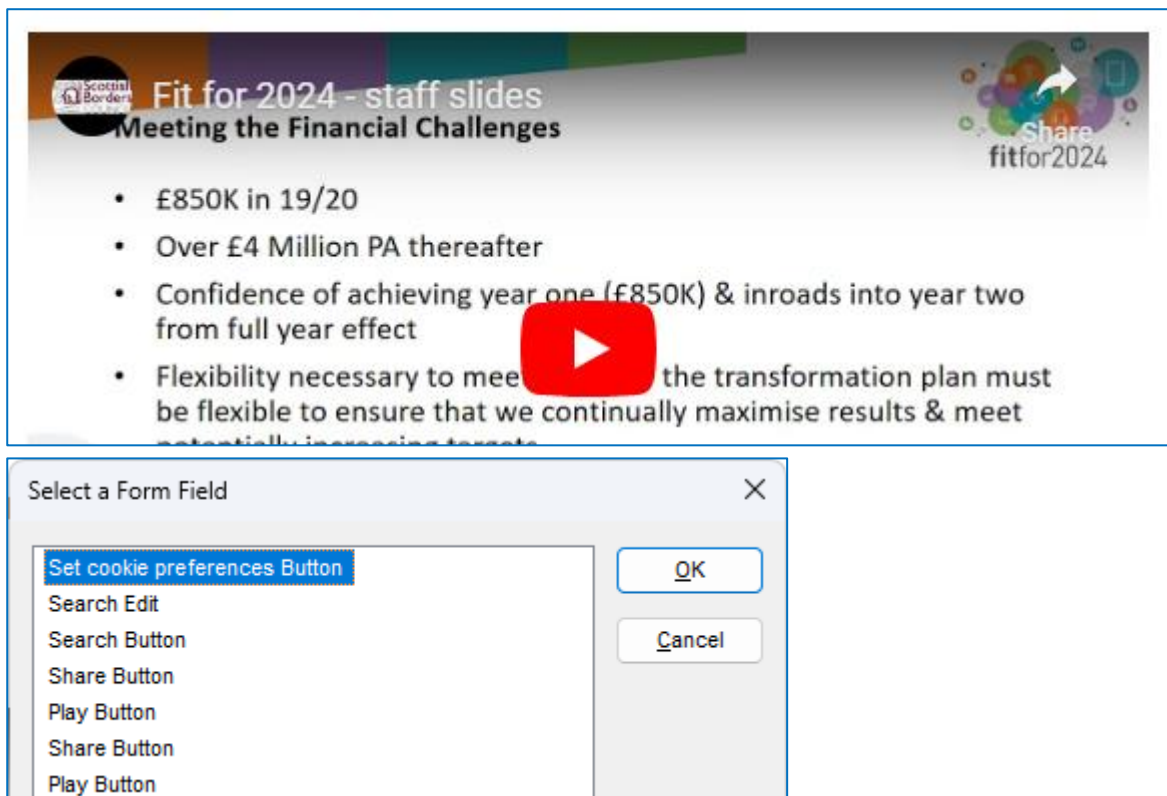


On the 'Report a pothole' page there is a button which has an ambiguous label of 'All'.



On the 'already-work-us/9' page, there are duplicated buttons labelled 'Play' and 'Share'. Users are unable to differentiate between these duplicated elements.





User Comments

"When there are any fields or buttons that are not sufficiently labelled it will be very difficult, or impossible for the information to be successfully submitted. All form fields and buttons need to be labelled clearly. This will allow a screen reader user to have all the information needed to complete any process. When all form fields are clearly labelled, then it is not only beneficial to the visitor, but also for the site owners; as correct information will get to them."

Alan Sleat
Screen Reader Assessor

Example Occurrences

<https://www.scotborders.gov.uk/>
<https://www.scotborders.gov.uk/xfp/form/1003>
<https://www.scotborders.gov.uk/findit>
<https://www.scotborders.gov.uk/homepage/113/report-a-pothole>
<https://www.scotborders.gov.uk/working-us/already-work-us/9>

Action Required

1. Ensure that all forms elements are labelled clearly.
2. Where the button is present on content provided by a third party, such as YouTube, a note should be added to the accessibility statement.

WCAG References

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)

- **Controls, Input:** If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.)

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

1.3.5 Identify Input Purpose: The purpose of each input field collecting information about the user can be programmatically determined when: (Level AA)

- 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.

3.3.2 Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)

4.1.2 Name, Role, Value: 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. (Level A)

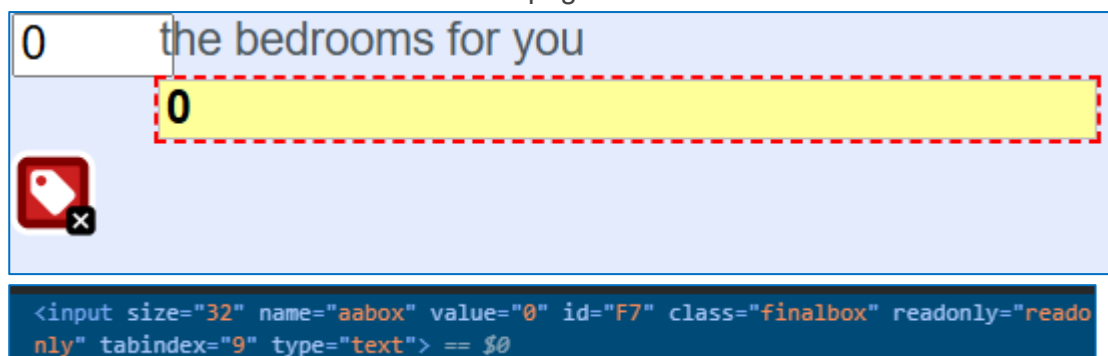
Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.

STAS-F05: Unlabelled Form Fields

Description

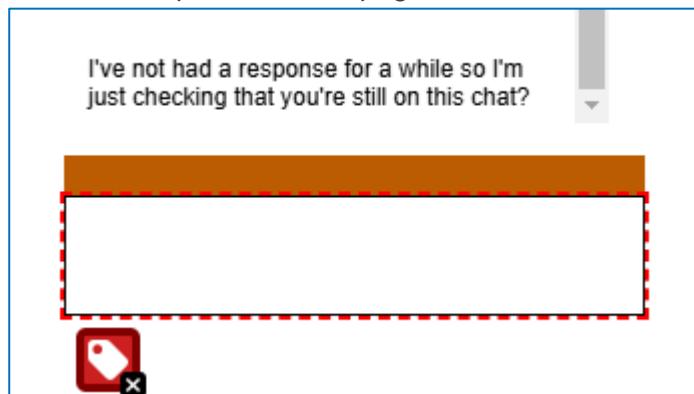
Providing a descriptive form field label will allow users to know what information to enter in a form field. Where a series of form fields relate to similar information, the context of the form fields needs to be included in the field description. If Radio buttons and Checkboxes allow users to make selections from a set of options, they should be enclosed with a fieldset; this will allow users of assistive technology to be aware that the options presented relate to a group.

On the 'Bedroom entitlement calculator' page there is an unlabelled form field.



```
<input size="32" name="aabox" value="0" id="F7" class="finalbox" readonly="readonly" tabindex="9" type="text"> == $0
```

On the chatbot on the 'tell-us-changes-affect-much-pay' page, there is an unlabelled form field. This issue is present on all pages that contain the chatbot.



User Comments

"When there are any fields that are not sufficiently labelled it will be very difficult, or impossible for the information to be successfully submitted. All form fields need to be labelled clearly. This will allow a screen reader user to have all the information needed to complete any process. When all form fields are clearly labelled, then it is not only beneficial to the visitor, but also for the site owners; as correct information will get to them."

Alan Sleat
Screen Reader Assessor

Example Occurrences

<https://www.scotborders.gov.uk/housing-benefits/bedroom-entitlement-calculator>
<https://www.scotborders.gov.uk/council-tax/tell-us-changes-affect-much-pay>
<https://www.scotborders.gov.uk/bins-rubbish-recycling/report-missed-bin-collection>
<https://www.scotborders.gov.uk/school-nursery-places/apply-nursery-school-care-place/8>
<https://www.scotborders.gov.uk/parks-outdoors/allotments>

Action Required

1. Ensure that all form fields are labelled clearly and have correctly associated label tags.
2. Ensure fieldsets and legends are used correctly where appropriate.

Note: placeholder text within an input field or a title is not considered an appropriate means of providing a label.

WCAG References

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)

- **Controls, Input:** If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.)

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

1.3.5 Identify Input Purpose: The purpose of each input field collecting information about the user can be programmatically determined when: (Level AA)

- 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.

2.5.3 Label in Name: For user interface components with labels that include text or images of text, the name contains the text that is presented visually. (Level A)

3.3.2 Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)

4.1.2 Name, Role, Value: 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. (Level A)

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.

Further Information

Providing the correct label tag is important to indicate to users the purpose of the form field. An example of a form with correct label tags can be seen below:

```
<form action="demo_form.asp">
  <label for="male">Male</label>
  <input type="radio" name="gender" id="male" value="male"><br>
  <label for="female">Female</label>
  <input type="radio" name="gender" id="female" value="female"><br>
  <label for="other">Other</label>
  <input type="radio" name="gender" id="other" value="other"><br><br>
  <input type="submit" value="Submit">
</form>
```


STAS-F06: Non-Descriptive Link Text

Description

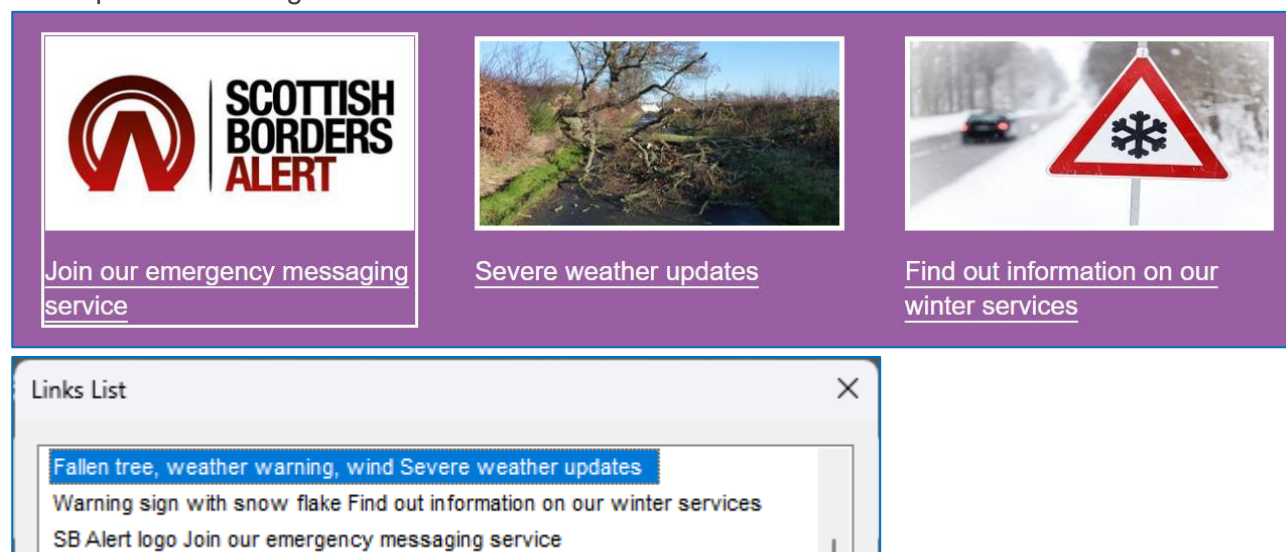
The text of a link should describe the destination of the link and the link's purpose. Providing a descriptive link text will allow users to easily determine the function of the link and make educated decisions to click the link or not.

If it is not possible to identify the purpose of the link from the link text itself, then this information should be provided in context.

Screen reader users have the ability to display and navigate by lists of elements, or jump from element to element. Navigating this way is much quicker than listening to a whole page, however the context provided by paragraphs and other narrative is lost and non-descriptive links become harder to understand.

For downloadable links, we recommend that the file type and size of the file is also included in the link text to allow the user to make a decision whether or not to download the file.

On the homepage, there are 3 non-descriptive links where the image alt text is included in the link text. Where an image is a link, the alt text should describe the link's purpose and not describe the image. Consider changing the alt text, or mark it as decorative, leaving just the link text that accompanies the image.



Join our emergency messaging service

Severe weather updates

Find out information on our winter services

Links List

Fallen tree, weather warning, wind Severe weather updates

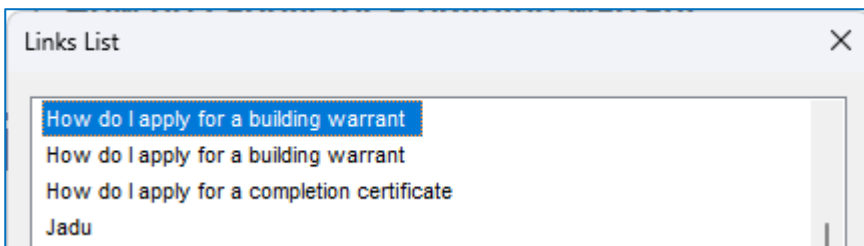
Warning sign with snowflake Find out information on our winter services

SB Alert logo Join our emergency messaging service

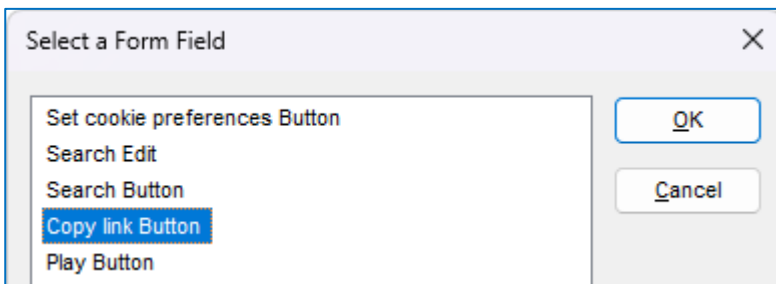
On the 'i-apply-building-warrant' page there are 2 non-descriptive links labelled 'How do I apply for a building warrant' which go to different locations.

[How do I apply for a building warrant](#)

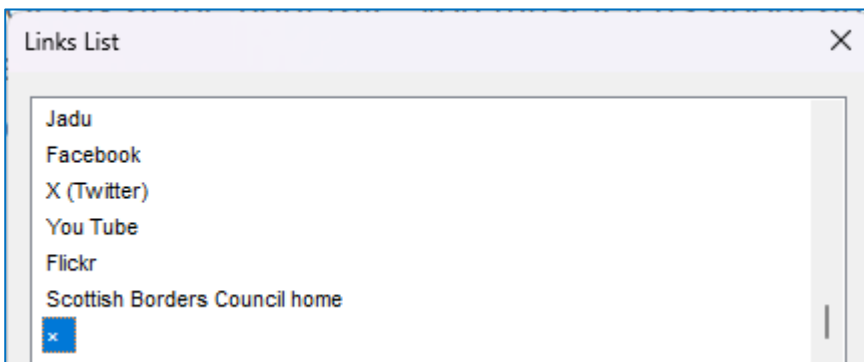
How do I apply for a building warrant



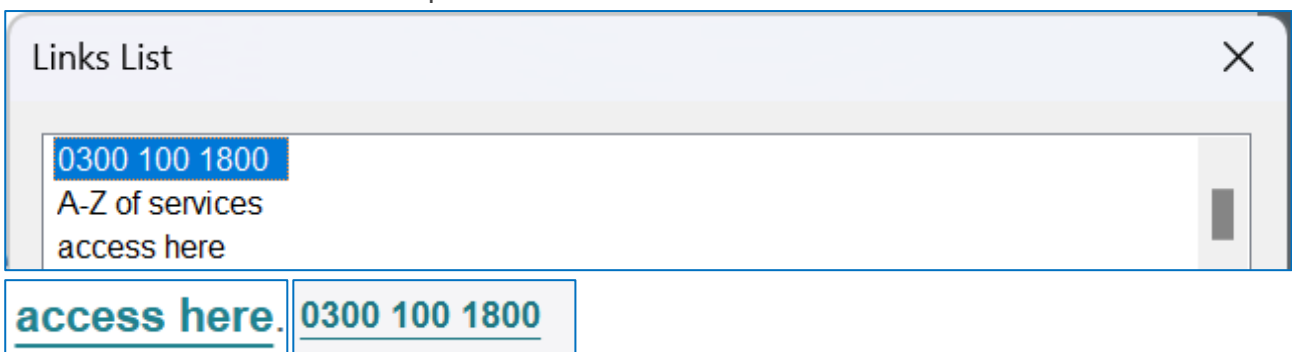
On the 'contact' page, there is a non-descriptive link labelled 'Copy link'. However, it is understood that this is a YouTube issue and not Scottish Border Councils.



On the 'tell-us-changes-affect-much-pay' page on the chatbot, there is a non-descriptive link labelled 'x'. This is announced as 'times' to a screen reader user.



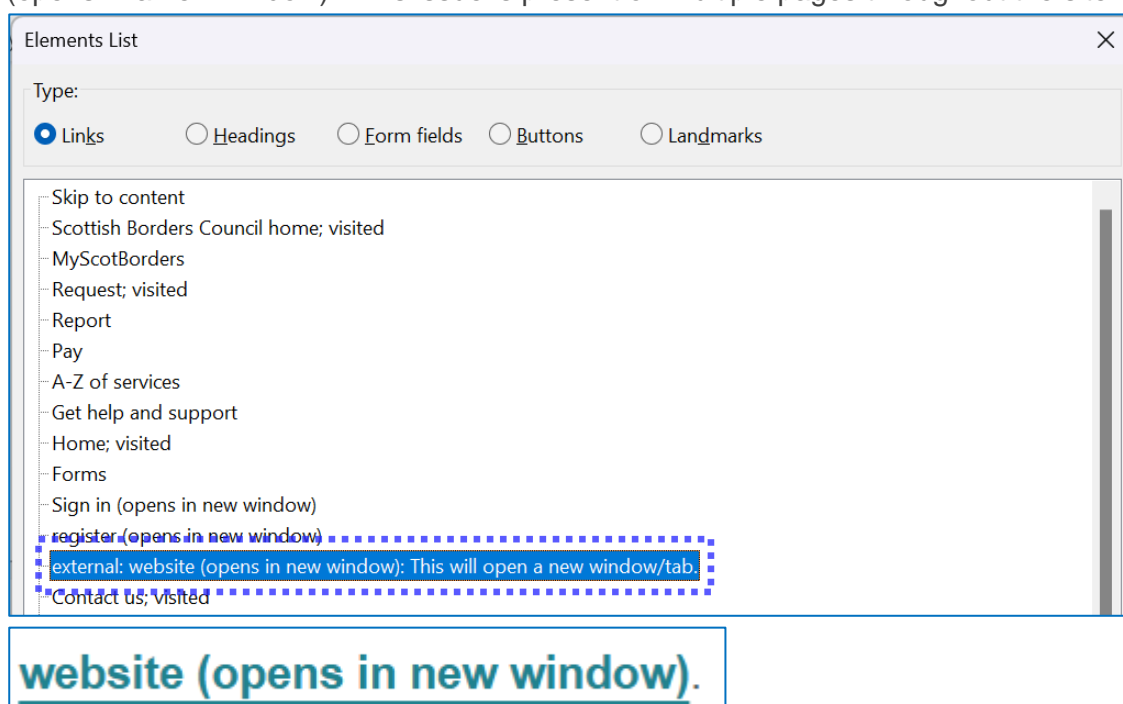
On the 'Report an issue' pages there is a non-descriptive phone number link labelled '0300 100 1800'. There is also a non-descriptive link labelled 'access here'.



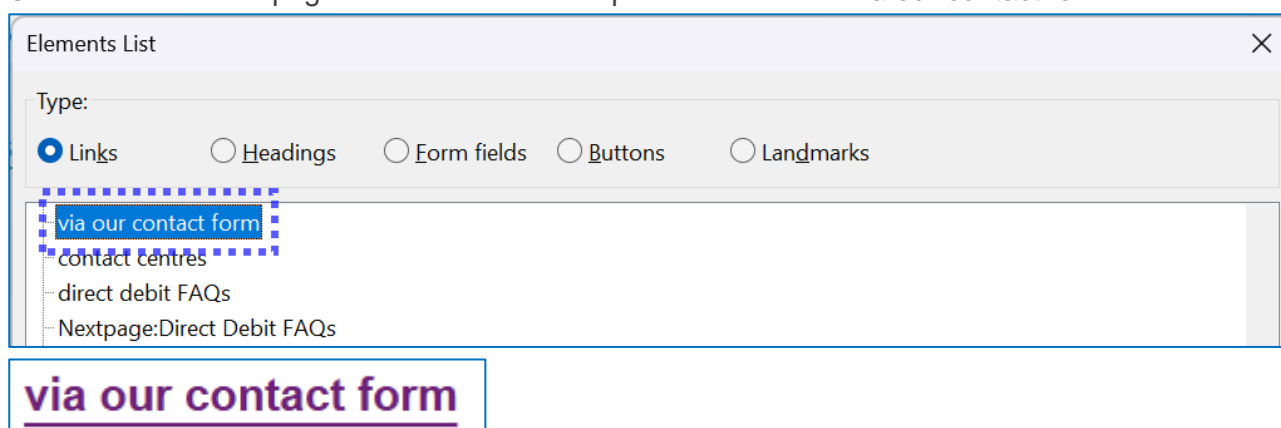
On the 'Request a household waste assessment' form page there are 2 non-descriptive links labelled 'website (opens in a new window)'.



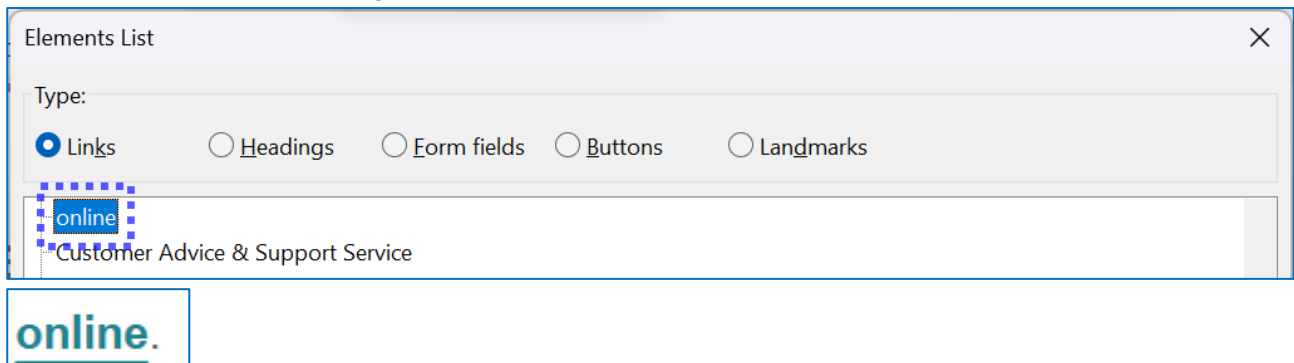
On the 'Contact us - Online form' page there is a non-descriptive link labelled 'external: website (opens in a new window)'. This issue is present on multiple pages throughout the site.



On the 'Direct debit' page there is a non-descriptive link labelled 'via our contact form'

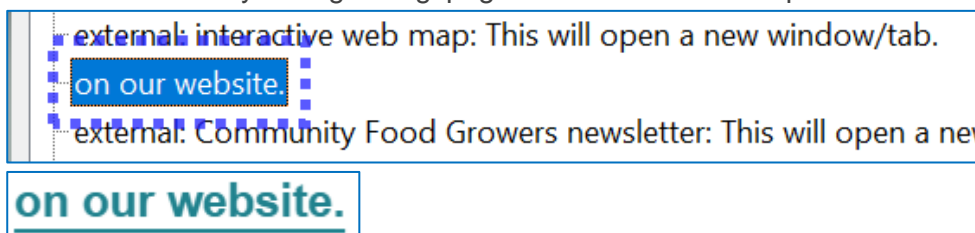


On the 'Report a pothole' page there is a non-descriptive link labelled 'Online'.



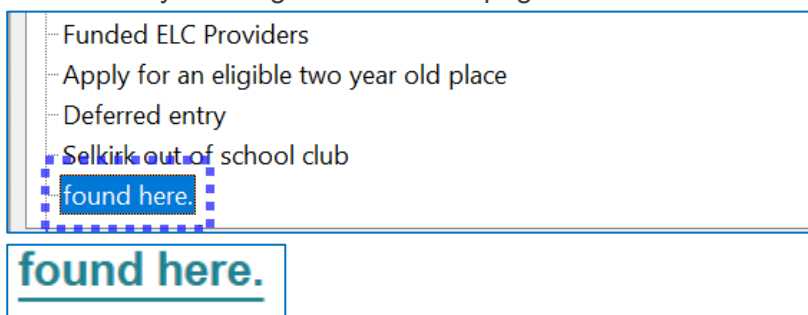
The screenshot shows a window titled 'Elements List' with a close button in the top right. Below the title bar is a 'Type:' section with five radio buttons: 'Links' (selected), 'Headings', 'Form fields', 'Buttons', and 'Landmarks'. Below this is a list of elements. The first element is 'online', which is highlighted with a blue dashed border. Below 'online' is the text 'Customer Advice & Support Service'. Below the screenshot is a separate box containing the text 'online.' in a teal font, underlined.

On the 'Community food growing' page there is a non-descriptive link labelled 'On our website'.



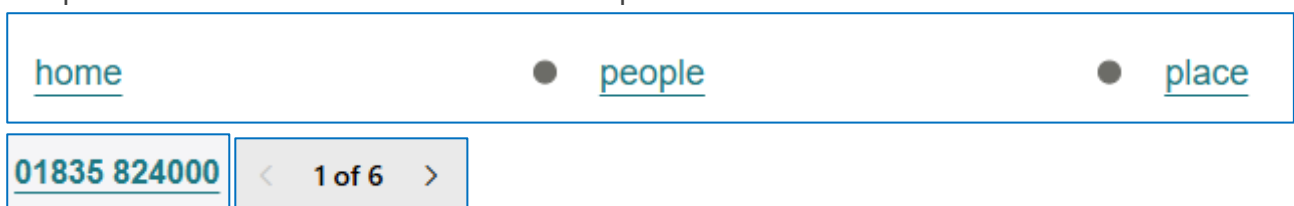
The screenshot shows a page with a blue dashed border. Inside, there is a link labeled 'on our website.' in a teal font, underlined. Above the link is the text 'external. interactive web map: This will open a new window/tab.' and below it is 'external. Community Food Growers newsletter: This will open a new'. Below the screenshot is a separate box containing the text 'on our website.' in a teal font, underlined.

On the 'Early learning and childcare' page there is a non-descriptive link labelled 'found here'.

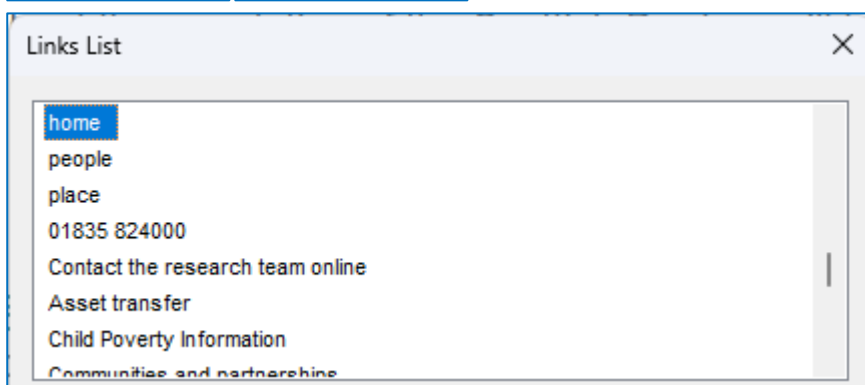


The screenshot shows a page with a blue dashed border. Inside, there is a link labeled 'found here.' in a teal font, underlined. Above the link is the text 'Funded ELC Providers', 'Apply for an eligible two year old place', 'Deferred entry', and 'Selkirk out of school club'. Below the screenshot is a separate box containing the text 'found here.' in a teal font, underlined.

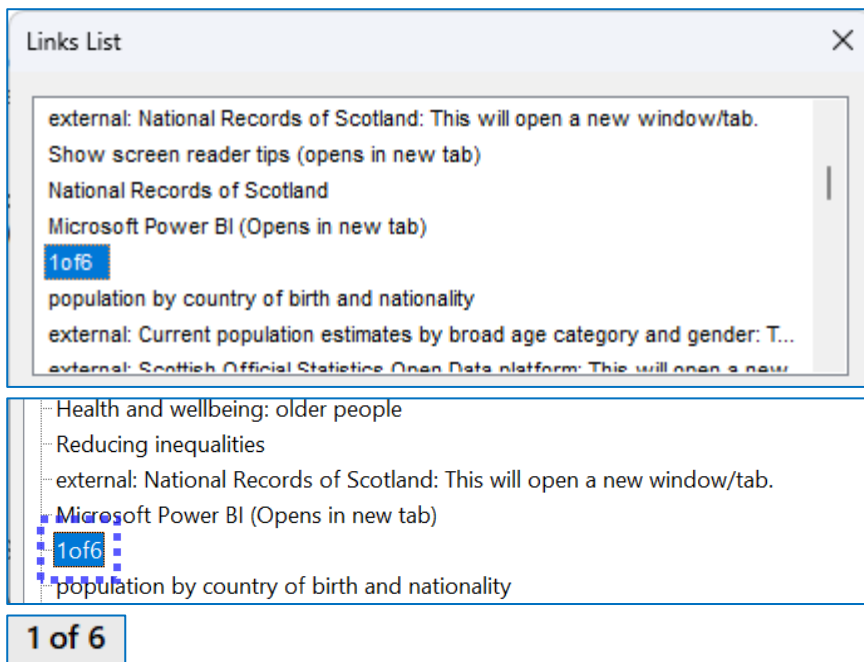
On the 'research-data-scottish-borders-topic' page, there are non-descriptive links labelled 'home', 'People' and 'Place'. There are also non-descriptive links labelled '01835 824000' and '1 of 6'.



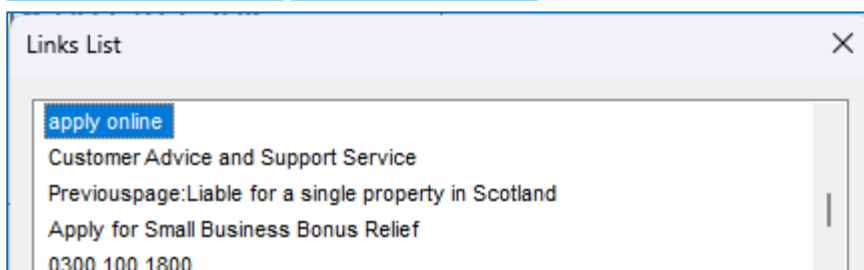
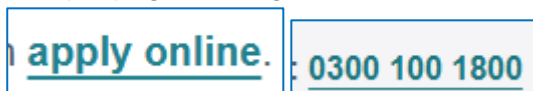
The screenshot shows a page with a blue dashed border. Inside, there are three links: 'home', 'people', and 'place', each in a teal font, underlined, and separated by a dot. Below the screenshot is a separate box containing the text '01835 824000' in a teal font, underlined, and a button labeled '< 1 of 6 >'.



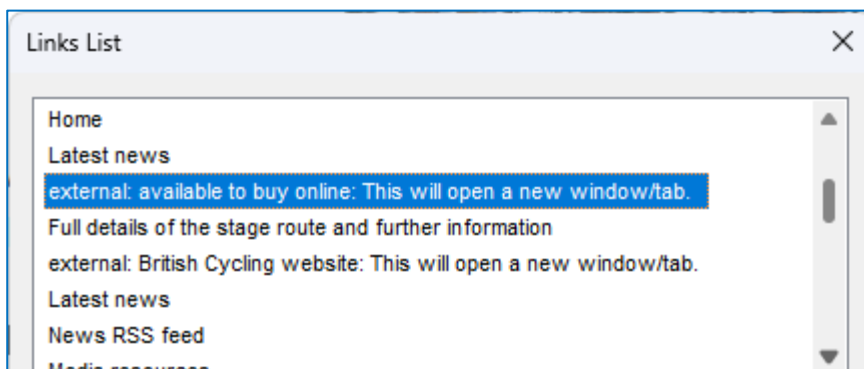
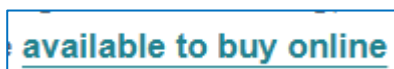
The screenshot shows a window titled 'Links List' with a close button in the top right. Below the title bar is a list of links: 'home', 'people', 'place', '01835 824000', 'Contact the research team online', 'Asset transfer', 'Child Poverty Information', and 'Communities and partnerships'. The link 'home' is highlighted with a blue dashed border.



On the 'small-business-bonus-scheme/3' page, there is a non-descriptive link labelled 'apply online', 'Apply for small business relief online' is a more descriptive label. There is also a non-descriptive link labelled '0300 100 1800', '0300 100 1800 telephone customer and advice support service' would be a more descriptive link. This non-descriptive telephone link is an issue on multiple pages throughout the site.

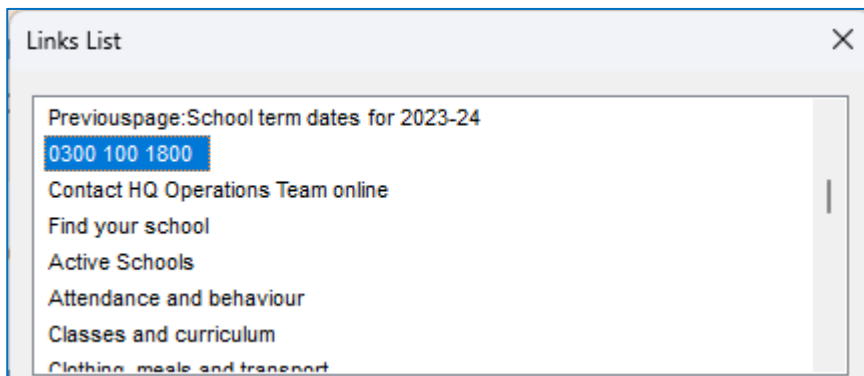


On the 'big-names-on-and-off-the-bike-to-head-to-kelso-for-tour-of-britain' page, there is a non-descriptive link labelled 'external: available to buy online: This will open in a new window/tab', 'available to buy online' is not descriptive enough to let the user know what is 'available to buy online'.



On the 'term-holiday-closure-dates/2' page, there is a non-descriptive link labelled '0300 100 1800'.

[0300 100 1800](#)

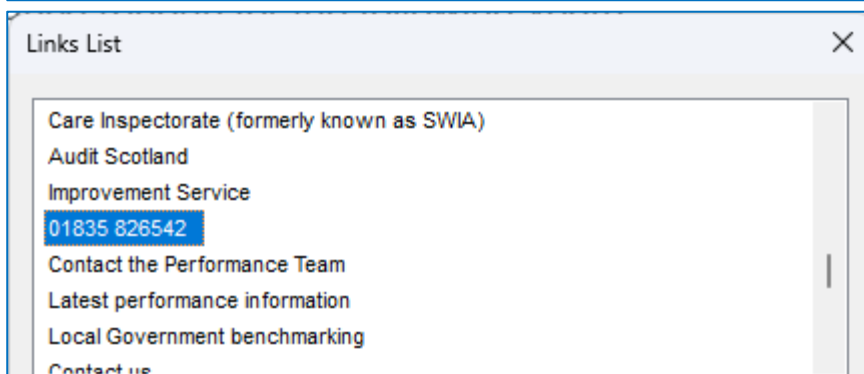
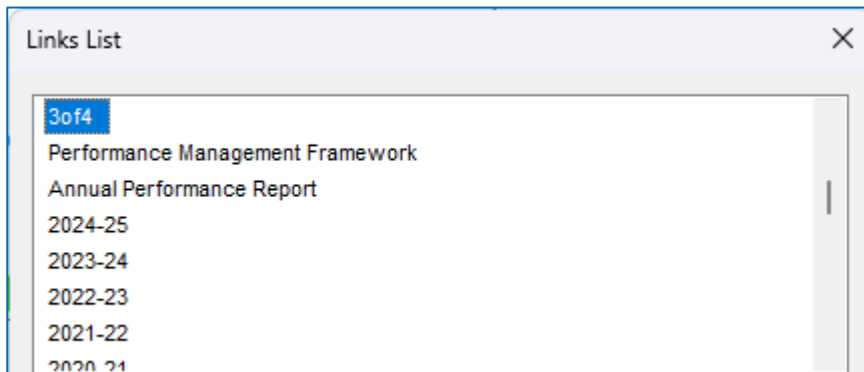


On the 'performance-council-201819-onwards' page, there is a non-descriptive link labelled '3of4'. There are also multiple links labelled '2024-25', '2023-24' etc, and a link labelled '01835 826542'.

- [2024-25](#)
- [2023-24](#)
- [2022-23](#)
- [2021-22](#)
- [2020-21](#)
- [2019-20](#)
- [2018-19](#)

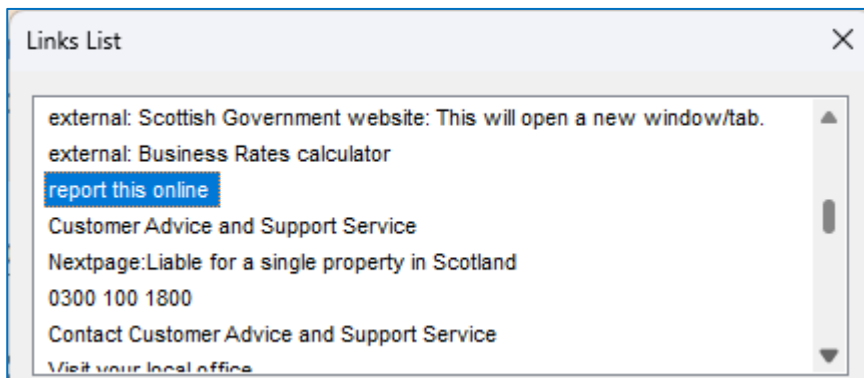
< 3 of 4 >

: [01835 826542](#)



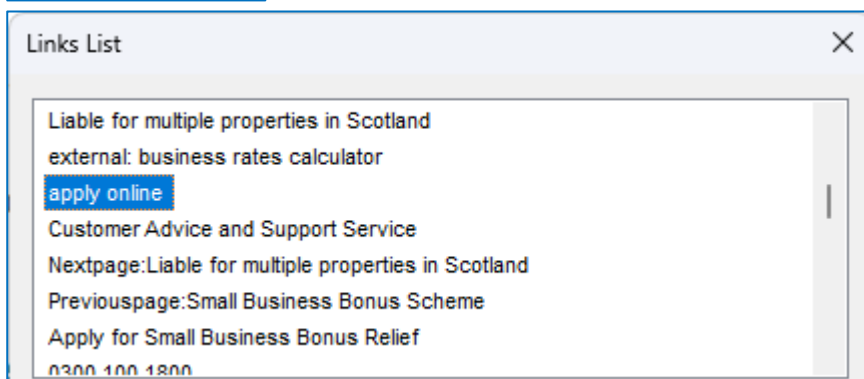
On the 'small-business-bonus-scheme' page there is a non-descriptive link labelled 'report this online'.

[report this online.](#)



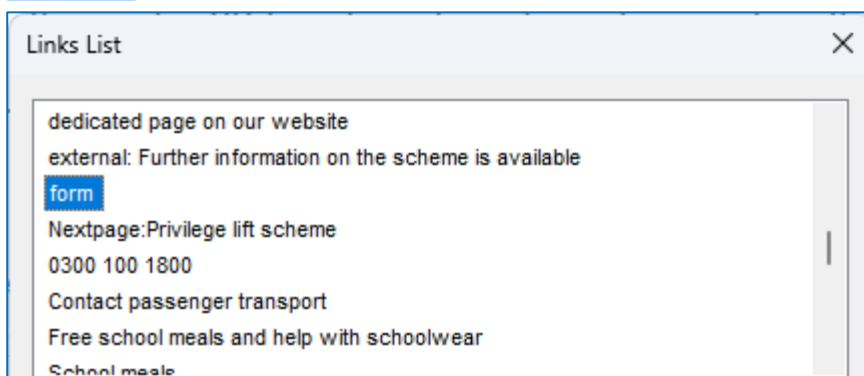
On the 'small-business-bonus-scheme/2' page, there is a non-descriptive link labelled 'Apply online'.

[apply online.](#)

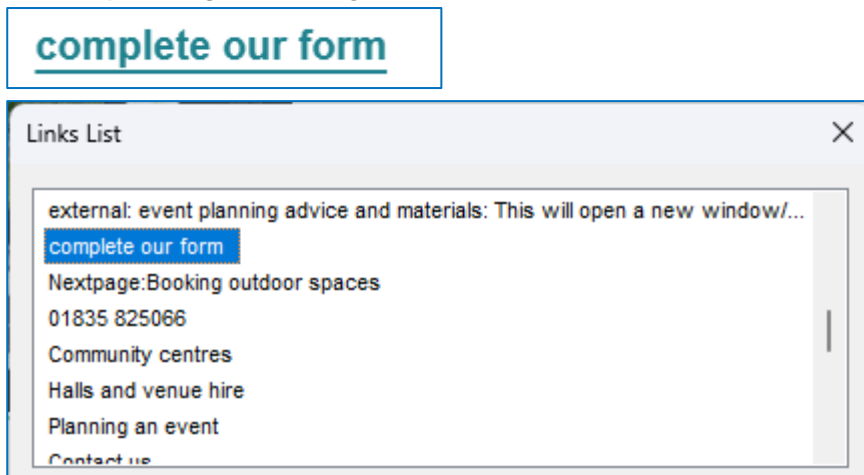


On the 'free-school-transport-faqs' page, there is a non-descriptive link labelled 'form'.

[form.](#)



On the 'planning-event' page, there is a non-descriptive link labelled 'Complete our form'.



User Comments

“A link on the site that is labelled with no description makes it tough to determine whether to activate it, or not. A well labelled, working link will assist all users to locate a page, or start the process to finding the information they require. A poorly labelled link will leave the user wondering where the link will take them; or asking the question, 'Is this the right page?'

The correct labelling of links will give the user a quick and easy journey to the required information.”

Alan Sleat

Screen Reader Assessor

Occurrences

This issue occurs throughout the site.

Example Occurrences

<https://www.scotborders.gov.uk/>

<https://www.scotborders.gov.uk/building-warrants/i-apply-building-warrant>

<https://www.scotborders.gov.uk/contact>

<https://www.scotborders.gov.uk/bins-rubbish-recycling/report-missed-bin-collection>

<https://www.scotborders.gov.uk/bins-rubbish-recycling/report-missed-bin-collection/2>

<https://www.scotborders.gov.uk/xfp/form/849>

<https://www.scotborders.gov.uk/payments/direct-debit>

<https://www.scotborders.gov.uk/xfp/form/1003>

<https://www.scotborders.gov.uk/xfp/form/712>

<https://www.scotborders.gov.uk/roads-pavements/report-pothole-road-problem#content>

<https://www.scotborders.gov.uk/parks-outdoors/community-food-growing>

<https://www.scotborders.gov.uk/school-nursery-places/apply-nursery-school-care-place/8>

<https://www.scotborders.gov.uk/strategies-plans-policies/research-data-scottish-borders-topic>
<https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme/3>
<https://www.scotborders.gov.uk/council-tax/tell-us-changes-affect-much-pay>
<https://www.scotborders.gov.uk/planning-applications/viewing-planning-application>
<https://www.scotborders.gov.uk/benefits-grants/check-benefit-entitlement-1>
<https://www.scotborders.gov.uk/news/article/4655/big-names-on-and-off-the-bike-to-head-to-kelso-for-tour-of-britain>
<https://www.scotborders.gov.uk/schools-learning/term-holiday-closure-dates/2>
<https://www.scotborders.gov.uk/performance-1/performance-council-201819-onwards>
<https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme>
<https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme/2>
<https://www.scotborders.gov.uk/clothing-meals-transport/free-school-transport-faqs>
<https://www.scotborders.gov.uk/events-venues/planning-event>

Action Required

1. Ensure the purpose of links can be determined from immediate context.
2. Provide additional context to links by altering the link text, adding visually hidden content using CSS, adding an ARIA-label or using ARIA-describedby to link to other content.
3. Ensure links to non-HTML documents include file type and file size within the link text.

Note: Where ARIA is used to provide context, the visual label should appear in the aria label.

WCAG References

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

2.4.4 Link Purpose (In Context): 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)

Further Information

Link text should be a clear description to the destination of the link. It should avoid vague content such as 'click here' and 'more information'. More information on how to display links can be found on <http://www.w3.org/TR/UNDERSTANDING-WCAG20/navigation-mechanisms-refs.html>

For links within a paragraph, consider rewording the paragraph to make the links more understandable.

<p>TOWER OF LONDON</p> <p>A 1000-year old fortress, the Tower of London is an iconic landmark in our capital and is the home of the Crown Jewels. Discover the history of this royal palace, prison and fortress and meet the Beefeaters sharing fascinating tales from years ago. Book your tickets here.</p>	<p>TOWER OF LONDON</p> <p>A 1000-year old fortress, the Tower of London is an iconic landmark in our capital and is the home of the Crown Jewels. Discover the history of this royal palace, prison and fortress and meet the Beefeaters sharing fascinating tales from years ago. Book Tower of London Tickets here.</p>
---	--

Where visual amendments to the link cannot be made, consider one of the following methods of providing additional content to the end of the link.

Using CSS

Normal Code

```
<a href='/news/page2.html'>2</a>
```

Adapted Code

```
<a href='/news/page2.html'>
  <span class="sr-only">Go to directory page</span>2</a>
```

CSS

```
sr-only {position: absolute; margin-left: -9999px;}
```

Using ARIA

Normal Code

```
<a href='/news/page2.html'>2</a>
```

Adapted Code

```
<a href='/news/page2.html' aria-label='Go to directory page 2'>2</a>
```

Note: display:none will hide content from screen readers as well as sighted users.

STAS-F07: Untitled Frames

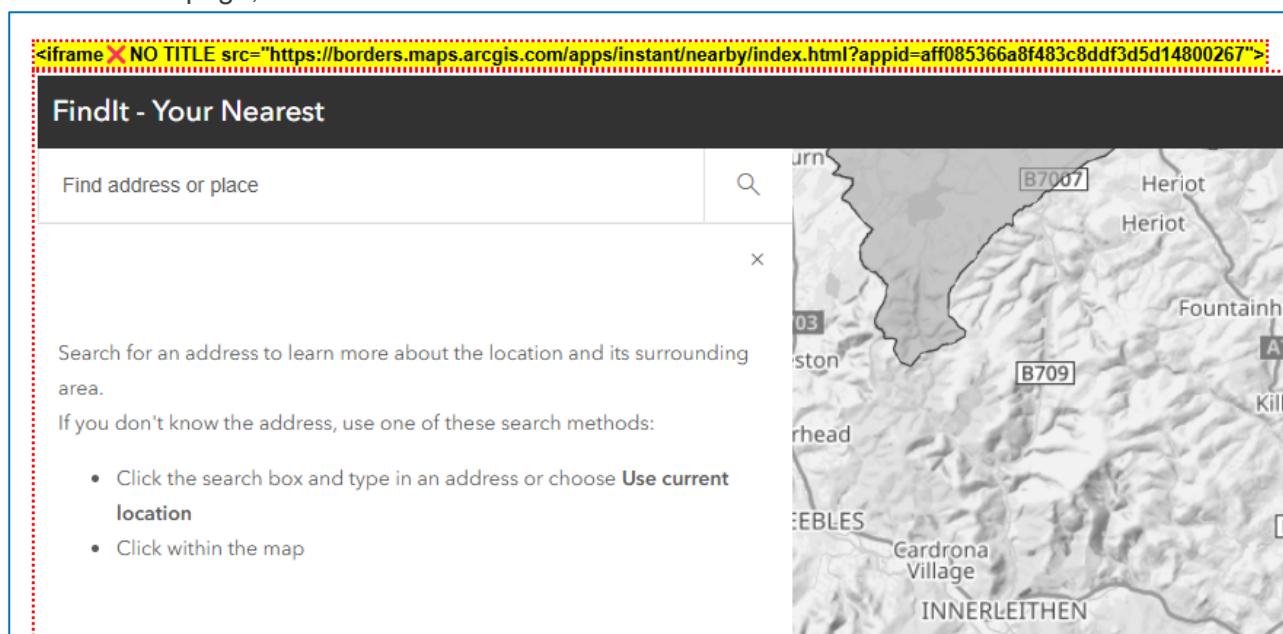
Description

There is a frame present on the site that does not contain a descriptive title. When a screen reader user hears a list of frames, the user needs to know the purpose of each one. When frame titles are not present, screen readers look for other sources of information, such as the frame's name attribute or file name. Sometimes these other sources of information are not very helpful at all. If a frame is given a name or filename of "default.htm" (or something equally non-descriptive), there is really no way to know what each frame contains, other than by having the screen reader read through the content.

Alternative content must also be provided for browsers that do not support frames. For example
<iframe src='file.htm'>Alternative content</iframe>

Note: Shaw Trust Accessibility Services realise that the content of frames are usually provided by a third party and are very difficult to alter. However, there should be some form of labelling within the frame to display some content to users or browsers that cannot display the frames' content.

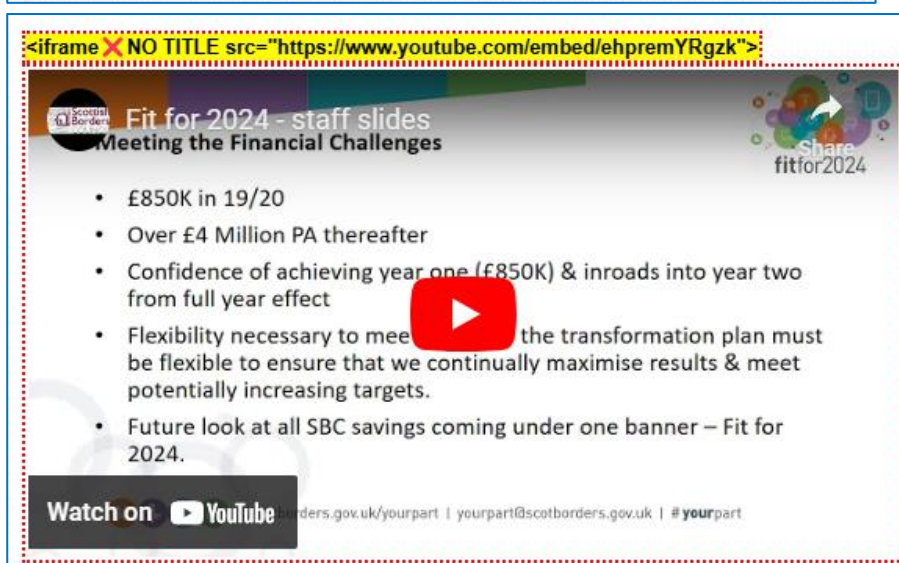
On the 'findit' page, there is an untitled frame.



On the 'budget-2018-2023' page there is an untitled frame.



On the 'already-work-us/9' page there are 2 untitled frames.



On the 'deposit-return-scheme' page, there is a frame with a non-descriptive title.



On the 'planning-event' page, there is a frame with a non-descriptive title.



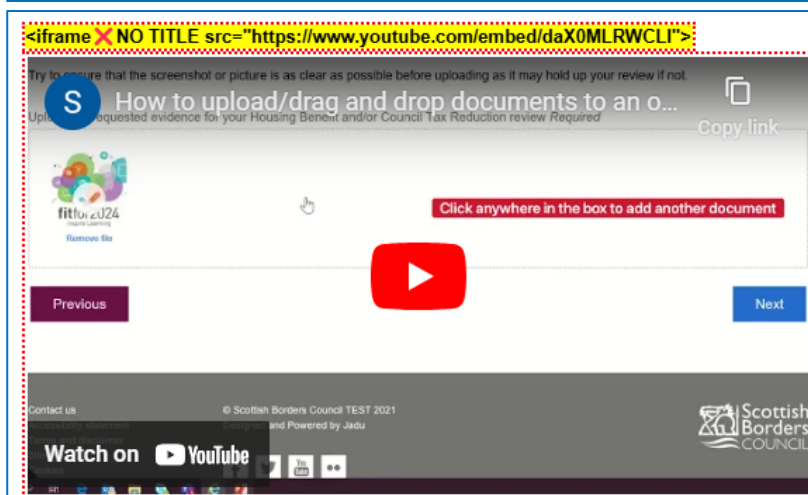
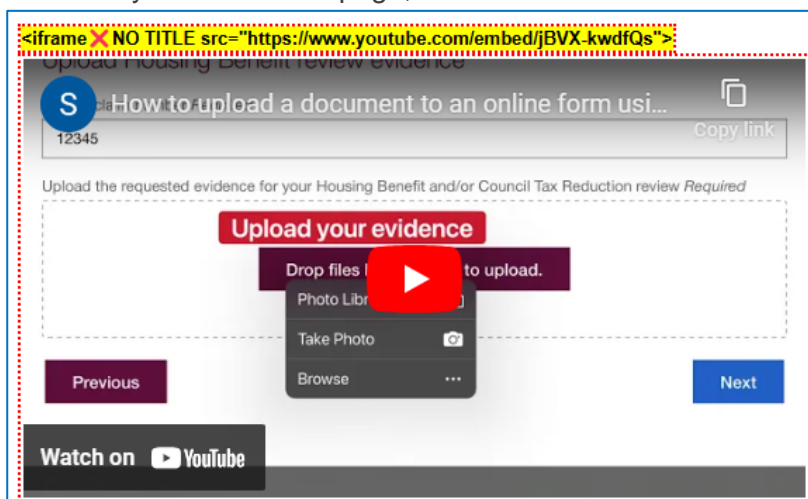
On the 'contact' page, there is a frame with a non-descriptive title.



On the 'community-food-growing' page, there is a frame with a non-descriptive title.



On the 'myscotborders/6' page, there are 2 untitled frames.



On the 'strategies-plans-policies/fit-2024/2' page, there is an untitled frame.



On the 'galashiels-transport-interchange' page, there are 2 untitled frames.



User Comments

“I found that there was a frame present on the website that did not have a title. Including a frame title would assist screen reader users in understanding what the frame content will be. “

Alan Sleat
Screen Reader Assessor

Example Occurrences

<https://www.scotborders.gov.uk/findit>
<https://www.scotborders.gov.uk/budgets-finance/budget-2018-2023>
<https://www.scotborders.gov.uk/working-us/already-work-us/9>
<https://www.scotborders.gov.uk/bins-rubbish-recycling/deposit-return-scheme>
<https://www.scotborders.gov.uk/events-venues/planning-event>
<https://www.scotborders.gov.uk/contact>
<https://www.scotborders.gov.uk/parks-outdoors/community-food-growing>
<https://www.scotborders.gov.uk/council-2/myscotborders/6>
<https://www.scotborders.gov.uk/strategies-plans-policies/fit-2024/2>
<https://www.scotborders.gov.uk/public-community-transport/galashiels-transport-interchange>

Action Required

1. Ensure all frames are clearly labelled.
2. Place some alternative content in the <iframe> tag as a fallback should the content not load.

WCAG References

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

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

STAS-F08: Incorrect Table Coding

Description

Within web content, there are 2 different uses for tables:

- tables used for layout and formatting
- tables used to display relational data

Each type of table has a different set of coding requirements.

When using tables to convey data, it is important to mark-up the tables correctly to allow screen reader users to interpret the data. Column and row header mark-up <TH> should be added to data tables as they provide the necessary context that enable screen readers to understand the information. Captions should be included to introduce the table content. A summary should be included for complex tables.

When data tables have more than one level of row or column headers, markup should be used to associate the data cells and the header cells. Including unique ID attributes in the 'th' cells and 'Header' attributes in the associated 'td' cells or including 'Scope' attributes in the 'th' cells would resolve this issue.

Layout tables require the removal of any TH cells, captions and summaries and should be marked with role="presentation" in the table element.

On the 'small-business-bonus-scheme/3' page there is a data table missing any TH cells making it difficult for screen reader users to understand the content. The table is also a complex table that will need to have headers for each cell properly defined with 'header' or 'scope', all TH and TD elements must be related via 'header' and 'scope' attributes.

Multiple properties from April 2024	
Property RV	Relief
accumulative RV < £12k	100% (no rates are payable)
accumulative RV between £12,001 and £35k*	<p>25% on each individual property with a rateable value of £15,000 or less*</p> <p>Individual property RV between £15,001 to £20k</p> <p>$\% = 25 \times ((20000 - RV) / 5000)$</p>

User Comments

"I found that there were several data tables on the website that were incorrectly marked up. It is important for screen reader users that the table headings etc. contain the correct markup structure. When data tables are correctly marked up, it makes it easier for a screen reader to understand the table."

Alan Sleat
 Screen Reader Assessor

Example Occurrences

<https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme/3>

Action Required

1. Ensure data tables have column and/or row heading markup.
2. Include a descriptive caption for all data tables.
3. If a table is used for layout, add role="presentation" to the table element.
4. Ensure that all cells contain content. Intentionally blank cells can be marked with a '- '.

WCAG References

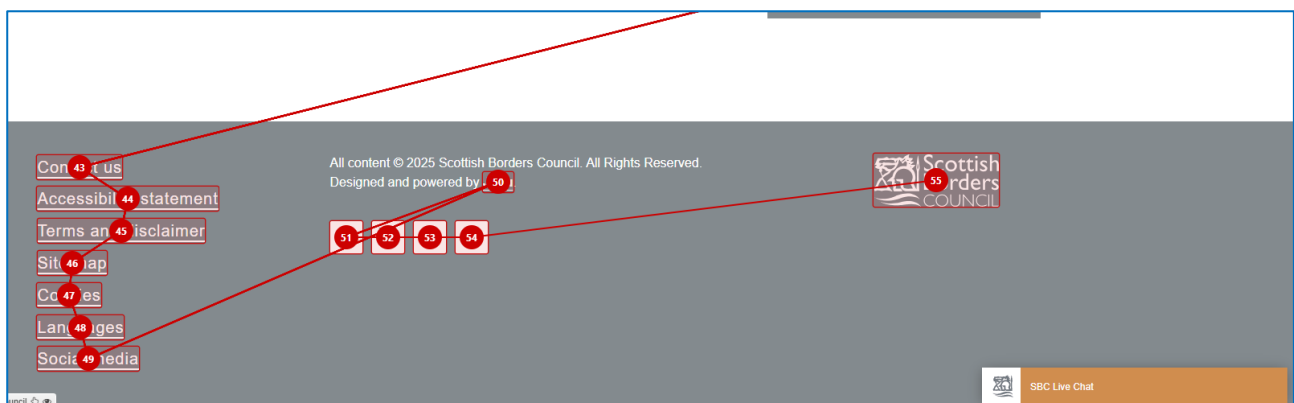
1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

STAS-F09: Mouse Dependant Areas

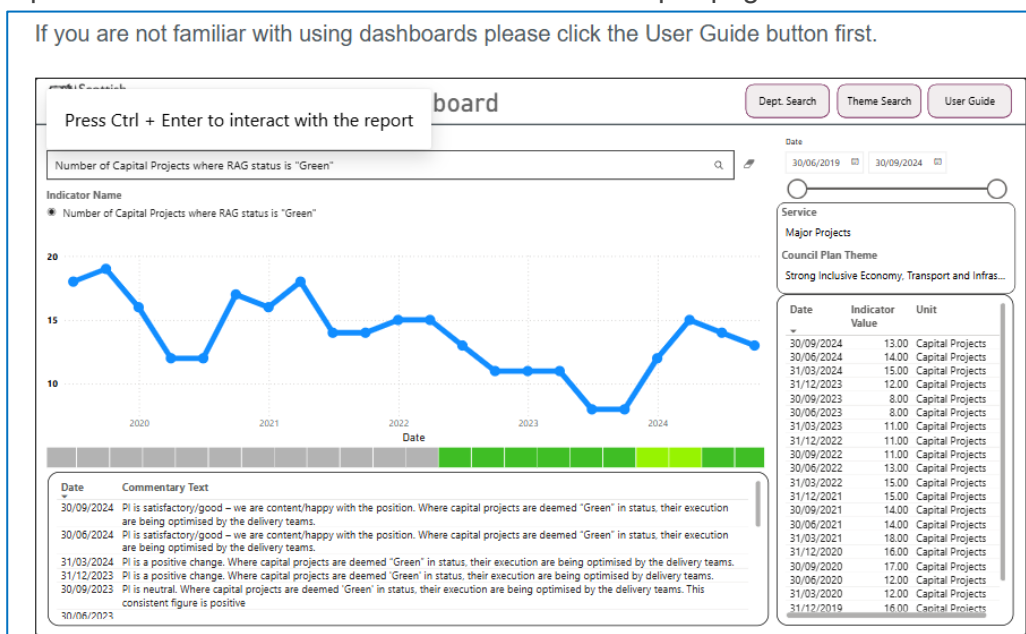
Description

All areas of a website should be accessible to users regardless of their navigation method, whether it is via mouse, keyboard or voice. Websites must accommodate all types of input methods with all areas being accessible to users using any of these types of input.

Some sections are easily accessible for a mouse user but this is not the case for a keyboard only users.



On the 'performance-council-201819-onwards' page, the non-mouse access to the 'Public Performance Dashboard' is very sporadic. When the user first encountered the page, they were able to access the elements within the dashboard, although the tab order that the elements received focus was not logical. When the non-mouse user tried again to access the dashboard, they were asked to 'Press Ctrl and Enter to interact with the report' but nothing happened when these instructions were followed. The occasions when the user was able to access the dashboard contents, they became trapped in a loop and could not exit the dashboard. This pattern is repeated on the 'research-data-scottish-borders-topic' page.



Example Occurrences

<https://www.scotborders.gov.uk/council-tax/tell-us-changes-affect-much-pay>
<https://www.scotborders.gov.uk/performance-1/performance-council-201819-onwards>
<https://www.scotborders.gov.uk/strategies-plans-policies/research-data-scottish-borders-topic>
<https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme/2>
<https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme>

Action Required

1. Ensure that all elements on a page are accessible to keyboard only users.
2. Ensure that any onkeypress event handlers have a corresponding onkeydown or onkeyup event handler.
3. Ensure that any onmouseover event handlers have a corresponding onfocus event handler.

WCAG References

2.1.1 Keyboard: 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. (Level A)

Note 1: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.

Note 2: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.

1.4.13 Content on Hover or Focus: Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true (Level AA):

- **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.

STAS-F10: Illogical Tab Order

Description

The tab order of the page should be predictable, and generally follow a top down, left to right approach. This will enable keyboard only users to predict where the next press of the tab key will take them, so that the meaning of the information presented is preserved.

On the 'bedroom-entitlement-calculator' page, once a non-mouse user has tabbed from the last field in the calculator (Tab number 9), their focus jumps to the 'Cookies' button and further tabs take the user to the top of the page where they have to tab through the page again before they reach the content list of links (Tab number 24) on the right hand side of the page.

Bedroom entitlement calculator

The maximum amount of Housing Benefit you could receive will depend on the number of bedrooms you are entitled to.

To find the right number of bedrooms (up to the maximum of four for Local Housing Allowance) for you, just select the circumstances which describe you (and your family, if any) on the lists below and let the program work it out.

If you live with **no dependent children** and your situation **matches one of the basic circumstances** listed here on the right then select that one and go straight to the Calculate button. A **separate property means** either you have exclusive use of at least 2 rooms or exclusive use of one room and a bathroom and toilet and cooking facilities (like a one-bedroom flat).

Otherwise, use the boxes below to describe the number of people in your slightly more complex household - no more than 9 members allowed in each category.

Number of people in your household (including yourself) 1

Number of boys in the 10 to 15 age range 2

Number of girls in the 10 to 15 age range 3

Number of boys in the 16 or over age range 4

Number of girls in the 16 or over age range 5

Number of boys in the 0 to 9 age range 6

Number of girls in the 0 to 9 age range 7

Number of bedrooms for you 8

Calculate 9

Housing benefits

- Bedroom entitlement calculator 24
- Benefits for rate tenants
- Customer Advice and Support Service - Third Party Mandate
- Discretionary housing payment
- Housing benefits
- Overpayments
- Tell us about changes which affect your entitlement

An explanation of the bedroom rules for household groups:

One bedroom for each of the following "people units" counting each person only once, in the first group they match.

This may cause confusion for keyboard only users who have to predict which element will receive focus when they next press the tab key.

Furthermore, because the fields in the entitlement calculator have a positive tab index, these receive focus before anything else on the page, including the main navigation links.

11 Scottish Borders Council logo

12 My Account link

13 Bedrooms dropdown menu

14 Previous button

15 Next button

16 Search input field

17 Search button

Home / Benefits and grants / Housing benefits / **Bedroom entitlement calculator**

Bedroom entitlement calculator

The maximum amount of Housing Benefit you could receive will depend on the number of bedrooms you are entitled to.

To find the right number of bedrooms (up to the maximum of four for Local Housing Allowance) for you, just select the circumstances which describe you (and your family, if any) on the lists below and let the program work it out.

If you live with **no dependent children** and your situation **matches one of the basic circumstances** listed here on the right then select that one and go straight to the Calculate button. A **separate property means** either you have exclusive use of at least 2 rooms **or** exclusive use of one room and a bathroom and toilet and cooking facilities (like a one-bedroom flat).

Otherwise, use the boxes below to describe the number of people in your slightly more complex household - no more than 9 members allowed in each category.

1 Couple in a separate property

2 Couple in a shared property

3 Single and under 35 years of age

4 Single (35 or over) in separate property

5 Single (35 or over) in a shared property

6 Single and with severe disability

7 Care leaver under 22 years of age

8 None of these circumstances

Married or unmarried couples (can be same sex) **0 2**

Single adults (persons aged 16 or over) **0 3**

Number of boys in the 10 to 15 age range **0 4**

Number of girls in the 10 to 15 age range **0 5**

Number of boys in the 9 or under age range **0 6**

Number of girls in the 9 or under age range **0 7**

Calculate

to display

Housing benefits

- Bedroom entitlement calculator
- Benefits for private tenants
- Customer Advice and Support Service - Third Party Mandate
- Discretionary housing payment
- Housing benefits
- Overpayments
- Tell us about changes which affect your entitlement

If you live with **no dependent children** and your situation **matches one of the basic circumstances** listed here on the right then select that one and go straight to the Calculate button. A **separate property means** either you have exclusive use of at least 2 rooms **or** exclusive use of one room and a bathroom and toilet and cooking facilities (like a one-bedroom flat).

Otherwise, use the boxes below to describe the number of people in your slightly more complex household - no more than 9 members allowed in each category.

1 Couple in a separate property

2 Couple in a shared property

3 Single and under 35 years of age

4 Single (35 or over) in separate property

5 Single (35 or over) in a shared property

6 Single and with severe disability

7 Care leaver under 22 years of age

8 None of these circumstances

Married or unmarried couples (can be same sex) **0**

Single adults (persons aged 16 or over) **0**

Number of boys in the 10 to 15 age range **0**

Number of girls in the 10 to 15 age range **0**

Number of boys in the 9 or under age range **0**

Number of girls in the 9 or under age range **0**

Calculate

to display the bedrooms for you **0**

Example Occurrences

<https://www.scotborders.gov.uk/housing-benefits/bedroom-entitlement-calculator>

Action Required

1. Ensure that the order of elements on a page follows a logical order and can be predicted.

WCAG References

2.4.3 Focus Order: 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)

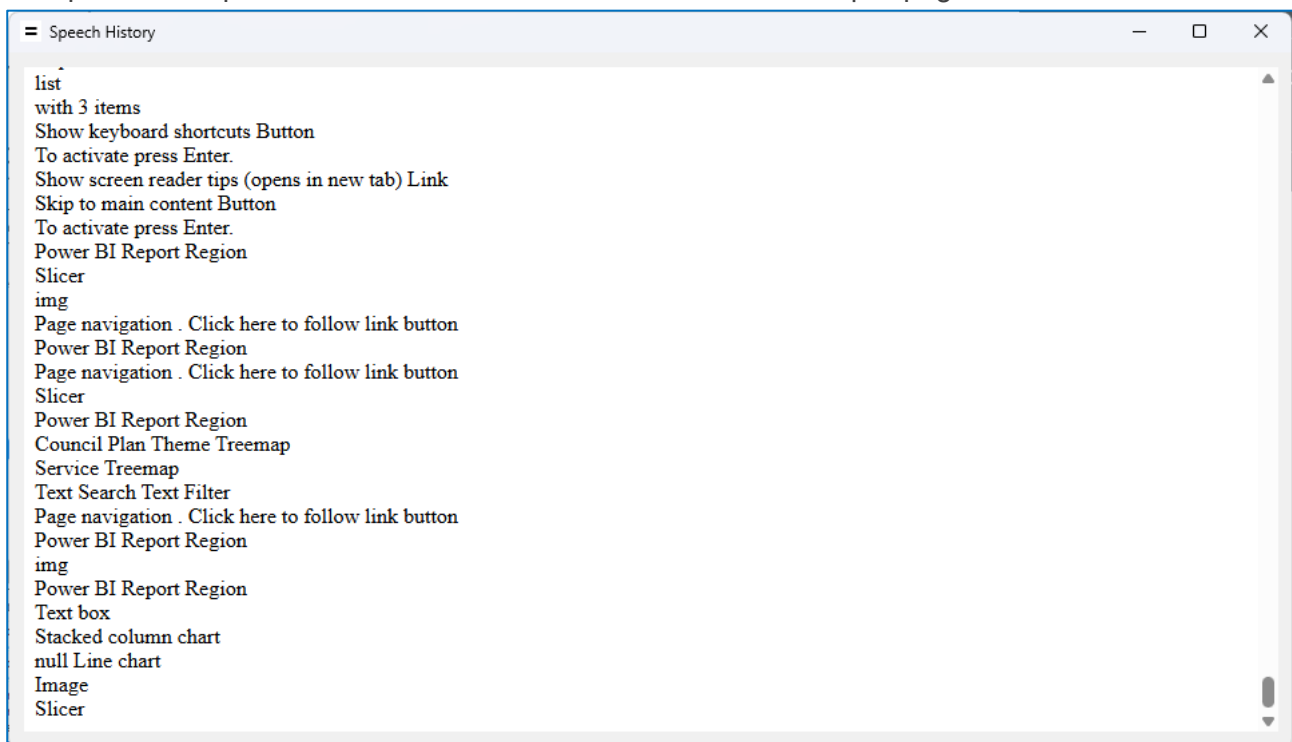
STAS-F11: Element Markup

Description

It is important to use the correct element for the correct purpose. For example a button for submitting data, or a link for navigating between pages. Assistive technology is designed to work with standard elements and informs the user of a range of options based on each element present. For example, a screen reader will inform the user that they can press enter to activate a link, or press space bar to select a radio button.

When non-standard markup is used to change the functionality of an item, screen readers and other assistive technology will not present these options and this may cause the element to be inaccessible to those users.

The 'Public Performance Dashboard' is not accessible to screen reader users. It appears most elements are not labelled correctly, and there are sections where the element is not announced at all. Below shows the speech history of a user navigating the dashboard with JAWS screen reader. This pattern is repeated on the 'research-data-scottish-borders-topic' page



Example Occurrences

<https://www.scotborders.gov.uk/performance-1/performance-council-201819-onwards>

<https://www.scotborders.gov.uk/strategies-plans-policies/research-data-scottish-borders-topic>

Action Required

1. Ensure that all elements are correctly coded.
2. Where a non-standard element is being used, ensure that the ARIA role attribute correctly identifies the element.

WCAG References

3.2.3 Consistent Navigation: 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)

3.2.4 Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)

4.1.2 Name, Role, Value: 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. (Level A)

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.

STAS-F12: Button and Link Markup/Styling

Description

HTML elements all have a correct use. For example, <button> elements should be used for performing an action on the current page. The <a> link element should be used for moving users to another page.

Furthermore, assistive technology, such as screen readers, gives users additional hints on how to interact with elements based on their type. Additionally, screen readers will group button elements with other form elements, making it easy to navigate between them.

Visibly, button elements and link elements have an expected style. Traditionally buttons are presented in a 'box' style, and link elements are presented with an underline. This provide users with a consistent look and feel for similar elements.

On the 'tell-us-changes-affect-much-pay' page on the chatbot, there is a link element that should be coded as a button. This issue occurs on all pages that contain the chatbot.



Example Occurrences

<https://www.scotborders.gov.uk/council-tax/tell-us-changes-affect-much-pay>

<https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme>

<https://www.scotborders.gov.uk/parks-outdoors/allotments>

Action Required

1. Ensure that the correct element type is used for the required action.
2. Ensure that the style of an element reflects the element type.

WCAG References

1.4.11 Non-text Contrast: The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s): (Level AA)

- 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.

3.2.4 Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)

4.1.2 Name, Role, Value: 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. (Level A)

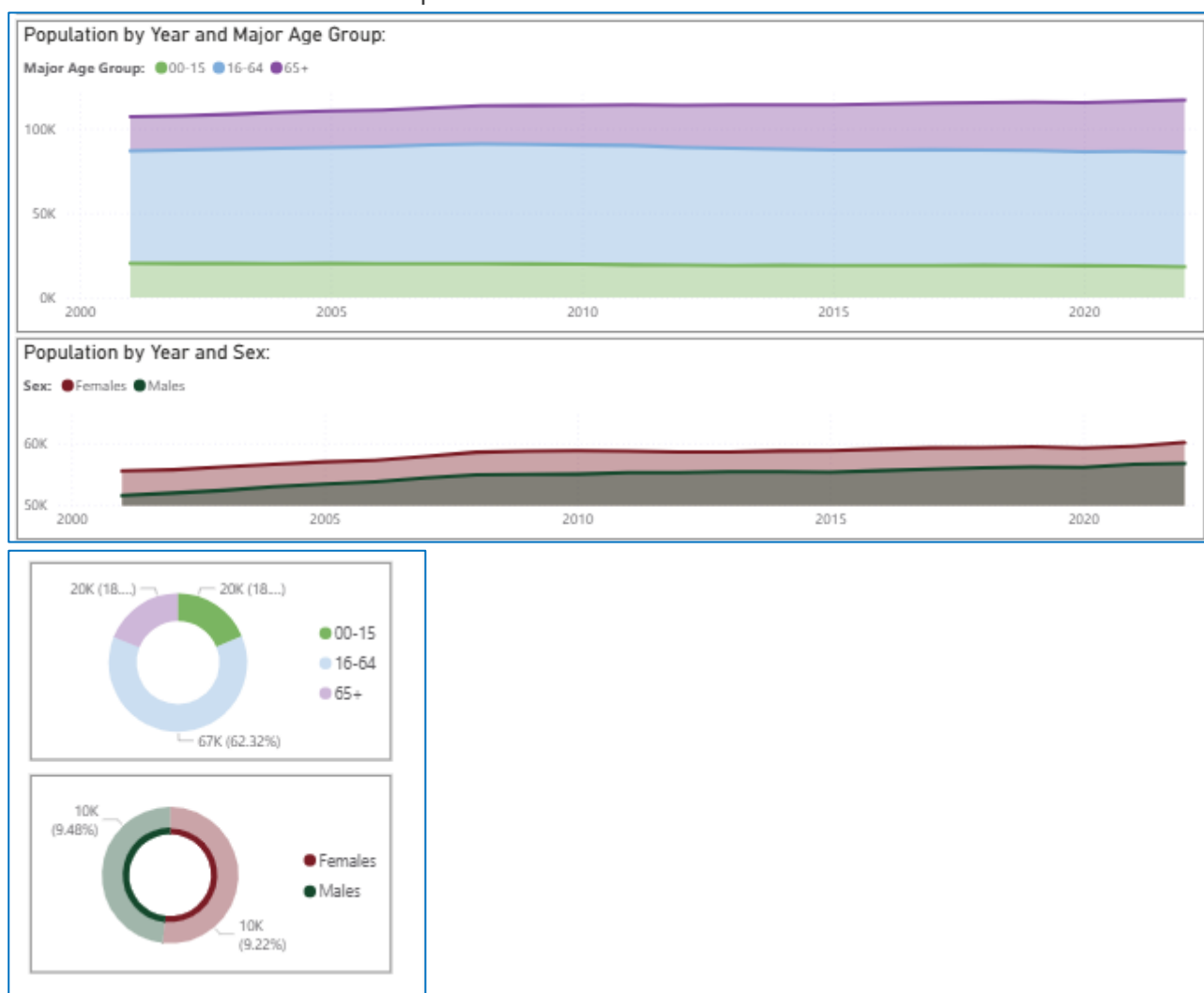
Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.

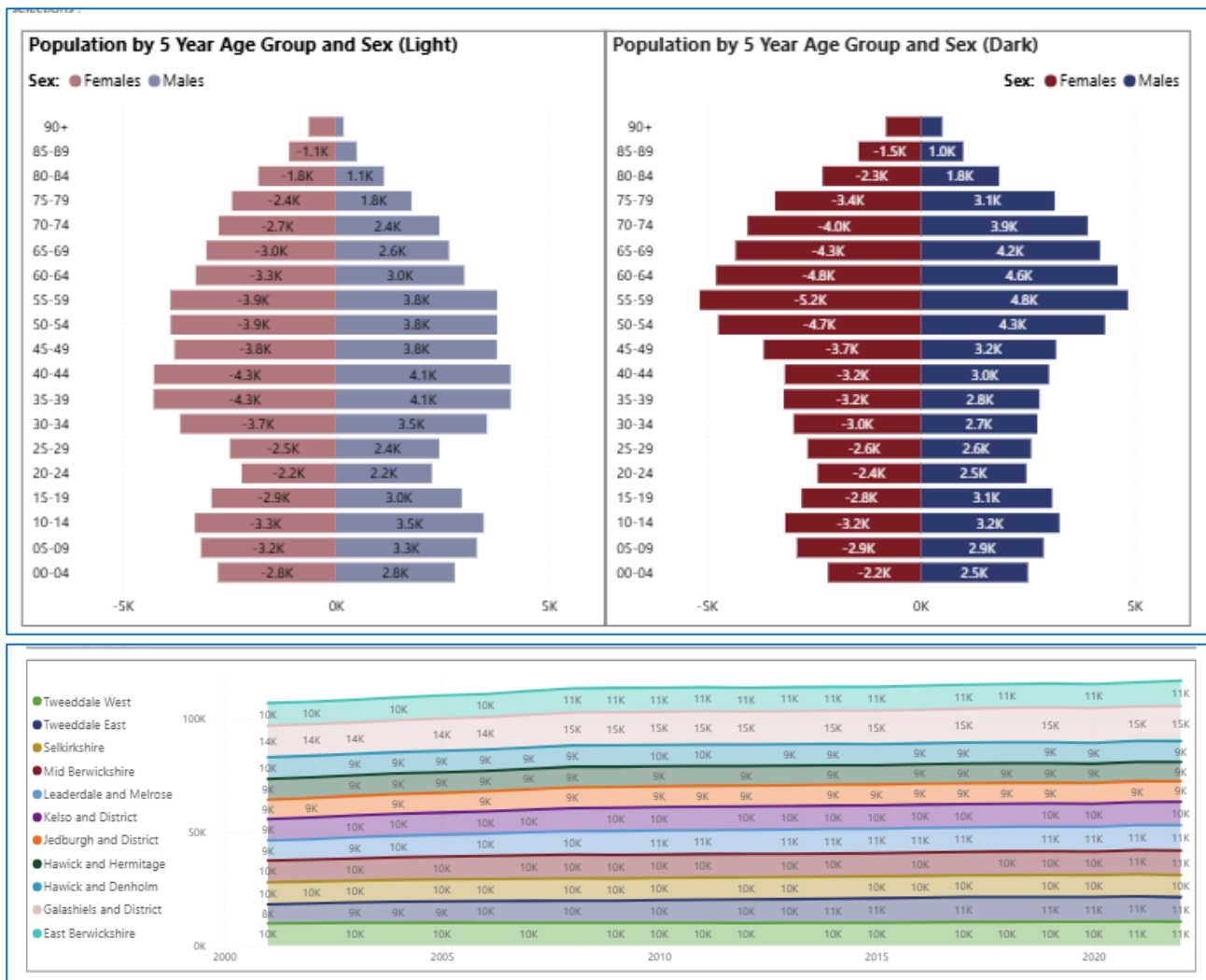
STAS-F13: Conveying Information using colour alone

Description

Colour is a great way to emphasis information or to convey a change, however colour should not be the only way that a user is informed of a change on a web page. People with low vision, colour blind, elderly and people with situational disabilities depend on more than one way to find information on the page.

On the 'research-data-scottish-borders-topic' page there are graphs that rely on colour alone to convey information to the user. The keys are indicated by just colour, which means that colour blind users will not be able to interpret the data.





Example Occurrences

<https://www.scotborders.gov.uk/strategies-plans-policies/research-data-scottish-borders-topic>

Action Required

1. Ensure that colour is not the only means of indicating that an action has occurred.
2. Do not use colour as sole method to convey information.
3. Ensure instructions/prompts provided in text don't refer to colour alone.
4. Ensure instructions are provided in text for graphs and charts where colour is used to convey information.
5. Ensure more than one visual clue that include common icons and colours to differentiate texts and user interface elements.

WCAG References

1.4.1 Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)

Note: This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.

1.3.3 Sensory Characteristics: 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)

STAS-F14: Video and Audio missing Text Alternatives

Description

The website contained embedded videos on a number of pages. To enable users who have hearing impairments understand content in videos, they must have a text alternative. Transcripts and subtitles can be used to convey the information within the video to hearing impaired users.

The 'contact' page contains a video with no transcript and relies on automatically generated captions that may not be accurate.



The 'Fit for 2024' page contains a video with no transcript and relies on automatically generated captions that may not be accurate.



The 'Transport Policy and FAQs' page contains a video with no transcript and relies on automatically generated captions that may not be accurate.



The 'Deposit return scheme' page contains a video with no transcript and relies on automatically generated captions that may not be accurate.



The 'Planning an event' page contains a video with no transcript and relies on automatically generated captions that may not be accurate.



User Comments

“There are some videos on the site that do not have a transcript or subtitle. As I cannot hear the audio on the video I am unaware if I am missing any information.”

Darren Hardman
Hard of Hearing and Deaf Assessor

Occurrences

This issue occurs throughout the site.

Example Occurrences

<https://www.scotborders.gov.uk/contact>
<https://www.scotborders.gov.uk/working-us/already-work-us/9>
<https://www.scotborders.gov.uk/clothing-meals-transport/free-school-transport-faqs>
<https://www.scotborders.gov.uk/events-venues/planning-event>
<https://www.scotborders.gov.uk/bins-rubbish-recycling/deposit-return-scheme>

Action Required

1. Ensure that all audio and video content has a text alternative (transcript and captions).
2. Ensure to check and amend any auto generated captions to ensure accuracy.

WCAG References

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)

- **Time-Based Media:** If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to *Guideline 1.2* for additional requirements for media.)

1.2.1 Audio-only and Video-only (Prerecorded): For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such: (Level A)

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

1.2.2 Captions (Prerecorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)

1.2.3 Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)

STAS-F15: Video missing Audio Description

Description

The website contained embedded videos on a number of pages. To enable users who have limited or no sight understand content in videos that have no sound, they should have an audio description to explain any quiet parts.

The videos used throughout the website provided visual material that was not explained in the audio track, was not explained in an additional audio description track and would therefore be unavailable to users who have limited or no sight.

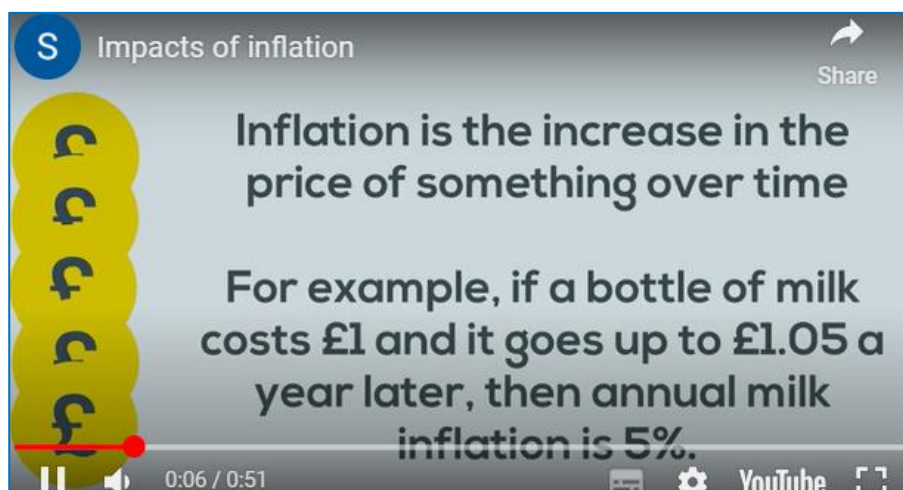
The 'contact' page contains a video that displayed information visually that is unavailable to blind or low vision users.



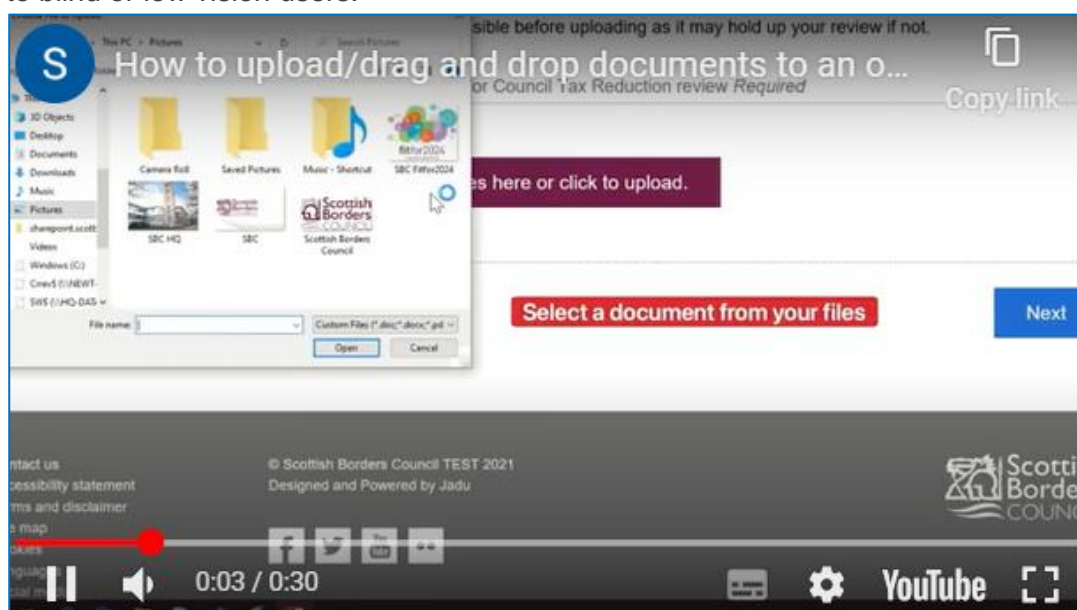
The 'Community food growing' page contains a video that displayed information visually that is unavailable to blind or low vision users.

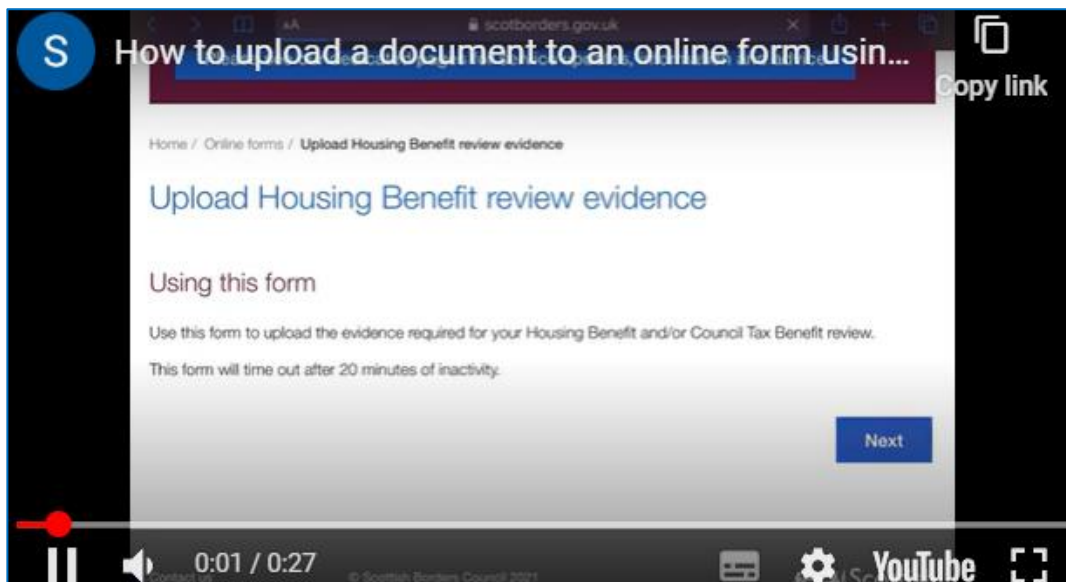


The 'Budget 2018-2023' page contains 2 videos that displayed information visually that is unavailable to blind or low vision users.



The 'MyScotBorders' page contains 2 videos that displayed information visually that is unavailable to blind or low vision users.

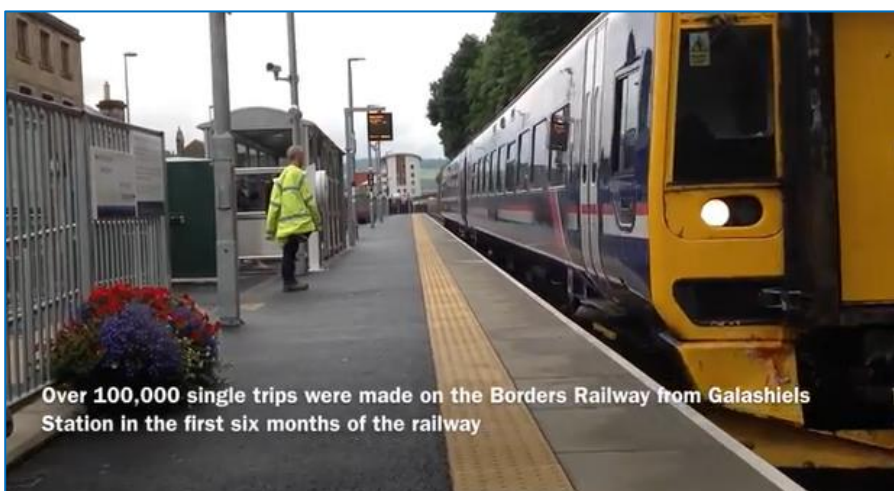




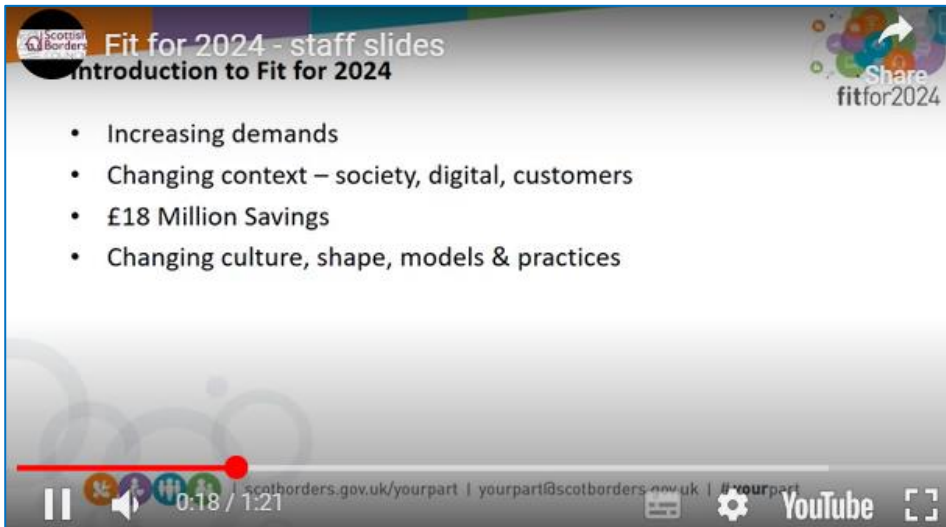
The 'Fit for 2024' page contains a video that displayed information visually that is unavailable to blind or low vision users.



The 'Galashiels transport interchange' page contains a video that displayed information visually that is unavailable to blind or low vision users.



The 'Employees' page contains a video that displayed information visually that is unavailable to blind or low vision users.



User Comments

"There are some videos on the site where there is no sound present. As there is no audio on the video I am unaware if I am missing any information."

Alan Sleat

Screen Reader Assessor

Occurrences

This issue occurs throughout the site.

Example Occurrences

<https://www.scotborders.gov.uk/contact>

<https://www.scotborders.gov.uk/parks-outdoors/community-food-growing>

<https://www.scotborders.gov.uk/budgets-finance/budget-2018-2023>

<https://www.scotborders.gov.uk/council-2/myscotborders/6>

<https://www.scotborders.gov.uk/strategies-plans-policies/fit-2024/2>

<https://www.scotborders.gov.uk/public-community-transport/galashiels-transport-interchange>

<https://www.scotborders.gov.uk/working-us/already-work-us/9>

Action Required

1. Ensure that all audio and video content is presented to blind and low vision users.
2. Ensure that all audio and video content has audio description if required.

WCAG References

1.2.3 Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)

1.2.5 Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)

STAS-F16: Users unaware of Content Change

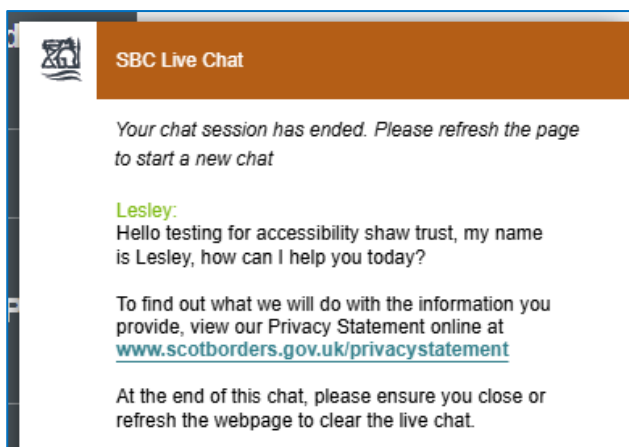
Description

When user controls are used on a page their function should be predictable, i.e. check boxes are used to select an option, combo box options should allow a user to use the cursor keys to move through the options, buttons are used to submit a completed form etc. When user controls are used for a non-standard function, the function of these controls should be advised to the user before they use the controls.

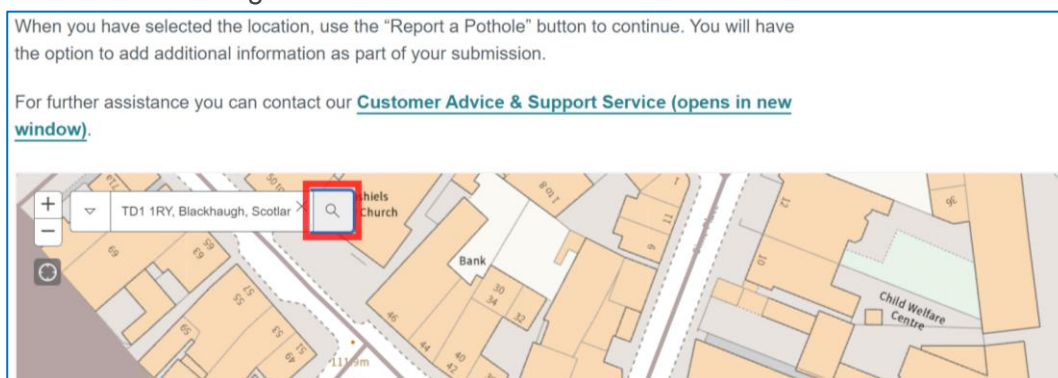
Dynamic content that allows new information to be displayed without the need to reload the whole page is beneficial for users and saves time and processing resources. However, users need to both be aware of what elements will cause data to change and be made aware once that data has been visually updated.

ARIA-live regions can be used to ensure that screen reader users are made aware of changing content on a page.

On the 'tell-us-changes-affect-much-pay' page on the chatbot, when a new message is received there is no announcement to a screen reader user.



On the 'Report a pothole' page there is a map element that changes content when an address is entered. This change is not announced to screen reader users.



Example Occurrences

<https://www.scotborders.gov.uk/council-tax/tell-us-changes-affect-much-pay>
<https://www.scotborders.gov.uk/homepage/113/report-a-pothole>

Action Required

1. Ensure controls operate in an expected way and do not cause content to change without prior notification.
2. Ensure that all users are informed when content changes on a page.
3. Ensure that users are made aware of the function of form elements before they are used.

WCAG References

3.2.1 On Focus: When any user interface component receives focus, it does not initiate a change of context. (Level A)

3.2.2 On Input: 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)

4.1.3 Status Messages: In content implemented using markup 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)

STAS-F17: Inaccessible Non-HTML Documents

Description

A number of non-HTML documents, such as Adobe Acrobat (PDF) files, were encountered. In order for users to access the content contained within non-HTML documents, these documents should be accessible or have an accessible alternative.

The PDF documents examined had issues that prevented certain users from being able to access the content. A number of PDFs did not contain a headings structure, making it difficult for screen reader users to understand and navigate the structure of the document.
(Please note that this is an automated test)

Type	Issue	Quantity
PDF	Figures and images in PDF documents should have non blank ALT text, except for decorative images which should be marked as artifacts.	5
PDF	PDFs must be tagged to be accessible by screen readers.	1

A scan of the '410869_Scott_Welfare_Applicat_SBC.pdf' document produced the following results:

Rule Name (3 issues)	Rule Name (5 issues)
✓ Accessibility permission flag	✗ Figures alternate text
✓ Image-only PDF	✗ Nested alternate text
✗ Tagged PDF	✗ Associated with content
✓ Primary language	✗ Hides annotation
✗ Title	✗ Other elements alternate text
✗ Bookmarks	
Rule Name (3 issues)	Rule Name (2 issues)
✗ Tagged content	✗ Tagged form fields
✓ Tagged annotations	✗ Field descriptions
✗ Tab order	Rule Name (4 issues)
✓ Character encoding	✗ Rows
✓ Tagged multimedia	✗ TH and TD
✓ Screen flicker	✗ Headers
✓ Scripts	✗ Regularity
✓ Timed responses	Rule Name (2 issues)
✓ Navigation links	✗ List items
✗ Appropriate heading nesting	✗ Lbl and LBody

A scan of the 'Business_Improvement_Districts_DD_Mandate_260220.pdf' document produced the following results:

29 checks performed / 24 checks passed (82%) / 5 checks failed

Rule Name (2 issues)	Rule Name (1 issues)
<ul style="list-style-type: none"> ✓ Accessibility permission flag ✓ Image-only PDF ✓ Tagged PDF ✗ Primary language ✗ Title ✓ Bookmarks 	<ul style="list-style-type: none"> ✗ Figures alternate text ✓ Nested alternate text ✓ Associated with content ✓ Hides annotation ✓ Other elements alternate text
Rule Name (2 issues)	Rule Name (0 issues)
<ul style="list-style-type: none"> ✓ Tagged content ✗ Tagged annotations ✗ Tab order ✓ Character encoding ✓ Tagged multimedia ✓ Screen flicker ✓ Scripts ✓ Timed responses ✓ Navigation links ✓ Appropriate heading nesting 	<ul style="list-style-type: none"> ✓ Tagged form fields ✓ Field descriptions
	Rule Name (0 issues)
	<ul style="list-style-type: none"> ✓ Rows ✓ TH and TD ✓ Headers ✓ Regularity
	Rule Name (0 issues)
	<ul style="list-style-type: none"> ✓ List items ✓ Lbl and LBody

A scan of the 'Fees_and_Charges_2024_25___FINAL___Revised_7.3.24_.pdf' document produced the following results:

29 checks performed / 25 checks passed (86%) / 4 checks failed

Rule Name (1 issues)	Rule Name (1 issues)
<ul style="list-style-type: none"> ✓ Accessibility permission flag ✓ Image-only PDF ✓ Tagged PDF ✓ Primary language ✗ Title ✓ Bookmarks 	<ul style="list-style-type: none"> ✗ Figures alternate text ✓ Nested alternate text ✓ Associated with content ✓ Hides annotation ✓ Other elements alternate text
Rule Name (0 issues)	Rule Name (0 issues)
<ul style="list-style-type: none"> ✓ Tagged content ✓ Tagged annotations ✓ Tab order ✓ Character encoding ✓ Tagged multimedia ✓ Screen flicker ✓ Scripts ✓ Timed responses ✓ Navigation links ✓ Appropriate heading nesting 	<ul style="list-style-type: none"> ✓ Tagged form fields ✓ Field descriptions
	Rule Name (2 issues)
	<ul style="list-style-type: none"> ✓ Rows ✓ TH and TD ✗ Headers ✗ Regularity
	Rule Name (0 issues)
	<ul style="list-style-type: none"> ✓ List items ✓ Lbl and LBody

User Comments

“When viewing several PDF documents, I found no evidence of a headings structure, and some graphics did not contain a clear label I am also unsure if some graphics are used for decoration or to convey specific information I also noticed a table that did not contain a clear header, and some of the columns and rows were not clearly labelled for screen reader users

All documents should contain a clear and logical headings structure, and all elements that are used to convey information such as tables, graphics, and links should be tagged to provide easier and accessible navigation, this will promote a positive user experience as a result.”

Alan Sleat
 Screen Reader Assessor

Occurrences

This issue occurs throughout the site.

Example Occurrences

PDFs must be tagged to be accessible by screen readers.

1 file:

https://www.scotborders.gov.uk/downloads/file/2564/crisis_grant_application_form

Figures and images in PDF documents should have non blank ALT text, except for decorative images which should be marked as artifacts.

5 files including:

https://www.scotborders.gov.uk/downloads/file/3534/business_improvement_district_bid_le_vy_-_dd_mandate

<https://www.scotborders.gov.uk/downloads/file/12676/fees-and-charges-2024-25>

https://www.scotborders.gov.uk/downloads/file/7711/pre-application_advice_application_form

https://www.scotborders.gov.uk/downloads/file/7903/form_d_-_risk_in_traffic_applicants

https://www.scotborders.gov.uk/downloads/file/3589/pre_application_form

Action Required

1. Ensure all non-HTML documents are accessible.
2. Provide accessible alternatives to inaccessible non-HTML documents where applicable.

Note: The Shaw Trust Accessibility Services recognises that it may be impractical to make all non-HTML documents accessible due to volume and complexity. In this scenario, only proof of policy to make all future non-HTML documents accessible is required for conformance.

WCAG References

1.1.1 Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. (Level A)

1.3.1 Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)

1.3.2 Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)

2.4.2 Page Titled: Web pages have titles that describe topic or purpose. (Level A)

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

Priority AA Issues

STAS-F18: Insufficient Colour Contrast

Description

The combination of text and background colour should be set to create an easy to read website. Using colours that are similar for the background and foreground can cause blocks of text to become difficult to read. Alternative stylesheets can be used to change the appearance of the page and provide an alternative with a stronger contrast.

The minimum colour contrast ratio between the foreground and background should be at least 4.5:1. For large text, the ratio can be lowered to 3:1.

Text is considered large if it is

- greater than 18 point (approx. 24px) or
- greater than 14 point (approx. 18.6px) if bolded (font-weight:700 or more).

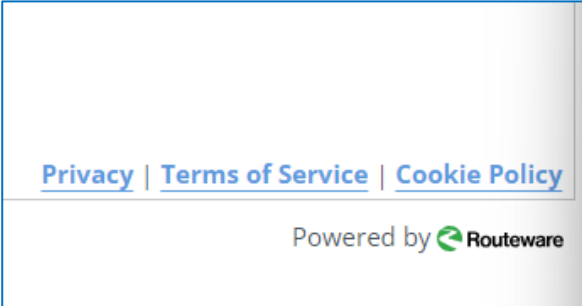
For interactive elements, the contrast between the element and the background should be 3:1.

Whilst it is acknowledged that there are alternative stylesheets available on the website, these are only available on a desktop view, and are not available to mobile users.

Some web sites have colour specified for body text, headings, and links yet not for the background. If you specify one colour, you must specify them all. Users that chose to view the page in black and white can find that some of the content is no longer visible if not all the colours are set.

Throughout the site there are combinations of colours that fall below the minimum contrast levels that make the text difficult to read.

The light blue text on white background on the 'Search address form' the 'waste-recycling-app' page fails colour contrast requirements with a ratio of 2.9

	<p>Text</p> <p>✗ Fail(AA)</p> <p>✗ Fail(AAA)</p> <p>Large text</p> <p>✗ Fail(AA)</p> <p>✗ Fail(AAA)</p>	<p>Foreground: #5C9BDF Background: #FFFFFF</p> <p>The contrast ratio is: 2.9:1</p> <p>Text failed at Level AA Text failed at Level AAA Large text failed at Level AA Large text failed at Level AAA</p>
---	---	---

The green text on white background on the chatbot on the 'tell-us-changes-affect-much-pay' page fails colour contrast requirements with a ratio of 2.3.

Result - luminosity

Text

✗ Fail(AA)

✗ Fail(AAA)

Large text

✗ Fail(AA)

✗ Fail(AAA)

Foreground: #80BB19
Background: #FFFFFF

The contrast ratio is: 2.3:1

Text failed at Level AA
Text failed at Level AAA
Large text failed at Level AA
Large text failed at Level AAA

☐ Show contrast result for colour blindness

Copy results

Lesley:

The blue text on white background on the chatbot on the 'tell-us-changes-affect-much-pay' page fails colour contrast requirements with a ratio of 2.9.

Result - luminosity

Text

✗ Fail(AA)

✗ Fail(AAA)

Large text

✗ Fail(AA)

✗ Fail(AAA)

Foreground: #42A2CE
Background: #FFFFFF

The contrast ratio is: 2.9:1

Text failed at Level AA
Text failed at Level AAA
Large text failed at Level AA
Large text failed at Level AAA

☐ Show contrast result for colour blindness

Copy results

Click here to download the chat transcript

The light blue graph line on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 1.4:1.

Contrast ratio: 1.4:1

☐ Short / Full

Text

✗ Fail(AA)

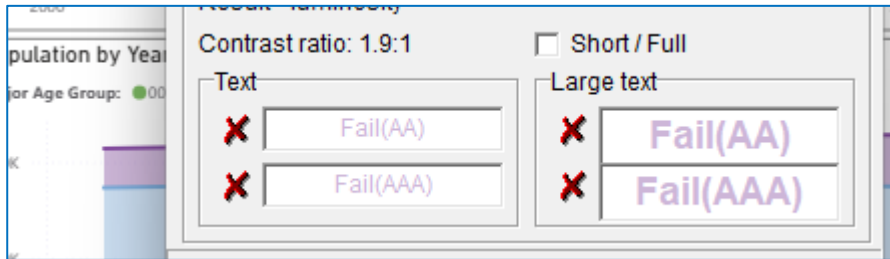
✗ Fail(AAA)

Large text

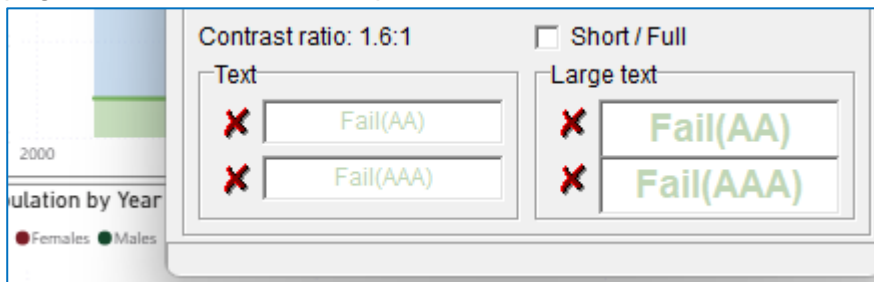
✗ Fail(AA)

✗ Fail(AAA)

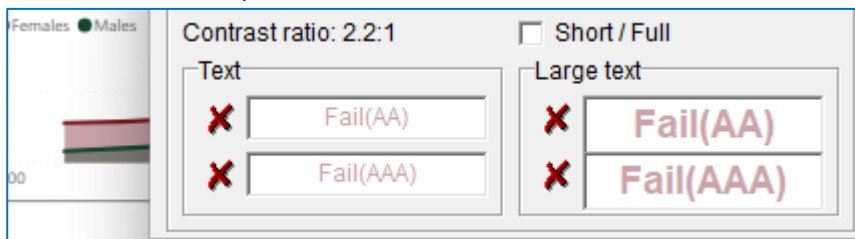
The light purple graph line on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 1.9:1.



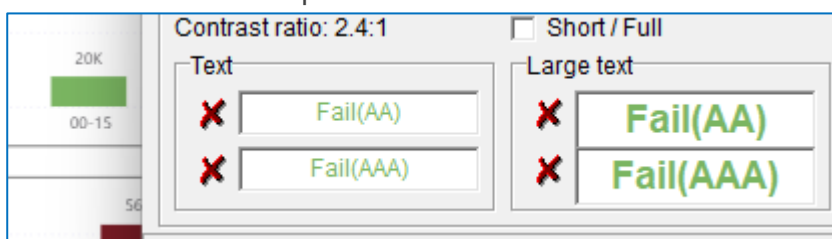
The light green graph line on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 1.6:1.



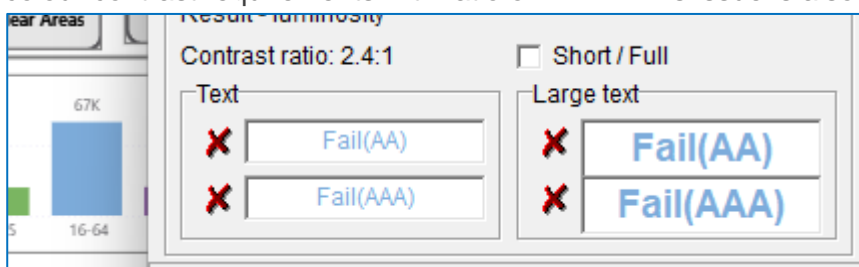
The pink graph line on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 2.2:1.



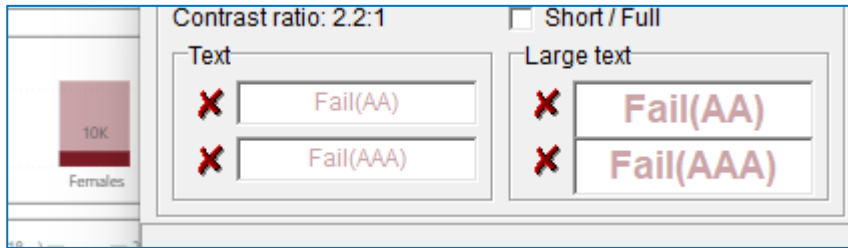
The green bar graph on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 2.4:1. This issue is also present on the circle graph.



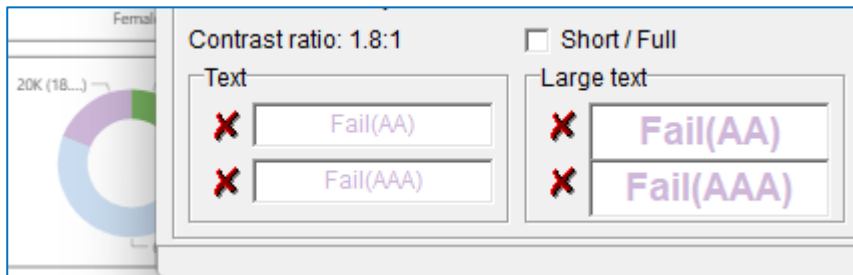
The blue bar graph on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 2.4:1. This issue is also present on the circle graph.



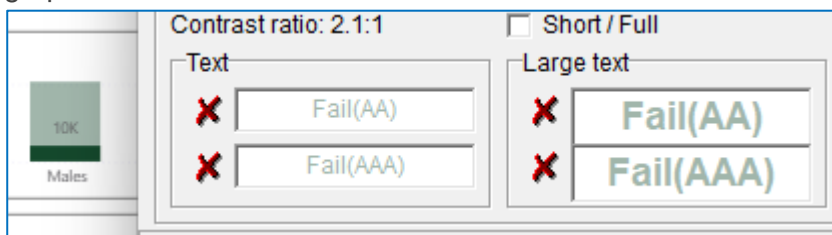
The pink bar graph on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 2.2:1. This issue is also present on the circle graph.



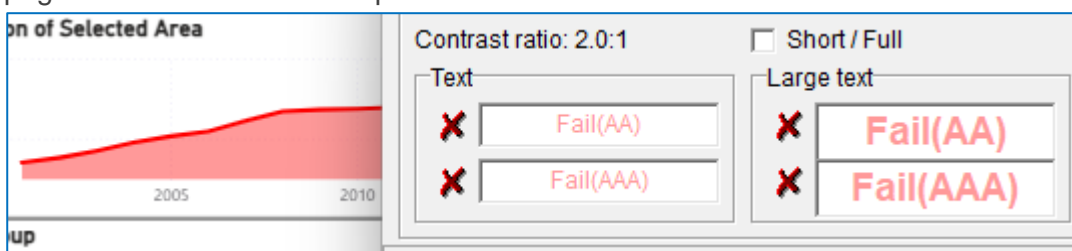
The lilac circle graph on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 1.8:1.



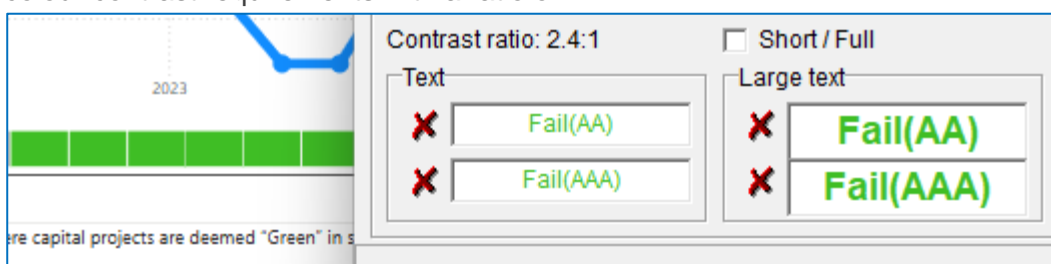
The pale green bar graph on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 2.4:1. This issue is also present on the circle graph.



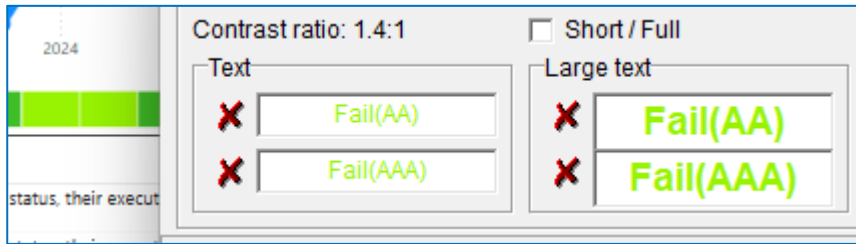
The bright pink graph line on a white background on the 'research-data-scottish-borders-topic' page fails colour contrast requirements with ratio of 2.0:1.



The dark green on the white background on the 'performance-council-201819-onwards' page fails colour contrast requirements with a ratio of 2.4:1.



The light green on the white background on the 'performance-council-201819-onwards' page fails colour contrast requirements with a ratio of 1.4:1.



User Comments

"There are a number of instances where the text is made harder to read because of the colour combination used. Changing either the foreground colour or background colour to make the combination stronger would help low vision and colour blind people read the content."

Sam Hopkins
Readability Assessor

Example Occurrences

<https://www.scotborders.gov.uk/bins-rubbish-recycling/waste-recycling-app>
<https://www.scotborders.gov.uk/council-tax/tell-us-changes-affect-much-pay>
<https://www.scotborders.gov.uk/strategies-plans-policies/research-data-scottish-borders-topic>
<https://www.scotborders.gov.uk/performance-1/performance-council-201819-onwards>
<https://www.scotborders.gov.uk/council-2/myscotborders/6>

Action Required

1. Ensure that all colour combinations meet the minimum ratio.
2. Ensure that all foreground and background colours have been specified.
3. Ensure that styling is used to increase the contrast of any browser defaults, especially for text boxes and other form inputs.

WCAG References

1.4.3 Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)

- 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.

1.4.11 Non-text Contrast: The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s): (Level AA)

- 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.

STAS-F19: Colours Preference Overwrite

Description

Users with vision loss or cognitive, language and learning challenges often prefer specific foreground and background color combinations. In some cases, individuals with low vision will find it much easier to see a web page that has white text on a black background, and they may have set their browser or technology to present this contrast. This makes it possible for users to view pages where colors have not been specified by the author in their preferred color combination.

The colours on your site have been specified by the author and overwrite the users colour preferences.

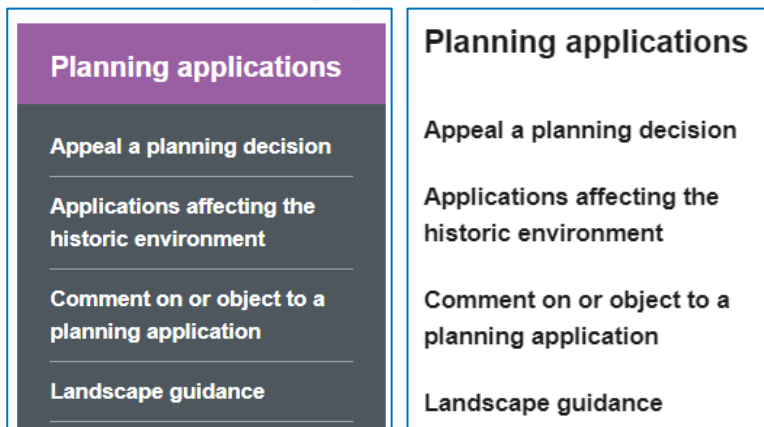
On the homepage, the text becomes unreadable when the page is turned to black and white.



On the 'schools' page on the 'Information on schools' form the forms controls lose their borders when the page is viewed in black and white.

On the 'request' page there is a search form input box which loses its borders when the page is viewed in black and white – this issue occurs across the site.

On the 'comment-object-planning-application' page the vertical navigation menu loses its colour link-colour indication (white underline) when the page is viewed in black and white; this makes it difficult to ascertain the purpose of the list. This menu issue occurs across pages on the site.



Occurrences

This issue occurs throughout the site.

Example Occurrences

<https://www.scotborders.gov.uk/>

<https://www.scotborders.gov.uk/directory/20/schools>

<https://www.scotborders.gov.uk/planning-applications/comment-object-planning-application>

<https://www.scotborders.gov.uk/parking/apply-blue-badge>

<https://www.scotborders.gov.uk/request>

<https://www.scotborders.gov.uk/roads-pavements/report-faulty-street-light>

Action Required

1. When colours are set on the <body> tag, they must be set on all other elements.

WCAG References

1.4.3 Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA)

- 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.

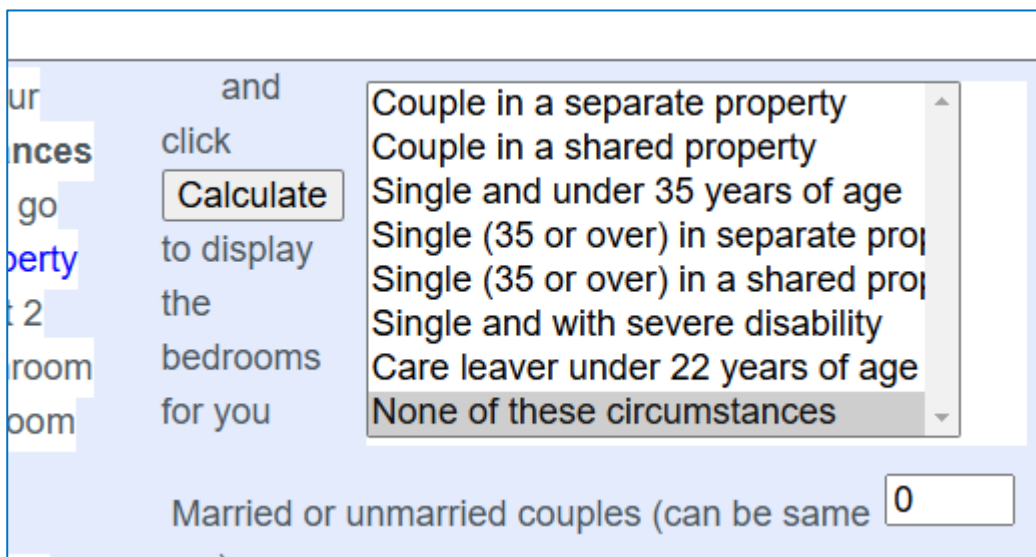
Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement

STAS-F20: Obscured Text

Description

Some users will need to view the text on a page or the page itself in different ways. One of the most common ways is through text resizing or page magnification.

On the 'bedroom-entitlement-calculator' page, there is obscured content within the selection box. This issue occurs at both 100% and 200%.



Example Occurrences

<https://www.scotborders.gov.uk/housing-benefits/bedroom-entitlement-calculator>

Action Required

1. Ensure that when text is resized to 200% there is no loss of content.

WCAG References

1.4.4 Resize text: 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)

Advisories

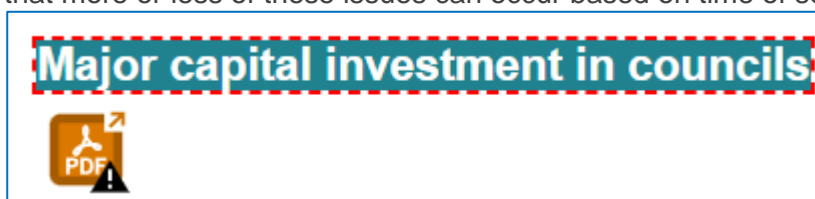
STAS-A01: Links to Non-HTML Documents

Description

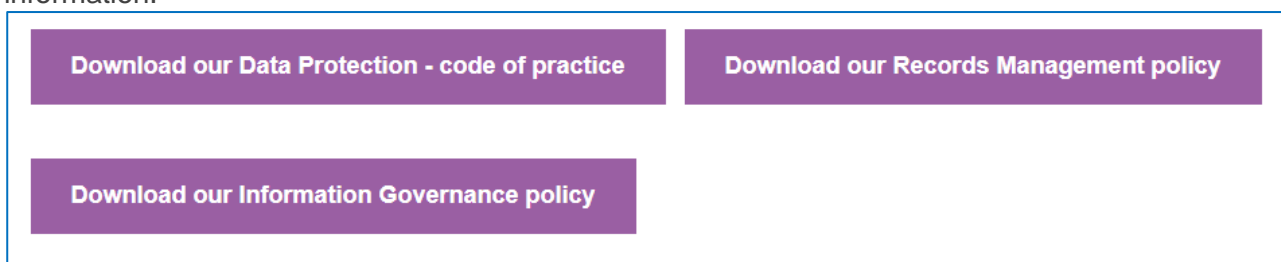
Links to non-HTML documents often omit their file type and file size in a way that can be determined by assistive technologies. Sometimes an image of the file type and textual file size is included on the page, but is not part of the link; this will therefore not be picked up by assistive technology as easily as if it were part of the link itself.

Links to non-HTML documents should open in a new window or a new tab. This is because certain file types may open in a browser plugin by default, which can cause issues for assistive technology users. Users may find that they cannot navigate back to the previous page, making navigation difficult. Opening documents in a new window/tab enables these users to close the window with the open file and return to their previous location.

On the 'Search results page 1' page there are links to PDFs that do not contain the file type and size information. It is worth noting that there could be differing results when checked. It is possible that more or less of these issues can occur based on time of search.



On the 'Privacy Statement' page there are links to PDFs that do not contain the file type and size information.



```
<a href="https://www.scotborders.gov.uk/downloads/file/2974/code_of_practice_-_data_protection" class="button button--standout supplement--call-to-action"> Download our Data Protection - code of practice </a> == $0
<a href="https://www.scotborders.gov.uk/downloads/download/334/records_management_policy" class="button button--standout supplement--call-to-action"> Download our Records Management policy </a>
<a href="https://www.scotborders.gov.uk/downloads/file/2268/information_governance_policy" class="button button--standout supplement--call-to-action"> Download our Information Governance policy </a>
```

On the 'Community food growing' page there are links to PDFs that do not contain the file type and size information.

Download the Community Food Growing Strategy

View our Community Food Growing Report

```
<a href="https://www.scotborders.gov.uk/downloads/file/7916/community_
food_growing_strategy_2021" class="button button--standout supplement-
-call-to-action"> Download the Community Food Growing Strategy
</a> == $0
<a href="https://www.scotborders.gov.uk/downloads/file/12033/community_
_growing_report_202122" class="button button--standout supplement--cal
l-to-action"> View our Community Food Growing Report </a>
<div class="supplement supplement--contact supplement--flush">...
```

On the 'Allotments' page there are links to PDFs that do not contain the file type and size information.

Scottish Allotments and Gardens Society

Download our Allotment Report

```
<a href="https://www.sags.org.uk/" class="button button--standout supp
lement--call-to-action"> Scottish Allotments and Gardens Society
</a> == $0
<a href="https://www.scotborders.gov.uk/downloads/file/12034/allotment
_report_202122" class="button button--standout supplement--call-to-act
ion"> Download our Allotment Report </a>
```

On the 'Council tax reduction' page there are links to PDFs that do not contain the file type and size information.

If you pay childcare costs please download and complete the [childcare costs evidence form](#).

If you are self employed you will also need to download and complete a [self employed earnings form](#). To assess your claim you will be required to provide proof of your income and savings. Full

```
<a href="http://www.scotborders.gov.uk/downloads/file/2827/childcar
e_costs_evidence_form">childcare costs evidence form</a> == $0
<a href="https://www.scotborders.gov.uk/downloads/file/396/self_emp
loyed_earnings_form">self employed earnings form</a>
```

User Comments

"When a Non HTML document has no indication alongside the link of its format, it is very problematic for a Screen Reader User. Furthermore, whether they have the software to read such a document. Therefore, the link that opens a non-HTML document should have information of the format and size alongside the link. The inclusion of this information will allow people the full knowledge of what format the document is in, and whether they have the software to read such a format; or whether there may be an issue in reading it within that format. In addition, the information about the size of the document may determine the time it may take to upload, or the memory they have on their device. Clear information on links of this kind will assist everyone using the site, and encourage them to open the information."

Alan Sleat
 Screen Reader Assessor

Occurrences

This issue occurs throughout the site.

Example Occurrences

<https://www.scotborders.gov.uk/site-search/results/?q=pdf>
<https://www.scotborders.gov.uk/access-information/privacy-statement>
<https://www.scotborders.gov.uk/parks-outdoors/community-food-growing>
<https://www.scotborders.gov.uk/parks-outdoors/allotments>
<https://www.scotborders.gov.uk/benefits-grants/council-tax-reduction>

Recommendation

1. Ensure links to non-HTML documents include file type and file size within the link text.
 For example [Annual Report \(PDF, 87kb\)](#)









STAS-A02: Users not Notified of Links Opening in a New Window / Tab

Description





When a link is activated it can either open the linked content in the same window or it can force the content to appear in a new window or tab. There are a number of links that open in a new window/tab without prior notification. When a new window/tab is utilised the user must be informed of this before they activate any link. If a user is not aware that they have been placed in a new window/tab, this can cause issues when the user attempts to use browser controls to move back a page. As they are in a new window/tab, the only way to get back to the previous page will be to close the current window.

On the 'Contact us' page there are links that open in a new tab without informing the user.





- [Request](#)
- [Report](#)
- [Pay](#)

 Contact us | Scottish Borders Council 
 Pay it – Scottish Borders Council 
 Report it – Scottish Borders Council 
 Request it – Scottish Borders Council 

- visit a [Contact Centre/Library Contact Centre](#)





 Contact us | Scottish Borders Council 
 Contact centres | Scottish Borders Council 

Contact us via [Contact Scotland-BSL](#).

 Contact us | Scottish Borders Council 
 Contact Scotland 

On the Find it' page there is a link that opens in a new tab without informing the user.

Powered by Esri

 Find it - Your nearest – Scottish Borders Council 
 GIS Software for Mapping and Spatial Analysis 

On the 'Report a missed bin collection' page there are links that open in a new tab without informing the user.

We ask for your patience in this matter and apologise for any inconvenience caused. [Find more information on the current situation](#)

[1 day your bin is collected](#) [what goes in each bin.](#)

Report a missed household bin collection × Waste and Recycling Services × Scottish Borders Recycling × Scottish Borders Recycling × +

On the 'Community food growing' page there are links that open in a new tab without informing the user.

Lots [more information and news](#) on local online.

an [interactive web map](#)

[Community Food Growers newsletter](#)

Community Food Growing | Scottish Borders Council × Community Food Growing × Scottish Borders Food Growing Services × +

On the 'Small business bonus scheme' page there are links that open in a new tab without informing the user.

visit the [Scottish Government website](#)

Small Business Bonus Scheme | Scottish Borders Council × Small Business Bonus Scheme - m ×

Occurrences

This issue occurs throughout the site.

Example Occurrences

<https://www.scotborders.gov.uk/contact>


<https://www.scotborders.gov.uk/findit>

<https://www.scotborders.gov.uk/bins-rubbish-recycling/report-missed-bin-collection>

<https://www.scotborders.gov.uk/parks-outdoors/community-food-growing>

<https://www.scotborders.gov.uk/money-off-business-rates/small-business-bonus-scheme>

Recommendation

1. Ensure that users are notified of links that open in a new window or tab.
 - a. By adding visual text content to the link, e.g. [BBC \(Opens in a new window\)](#)
 - b. By adding an icon with a suitable alt text to the link text, e.g. [BBC](#) 

``

`BBC`

``



STAS-A03: Accessibility Statement

Description

An accessibility statement will allow disabled users to check if there are any features implemented on the site to enhance a user's experience. Many users with disabilities will look for the accessibility statement before viewing a site. They would expect to find information on how to use the site, what measures have been taken to ensure accessibility is important, and also any limitations the site may have due to third party applications.

The Government Digital Service recommends that the accessibility statement has the following sections:

- How accessible this website is
- What to do if you cannot access parts of this website
- Reporting accessibility problems with this website
- Enforcement procedure
- Contacting us by phone or visiting us in person
- Technical information about this website's accessibility
- Non accessible content
 - Non-compliance with the accessibility regulations
 - Disproportionate burden
 - Content that's not within the scope of the accessibility regulations
- How we tested this website
- What we're doing to improve accessibility

The accessibility statement on your site is located at the footer of the homepage and is link #19 of 32. This causes users with accessibility needs to have to tab through each link on the page to find the accessibility statement.

Occurrences

This issue occurred throughout the site.

Example Occurrences

<https://www.scotborders.gov.uk>

<https://www.scotborders.gov.uk/building-warrants/i-apply-building-warrant>

<https://www.scotborders.gov.uk/contact>

<https://www.scotborders.gov.uk/bins-rubbish-recycling/report-missed-bin-collection>

<https://www.scotborders.gov.uk/xfp/form/849>

Recommendation

1. Include a descriptive accessibility statement with links from all pages.

Shaw Trust is a charity which was founded in the village of Shaw, Wiltshire in 1982.

Our Vision:

Shaw Trust believes that everyone has the right to employment, inclusion and independence.

Our Purpose is to:

Focus on people who experience barriers related to disability, health and other disadvantages, providing personalised support to enable them to work, gain independence and control and contribute to family and community life.

Influence policy and improve the lives of disabled and disadvantaged people.

By working with businesses, commissioners and partner organisations, we've helped over 450,000 people achieve employment, inclusion and independence.

If you would like to know more about Shaw Trust please contact us today.
Call: 01225 716300
Email: info@shaw-trust.org.uk
Web: www.shaw-trust.org.uk

A Company Limited by Guarantee. Registered Number 1744121
Registered Charity Number in England & Wales 287785
Registered Charity Number in Scotland SC039856

