Transport Focus Accessibility Audit

17th June 2022

Table of Contents

Web Usability

Background and methodology

Web **Usability**

Background

- Over 1 in 5 potential UK consumers have a disability with approximately 73% having experienced barriers on more than a quarter of websites they visited.

- All websites should be accessible to disabled users, not only for ethical and commercial considerations, but also for legal. The Equality Act 2010 (EQA) prohibits discrimination from providers of services, good and facilities (EQA Section 21(1)).

- W3C set out guidelines for accessibility good practice. These are detailed in their [Web Content Accessibility Guidelines](#) (WCAG) and are regarded by the digital industry as being a good standard against which to benchmark the accessibility of websites, in order to comply with the requirements of the 2010 Equality Act

- Since September 2018, Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 specifies that public sector sites must conform to WCAG 2.1 at AA standard.

Web Usability

Importance

- Meeting the WCAG 2.1 guidelines at Level AA should ensure that most disabled users can use the site without major difficulty.

- In addition, it should make the site easier to use for all users.

- In many cases, users with disabilities shine a spotlight on issues that all users are likely to experience but might otherwise be hard to spot.

- Organisations who demonstrate a commitment to meeting the needs of disabled users are likely to reap the benefits of being seen to be corporately and socially responsible.

- Therefore, meeting the WCAG standard has much greater benefits than just ticking a box to avoid the, highly unlikely, possibility of action under the Equality Act.
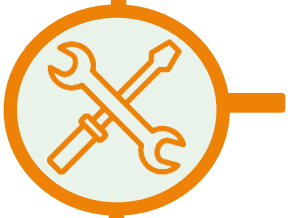
Web Usability
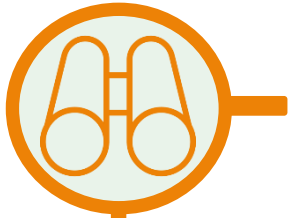
Methodology

The website was manually assessed against the WCAG 2.1 Guidelines to Level A & AA using the WCAG Evaluation Methodology (EM).

This involved exploration of the site using assistive technologies: JAWS and NVDA screen readers; ZoomText and native browser screen magnifiers and speech recognition software.

The website was also inspected for visual issues and HTML, CSS and ARIA mark-up issues.

In addition the site was reviewed on mobile devices using VoiceOver (iOS) and TalkBack (Android). Any unique mobile issues have been included in the report.

The website was reviewed on the following browsers: Chrome, Firefox & Edge.

For each failed guideline we show a description of the guideline, why it matters to disabled users and the issue illustrated with examples.

Where appropriate, we also provide workable solutions or recommendations.

In addition, we have provided a page-by-page breakdown of the issues for all the page templates included in the audit.

Web Usability

Pages reviewed

Web Usability

Pages reviewed

A representative sample of pages were reviewed. These were agreed with the project manager ahead of starting the audit.

Page	URL
Homepage	https://www.transportfocus.org.uk/
Navigation page style 2 (e.g. Insights)	https://www.transportfocus.org.uk/insight/
Navigation page style 3(e.g. Publications page)	https://www.transportfocus.org.uk/publications/
Content page (inc. multimedia content)	https://www.transportfocus.org.uk/campaigns/sort-my-sign/
Content page (inc. PDF)	https://www.transportfocus.org.uk/publication/bus-user-survey-edition-1/
Content page (inc. accordions)	https://www.transportfocus.org.uk/transport-user-advice/rail-rights/
About page	https://www.transportfocus.org.uk/about/
Contact us page	https://www.transportfocus.org.uk/contact/
Contact form	https://www.transportwatchdog.org.uk/contact/general/
Accessibility page	https://www.transportfocus.org.uk/about/transparency-and-accountability/accessibility/

Web Usability

Summary

Web Usability

Summary

- This audit of the Transport Focus website has identified 17 instances of non-compliance with the 50 WCAG 2.1 success criteria (SC) at Level A & AA.

- The key issues are:
  - Some elements are not keyboard operable (SC 2.1.1)
  - The focus order is not always correct or logical (SC 2.4.3)
  - There are a number of programmatically unlabelled or incorrectly labelled elements (SC 4.1.2)
  - Videos do not have text alternatives, audio descriptions or captions (SCs 1.2.2, 1.2.3, 1.2.5)

NB[1] We do not check for every possible occurrence of each issue, and not all pages have been included in the audit. When an issue is raised and we have shown how to fix it, *the developers must check for similar issues on all other pages of the website and fix them as well*. That will ensure the best possible accessibility of this website for disabled users, and the likelihood of conformance to the WCAG on all pages.

NB[2] The site has been audited to WCAG 2.1 Level A and AA. There are likely to be a number of additional issues at AAA but these have not been captured in this report.

Web Usability

Overview of guidelines

On the following slides (12-20), a summary of the guidelines has been provided. Included in the table is a pass or fail assessment for each guideline and the priority of the issue:

Low priority – The issue is a minor or cosmetic one - something is wrong, but users will not be affected too seriously by it

Medium priority – Some user groups will experience significant problems or will find it very frustrating

High priority – Some user groups cannot use part of the site, or perform certain actions, or access certain content

Critical – Some groups of disabled users cannot use important functionality at all due to this issue

Web Usability

1.1 Text alternative

1.1	Text alternative	Level	Assessment	Priority
1.1.1	Non-text content	A	Fail	Medium

1.2 Time based media

1.2	Time based media	Level	Assessment	Priority
1.2.1	Audio-only and Video-only (Prerecorded)	A	Pass	N/A
1.2.2	Captions (Prerecorded)	A	Fail	High
1.2.3	Audio Description or Media Alternative (Prerecorded)	A	Fail	High
1.2.4	Captions (Live)	AA	N/A	N/A
1.2.5	Audio Description (Prerecorded)	AA	Fail	High

Web Usability

1.3 Adaptable

1.3	Adaptable	Level	Assessment	Priority
1.3.1	Info and Relationships	A	Fail	High
1.3.2	Meaningful Sequence	A	Pass	N/A
1.3.3	Sensory Characteristics	A	Pass	N/A
1.3.4	Orientation	AA	Pass	N/A
1.3.5	Identify Input Purpose	AA	Pass	N/A

Web Usability

1.4 Distinguishable

1.4	Distinguishable	Level	Assessment	Priority
1.4.1	Use of Colour	A	Fail	Low
1.4.2	Audio Control	A	Pass	N/A
1.4.3	Contrast (Minimum)	A	Fail	Low
1.4.4	Resize text	AA	Pass	N/A
1.4.5	Images of Text	AA	Pass	N/A
1.4.10	Reflow	AA	Pass	N/A
1.4.11	Non-text Contrast	AA	Pass	N/A
1.4.12	Text Spacing	AA	Fail	Low
1.4.13	Content on Hover or Focus	AA	Pass	N/A

Web Usability

2.1 Keyboard Accessible

2.1	Keyboard Accessible	Level	Assessment	Priority
2.1.1	Keyboard	A	Fail	Critical
2.1.2	No Keyboard Trap	A	Pass	N/A
2.1.4	Character Key Shortcuts	A	Pass	N/A

2.2 Enough Time

2.2	Enough Time	Level	Assessment	Priority
2.2.1	Timing Adjustable	A	Pass	N/A
2.2.2	Pause, Stop, Hide	A	Pass	N/A

Web Usability

2.3 Seizures & Physical Reactions

2.3	Seizures	Level	Assessment	Priority
2.3.1	Three Flashes or Below Threshold	A	Pass	N/A

2.4 Navigable

2.4	Navigable	Level	Assessment	Priority
2.4.1	Bypass Blocks	A	Fail	High
2.4.2	Page Titled	A	Pass	N/A
2.4.3	Focus Order	A	Pass	N/A
2.4.4	Link Purpose (In Context)	A	Fail	Low
2.4.5	Multiple Ways	A	Pass	N/A
2.4.6	Headings and Labels	AA	Pass	N/A
2.4.7	Focus Visible	AA	Fail	Medium

Web Usability

2.5 Input Modalities

2.5	Input Modalities	Level	Assessment	Priority
2.5.1	Pointer Gestures	A	Pass	N/A
2.5.2	Pointer Cancellation	A	Pass	N/A
2.5.3	Label in Name	A	Pass	N/A
2.5.4	Motion Actuation	A	N/A	N/A

U Web Usability

3.1 Readable

3.1	Readable	Level	Assessment	Priority
3.1.1	Language of Page	A	Pass	N/A
3.1.2	Language of Parts	AA	Pass	N/A

3.2 Predictable

3.2	Predictable	Level	Assessment	Priority
3.2.1	On Focus	A	Pass	N/A
3.2.2	On Input	A	Pass	N/A
3.2.3	Consistent Navigation	AA	Fail	High
3.2.4	Consistent Identification	AA	Pass	N/A

Web Usability

3.3 Input Assistance

3.3	Input Assistance	Level	Assessment	Priority
3.3.1	Error Identification	A	Pass	N/A
3.3.2	Labels or Instructions	A	Pass	N/A
3.3.3	Error Suggestion	AA	Fail	Medium
3.3.4	Error Prevention (Legal, Financial, Data)	AA	Pass	N/A

Web Usability

4.1 Compatible

4.1	Compatible	Level	Assessment	Priority
4.1.1	Parsing	A	Fail	Low
4.1.2	Name, Role, Value	A	Fail	Critical
4.1.3	Status Messages	AA	Pass	N/A

Web Usability

Guideline fails and recommendations

Web Usability

Guideline fails and recommendations

On the following slides (23-83), a detailed breakdown of each of the guideline fails is provided. This includes a summary of the guideline, why the guideline matters, the issue and our recommended solution. Examples of the fails are also included and prioritised using the following scale:

Low priority – The issue is a minor or cosmetic one - something is wrong, but users will not be affected too seriously by it

Medium priority – Some user groups will experience significant problems or will find it very frustrating

High priority – Some user groups cannot use part of the site, or perform certain actions, or access certain content

Critical – Some groups of disabled users cannot use important functionality at all due to this issue

Web Usability

1.1 Text alternative

1.1	Text alternative	Level	Assessment	Priority
1.1.1	Non-text content	A	Fail	Medium

Web Usability

1.1.1 Decorative images don't need alts

The guideline

- 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.
  - **Controls, Input:** If non-text content is a control or accepts user input, then it has a name that describes its purpose.
  - **Time-Based Media:** If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content.
  - **Test**: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content.
  - **Sensory:** If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content.
  - **CAPTCHA:** If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities.
  - **Decoration, Formatting, Invisible:** If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.

Why it matters

- Without useful alternative text, blind users will miss valuable information and branding that is conveyed via images.

- Screen and Braille readers for blind people announce the alt attribute on an <img> element and the <figcaption> elements in figures. If not completed correctly, blind users will have no awareness of these images or figures and consequently miss out on key information.

- When an image is purely decorative, having alt text adds unnecessary complexity to the page for these users

Web Usability

1.1.1 Decorative images don't need alts

Issue

• Some of the decorative background images on the site have alt text "transport focus", which is unnecessary and clutters the page for screen reader users

• In some places, the alt text of images or icons duplicates the text of the associated heading – this means screen reader users hear the same information twice

Solution

• If images are purely decorative they should be given an empty alt attribute (alt="")

• Use the W3C image alt text decision tree to help assess whether an image is decorative or not

• It is not necessary to use images as links immediately adjacent to text links to the same location. For adjacent images and headings that link to the same destination, put the text and image together in one element and provide null alternative text on the image to eliminate duplication of text.

Web Usability

1.1.1 Examples

Decorative images
- For blind users, these images are irrelevant, and the alt text currently supplied ('Transport Focus') simply clutters the page with unnecessary detail
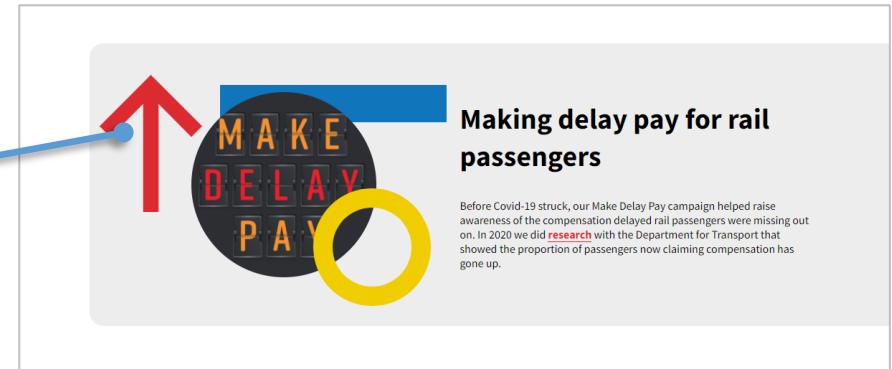
Images duplicating adjacent text links
- The icons have unnecessary alt text (e.g. 'Road users icon') which largely duplicates the title and the button label below. These should all be consolidated into a single link element, with null image alt texts

Web Usability

1.2 Time based media

1.2	Time based media	Level	Assessment	Priority
1.2.1	Audio-only and Video-only (Prerecorded)	A	Pass	N/A
1.2.2	Captions (Prerecorded)	A	Fail	High
1.2.3	Audio Description or Media Alternative (Prerecorded)	A	Fail	High
1.2.4	Captions (Live)	AA	N/A	N/A
1.2.5	Audio Description (Prerecorded)	AA	Fail	High

Web Usability

1.2.2 Videos require captions

The guideline

• 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.

Why it matters

• Without captions, people who are deaf or hard of hearing will be unable to access the audio content of a video

• As a result, the video will be of no use to these users

• Captions also benefit all users – many users now like to engage with video content with the sound off (especially on social media) so having captions ensures they can still engage with the video

U Web Usability

1.2.2 Videos require captions

Issue

- The videos on the site do not have captions so are inaccessible to deaf and hard of hearing individuals

Solution

- Provide captions on videos. These can be either:
  - Open captions which are always visible
  - Closed captions which can be switched on or off depending on user preference
- Do not confuse captions with subtitles. Subtitles provide text of only the dialogue, while captions also include descriptions of important sounds.
- If you want captions or subtitles to appear in your embedded player by default, you can do so by adjusting the embed code before placing it in your site.
- NB1. For embedded Vimeo videos, add the following text track parameter to the end of the player URL in your embed code:
  - ?texttrack= en (for English subtitles or captions)
- NB2. For embedded YouTube videos you can turn on captions by default by adding:
  - '&cc_load_policy=1' to the video's embed code.
  - You can also choose a caption language for the embedded video. To specify the caption language for the video that you'd like to embed, just add '&cc_lang_pref=en&cc_load_policy=1' to the video's embed code.
    - 'cc_lang_pref' sets the language for the captions shown in the video.
    - 'cc_load_policy=1' turns captions on by default.
    - 'en' represents the language code for English

Web Usability

1.2.2 Examples

Vimeo video

- The videos have no captions, so deaf users will not be able to understand most of the content. Add open or closed captions in order to pass this guideline and so deaf users can access the video

Web Usability

1.2.3 & 1.2.5 Videos missing audio or text description

The guideline

- 1.2.3 (Level A): All non-text content that is presented to the user has a text alternative that serves the equivalent purpose

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

NB. Guidelines 1.2.3 and 1.2.5 overlap somewhat with each other. This is to give the author some choice at the minimum conformance level, and to provide additional requirements at higher levels.

Why it matters

- In videos a lot of information is conveyed in non-audio format i.e. in the images used.

- Blind and visually impaired people are unable to see these images so are reliant on the information conveyed by the audio of a video.

- As a result, they may miss crucial messages, actions or brand sentiments.

- These guidelines also helps to support users who have difficulty perceiving or understanding moving images.

Web Usability

1.2.3 & 1.2.5 Videos missing audio or text description

Issue

- The videos on the 'Sort my Sign' page have no audio description or text alternative, and have a large amount of visual content that blind users will miss

Solution

- Add contextual information to these videos to ensure blind people have the same experience as sighted individuals. This can either be provided as an audio description or text transcript:

  - Provide audio description of the video content. Audio description is an edited version of a video's soundtrack that adds more information than the regular soundtrack offers during pauses. This might mean narrating movements that are not audibly explained in the video, identifying speakers or explaining visual information. There is a good video on the RNIB website that describes why it's important. Here's a couple of examples of audio description in action:

    - Disney's The Lion King audio description
    - Subaru advert audio description

  - Provide all the information of the video (both visual and auditory) in text form. A text transcript is a document that includes all information present in the video, essentially a script for the video. This means including any visual cues as well as dialogue and non-speech sounds. W3C have created some advice of producing transcripts.

- To pass at Level A (guideline 1.2.3) either solution can be adopted

- To pass at Level AA (guideline 1.2.5) the site must provide an audio description

Web Usability

1.2.3 & 1.2.5 Examples

Videos

- These videos contain a large amount of non-speech, visual content that blind users will not be able to access

Web **Usability**

1.3 Adaptable

1.3	Adaptable	Level	Assessment	Priority
1.3.1	Info and Relationships	A	Fail	High
1.3.2	Meaningful Sequence	A	Pass	N/A
1.3.3	Sensory Characteristics	A	Pass	N/A
1.3.4	Orientation	AA	Pass	N/A
1.3.5	Identify Input Purpose	AA	Pass	N/A

Web Usability

1.3.1 ARIA landmarks missing

The guideline

- Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.

Why it matters

- ARIA landmarks are used to programmatically identify different sections on the webpage (e.g. banner navigation, main content, footer)

- This helps screen reader users orientate themselves on the page, navigate to different sections and bypass sections they are not interested in

- Landmarks can also be used by keyboard users (if a suitable browser plugin is activated) to skip over repeated sections on the page (e.g. the main navigation)

U Web Usability

1.3.1 ARIA landmarks missing

Issue:
- There are no ARIA landmarks on the site (except the contact form page)
- Many disabled users navigate by landmarks and use them to discern the structure of the page
- The main landmark allows users to identify the primary page content
- The navigation landmark(s) help users identify the page menus
- Without these landmarks, it can take users longer to find and understand the different sections of the page

Solution:
- Ideally, all content on the page should be contained within landmarks
- As a minimum add at least the following:
  - a 'main' landmark around the main page content
  - A 'navigation' landmark around the primary navigation
  - A 'contentinfo' landmark around the footer content
- Landmarks are inserted into the page using the role attribute on an element that marks the section. The value of the attribute is the name of the landmark
- Ensure landmarks are given unique labels by using either the aria-label or aria-labelledby elements

U Web Usability

1.3.1 Incorrect heading structure

The guideline

- Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.

Why it matters

- HTML's hierarchy of heading elements <h1> down to <h6> is intended to tell blind screen and Braille reader users, who cannot see the screen, what the structure of the page is logically and semantically.

- This helps them to understand how the content is organised and what parent section any piece of content belongs to.

- Headings are the primary means of navigation through the page for many blind people. (They also help the search engines and so be good for SEO).

- Sighted users frequently look through the headings on a page to get a quick idea of what is discussed, and to pick out sections that interest them. Screen and Braille readers do the same for blind people by:
  - Allowing their users to jump from one heading to the next. (For instance JAWS and NVDA both use the "H" key for this, and "Shift+H" to go back).
  - With a hot key to show an onscreen list of the headings and levels for the user to browse through and use as quick links to each heading in the page

U Web Usability

1.3.1 Incorrect heading structure

Issue:

- Overall, the heading structure across the site is good.

- There are some minor heading mark up issues that may impact users' ability to discern the structure of the page. Issues include:
  - Multiple h1 elements per page
  - Heading elements not used sequentially

Solution:

- When choosing headings, use the following rules:
  - follow the heading hierarchy from h1 down to h6 on all pages
  - always make the main heading on the page an <h1> element
  - subheadings under the main heading should be <h2> elements and so on down to h6
  - do not skip heading levels
  - there should only be one <h1> element on a page
  - never choose the headings elements to achieve a desired font size

Web Usability

1.3.1 Examples

Headings are not used hierarchically
- Heading elements should be used sequentially to help communicate the structure of the page. On this page there is a jump from h2 to h4
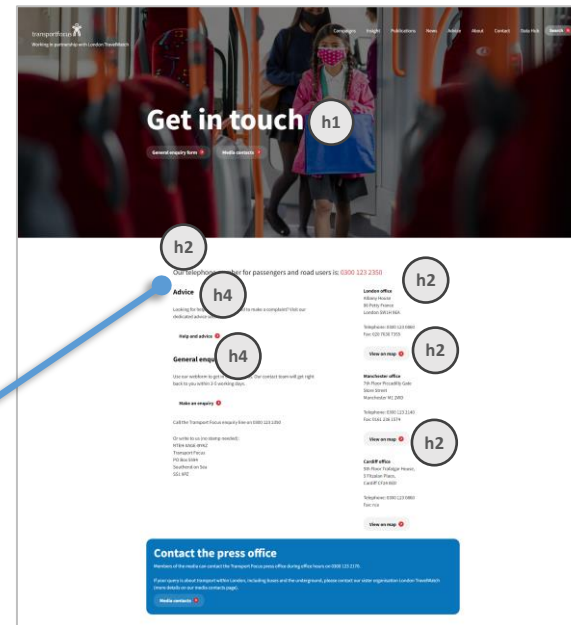
Multiple h1
- Pages should only have one <h1> element and this should be used to communicate the primary purpose of the page. There are 5 h1s on this page

h2 = heading level

Web Usability
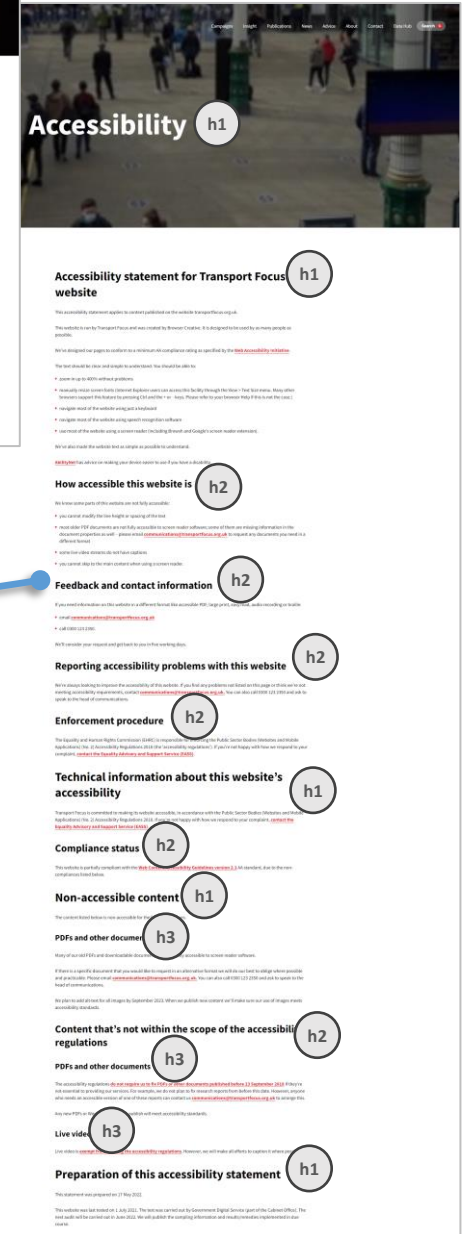
1.3.1 Table implemented incorrectly

The guideline

- Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.

Why it matters

- Information conveyed by a particular visual relationship (e.g. a table) can be difficult for screen reader users to understand

- These users need a programmatic equivalent to ensure that the relationships are clear to them

Web Usability

1.3.1 Table implemented incorrectly

Issue:

- On the rail passengers rights page, the compensation table has been implemented incorrectly, using a layout table element instead of a data table, and using <td> instead of <th> for the column headers.

- This is means that the column headers are not announced for each cell, which will make it difficult for screen reader users to understand the content within the table

Solution:

- Ideally, use a data table instead of a layout table

- At a minimum, change the header rows to <th> tags instead of <td>

Web Usability

1.3.1 Examples

Layout table used incorrectly
- This table has been implemented incorrectly, using a layout table element instead of a data table, and using <td> instead of <th> for the column headers. This means that the column headers are not announced for each cell, which will make it difficult for screen reader users to understand the table

on that temporary timetable rather than the original one

- you must submit your claim within 28 days of the journey date.

The amount you will get depends on the ticket type you have and the length of the delay. For single and return tickets – the minimum you should get is:

Delay	Single	Return
15-29 mins*	25 per cent	12.5 per cent
30-59 mins	50 per cent	25 per cent
60-119 mins	100 per cent	50 per cent
120+ mins	100 per cent	100 per cent

*not all companies offer the 15-minute threshold.

For season tickets the operator will first work out the value of every single journey the ticket covers:

- a weekly season is said to cover 10 single journeys

- a monthly season covers 40 single journeys

- an annual season covers 464 single journeys (it assumes that you will travel over some weekends as well as in the week).

U Web Usability

1.4 Distinguishable

1.4	Distinguishable	Level	Assessment	Priority
1.4.1	Use of Colour	A	Fail	Low
1.4.2	Audio Control	A	Pass	N/A
1.4.3	Contrast (Minimum)	A	Fail	Low
1.4.4	Resize text	AA	Pass	N/A
1.4.5	Images of Text	AA	Pass	N/A
1.4.10	Reflow	AA	Pass	N/A
1.4.11	Non-text Contrast	AA	Pass	N/A
1.4.12	Text Spacing	AA	Fail	Low
1.4.13	Content on Hover or Focus	AA	Pass	N/A

Web Usability

1.4.1 Colour is only distinguishing feature

The guideline

- Colour is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.

Why it matters

- Changes in colour are not necessarily visible to people with colour blindness (10% of the population), or impaired vision. So the WCAG requires that colour must not be the only way information is made known, or a visual element or state (such as the focus state) distinguished.

U Web Usability

1.4.1 Colour is only distinguishing feature

Issue

- One link on the site is not underlined, so it is only differentiated from regular text by the colour red.

- *NB This could technically also fail SC 3.2.4 (Inconsistent navigation)*

Solution

- Ensure that elements are distinguished by more than just colour

- For text links, make sure they are distinguished by additional formatting.

- The most established convention is to provide a permanent underline for in-text links.

- NB. Whatever link convention is adopted should be used consistently across the website

Web Usability

1.4.1 Examples

Download link

- The 'Download' link is only differentiated from text by colour, and is not consistent with text links on the rest of the site

Web Usability

1.4.3 Colour contrast is insufficient

The guideline

- The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:
  - Large-scale text and images of large-scale text have a contrast ratio of at least 3:1
  - 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
  - Text that is part of a logo or brand name has no contrast requirement

Why it matters

- Poor contrast of text, icons or other content on the page makes it very difficult for people with colour blindness or impaired vision to read the content.

- It also makes it difficult for other users in environments of bright sunlight on computer or mobile screens.

U Web Usability

1.4.3 Colour contrast is insufficient

Issue

- There are three minor instances where colours do not meet the minimum level of contrast against their background required for all text by the WCAG:
  - Red links on grey panels (on the main white page background they are fine)
  - The post age labels on twitter posts
  - Some text over image panels – the solid blue background only appears on mouseover, so keyboard users have to read the text over the image

- See page-by-page issues for specific page examples

Solution

- Adjust text colour and/or background colour to give them a higher contrast value. Meet at least the 4.5 to 1 WCAG minimum for ordinary text, and at least 3 to 1 for larger text of 24 px or larger (18px for bold font).

- Wherever possible we recommend choosing a much higher contrast than the minimum, for best visibility by all your users including people with impaired vision, and to cater for all environments including PC or mobile screens in direct sunlight.

- Colour contrast checking tool

Web Usability

1.4.12 Text style properties cannot be changed

The guideline

- In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property:
  - Line height (line spacing) to at least 1.5 times the font size;
  - Spacing following paragraphs to at least 2 times the font size;
  - Letter spacing (tracking) to at least 0.12 times the font size;
  - Word spacing to at least 0.16 times the font size.

Why it matters

- People with low vision who require increased space between lines, words, and letters are able to read text.

- People with dyslexia may increase space between lines, words, and letters to increase reading speed.

- Although not required by this SC, empty space between blocks of text can help people with cognitive disabilities discern sections and call out boxes.

Web Usability

1.4.12 Text style properties cannot be changed

Issue

- It is not possible to change the line spacing of the text in bullet points in the compensation accordion on the rail passengers' rights page.

- This is because the text size is set using aria-setsize, rather than conventional CSS

Solution

- Implement the pages in such a way that it is possible for user agents to modify style properties, e.g. using conventional CSS or html elements

- Ensure that when users modify these properties there is no loss of function or clarity (e.g. overlapping or cut off text)

U Web Usability

2.1 Keyboard Accessible

2.1	Keyboard Accessible	Level	Assessment	Priority
2.1.1	Keyboard	A	Fail	Critical
2.1.2	No Keyboard Trap	A	Pass	N/A
2.1.4	Character Key Shortcuts	A	Pass	N/A

Web Usability

2.1.1 Page elements not keyboard operable

The guideline

- 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

Why it matters

- Keyboard users are people who cannot use a mouse due to injury or impairment of the hand or arm, muscle damage, arthritis, hand tremors or other physical disability. (And some users also use the keyboard by choice simply because they find it easier.)

- They use the Tab key to navigate from one interactive component to the next (and Shift+Tab to navigate back up). They press Enter to follow links, and Enter or spacebar to press buttons. Some HTML components such as radio buttons and list select controls require the arrow keys. Other keys are used for other components where appropriate.

- Blind screen reader users also have to use the keyboard since they cannot see the screen. And other assistive devices such as switches, wands, muscle sensors, and sip-and-puff devices, also listen for the interactive HTML components - they map to the same key events and will not work if a component is not keyboard usable.

- All interactive components on a web page must be usable from the keyboard otherwise all the above users are prevented from using those facilities; this includes:
  - Standard HTML elements
  - Components custom-built by the developer
  - Components created by a framework or third-party library

Web Usability

2.1.1 Page elements not keyboard operable

Issue

- Text over the images of the Transport Focus team only appears on mouseover, so is not accessible to keyboard users

- Sighted keyboard users cannot expand the accordions (although it does work while using a screen reader)

Solution

- Ensure all page elements are accessible by keyboard ([read more guidance from WCAG](#))

- Check this by using tab and shift + tab to navigate forwards and backwards through the page and identify any elements that are missed out

- In addition to being included in the keyboard tabbing order, ensure the tabbing order is logical (SC 2.4.3) and clear focus is given to the active page element (SC 2.4.7)

Web Usability

2.1.1 Examples

Text on hover
- The additional text on these panels is only visible on mouseover, so sighted keyboard users and screen reader users will not be able to access it
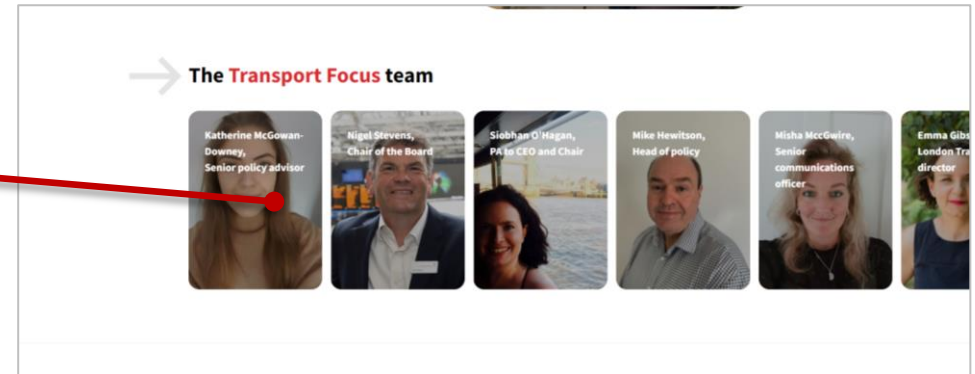
Accordions
- It is not possible to expand the accordions when using just the keyboard (although it is when using a screen reader), so sighted keyboard users will not be able to access the content

Web Usability

2.4 Navigable

2.4	Navigable	Level	Assessment	Priority
2.4.1	Bypass Blocks	A	Fail	High
2.4.2	Page Titled	A	Pass	N/A
2.4.3	Focus Order	A	Pass	N/A
2.4.4	Link Purpose (In Context)	A	Fail	Low
2.4.5	Multiple Ways	A	Pass	N/A
2.4.6	Headings and Labels	AA	Pass	N/A
2.4.7	Focus Visible	AA	Fail	Medium

Web Usability

2.4.1 No skip to content bypass link

The guideline

- A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.

Why it matters

- Web pages and applications often have content that appears on other pages or screens. Examples of repeated blocks of content include but are not limited to navigation links, heading graphics, and advertising frames.

- Sighted users are able to ignore these repeated blocks and look straight at the main content on the page. Screen reader or keyboard only users are unable to do this and must navigate through all these repeated blocks on every page.

- By providing a link that skips past these repeated blocks, you make it quicker and easier for these users to reach the main content on the page.

U Web Usability

2.4.1 No skip to content bypass link

Issue:

- There is no bypass link on any of the pages (except the contact form page) that allows users to skip over the main navigation

- As a result, users navigating the site using a keyboard have to tab through all of the navigation on every page they visit before they reach the body of the page

Solution:

- Add a 'skip to main content' link

- This should be the first interactive item on a web page and when selected should take users to the main header and navigation

- Note: the link must be visible when it has focus. At all other times it can be hidden from view

- [Read more about adding a skip to content link](#)

Web Usability

2.4.3 Focus order not always logical

The guideline

- 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

Why it matters

- A logical focus order is important for users who navigate a web page using a keyboard as it allows them to move through the site quickly without surprises

- Additionally, people with disabilities that make reading difficult can become disoriented when tabbing takes focus someplace unexpected

- For users with visual impairments, only a small portion of the page may be visible to an individual using a screen magnifier at a high level of magnification. Such a user may interpret an element in the wrong context if the focus order is not logical

Web Usability

2.4.3 Focus order not always logical

Issue:

- There are a number of areas on the site where the focus order is not correct:
  - The cookies message is after all of the page content
  - The survey popup overlay is after all of the page content
  - Filters and new page content on the publications page do not receive focus when they appears

- There are also a large number of hidden adverts on the homepage that are invisible to sighted users but are included in the keyboard tabbing order, which will cause critical issues for screen reader and sighted keyboard users

Solution:

- Review the order of page content to ensure the journey users take through the page is the most logical and efficient

- Remove unnecessary content

- More about [determining focus order](#)

Web Usability

2.4.3 Examples

Cookies message
- The cookies message is the last thing in the focus order, so you have to tab through the entire page to reach it. This means sighted keyboard users will struggle to dismiss it, and screen reader users will not find it. There is also content on some pages that does not load until cookies have been accepted (e.g. Sort my Sign videos)

Survey popup
- The survey popup is the last thing in the keyboard tabbing order, which means it is difficult to get to it and dismiss it, making it very irritating for sighted keyboard users, and pointless for screen reader users who will never find it
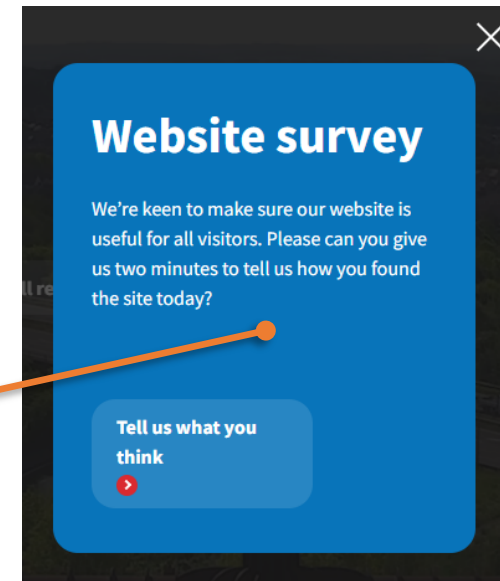
Filters
- The filter elements don't receive focus and are not announced when a filter is expanded, so you have to tab through the rest of the filters and the search button before finding them

We are using cookies to give you the best experience on our site. By continuing to use our website without changing the settings, you are agreeing to our use of cookies.   Manage cookie settings   Accept cookies

Website survey

We're keen to make sure our website is useful for all visitors. Please can you give us two minutes to tell us how you found the site today?

Tell us what you think

Type your search term here   Mode of transport   ▼   Publication type   ▲   Date   ▼   Search

Board papers   Briefings   Consultation responses   Corporate documents   Correspondence   Guidelines / Fact sheets

Job vacancies   Newsletters   Policy papers   Presentations   Research reports

Web Usability

2.4.3 Examples

Invisible adverts

- There are a large number of invisible advertisement links for watches in the keyboard tabbing order after the 'listen to our podcast here' link (and a single advertisement for anabolic steroids before the 'sign up for our newsletter' link). This will be very confusing for both sighted and blind keyboard users, and make the page almost impossible for these users to explore

Web Usability

2.4.4 Link purpose not always clear

The guideline

* 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.

Why it matters

* Screen readers only announce the text in the link when navigating between links using the Tab key, a common way for blind people to navigate. But if all they hear is "Read more, Read more, Read more....[etc]", then they are forced to explore round each link in turn to find out what it is about.

* Most screen readers also give users a hot key to call up a list of all links on the page but, again, a list with lots of "Read more" or similar items is not helpful to them.

Web Usability

2.4.4 Link purpose not always clear

Issue:

- There are a number of links across the site that do not make sufficient sense without additional context, e.g. 'read more', 'here' etc.

- See [page-by-page issues](#) for specific page examples

Solution:

- Ensure that the meaning of all links and buttons is clear and make sense on their own, without relying on surrounding content

- For in-text links, re-word the text containing the link, so the link contains the part of the text that says where the link goes. For example:
  - instead of: Find out about ushere
  - do: Find out about us

Web Usability

2.4.7 Focus not visible

The guideline

- Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.

Why it matters

- Keyboard users need a hi-vis focus indicator to see where they are on the page. If just one control has no indicator, a user might guess when they are on it. If many controls show nothing, the user has no means of knowing where they are.

Web Usability

2.4.7 Focus not visible

Issue:

• Visible focus is very good on most of the site, but a few elements have unclear or missing focus indication

Solution:

• Ensure all interactive controls, including buttons, show a high-vis indicator on focus. Make all focus outlines as highly visible as possible for keyboard users with low vision.

• We recommend a thick solid outline of 3px thickness, with a highly contrasting colour. If it has a space between the outline and the control (obtained using the CSS outline offset property) then that solves the difficulty of finding a colour with sufficient contrasts with both page and control, and it is more visible to users. Remember that focus indicators do not affect the page design as they are only visible when a control has focus.

• An alternative to an outline is to change the fore and background colours to contrast highly with the non-focused colours.

U Web Usability

2.4.7 Examples

Cookies message
- The visible focus on the cookies message is very poor – there is none on the 'manage cookie settings' link, and just a very slight change of colour on the accept button

Filters
- There is no visible focus on the filter checkboxes (even when they have been checked and are red)

Web Usability

3.2 Predictable

3.2	Predictable	Level	Assessment	Priority
3.2.1	On Focus	A	Pass	N/A
3.2.2	On Input	A	Pass	N/A
3.2.3	Consistent Navigation	AA	Fail	High
3.2.4	Consistent Identification	AA	Pass	N/A

U Web Usability
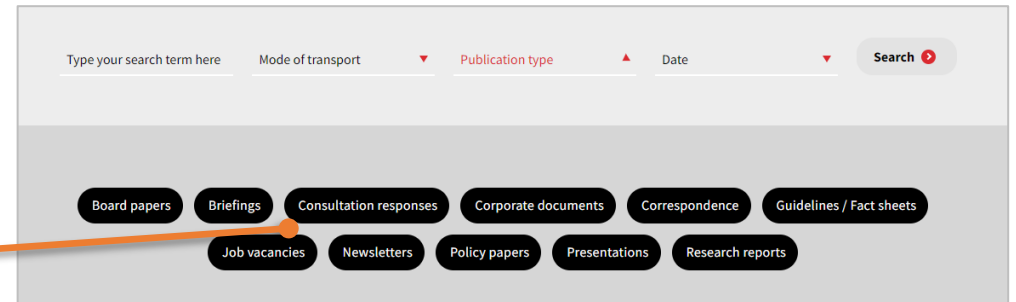
3.2.3 Inconsistent navigation

The guideline

- 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

Why it matters

- Ensuring that repeated components occur in the same order on each page of a site helps users become comfortable that they will be able to predict where they can find things on each page. This helps users with cognitive limitations, users with low vision, users with intellectual disabilities, and also those who are blind

U Web Usability

3.2.3 Inconsistent navigation

Issue:

- There is no navigation on the Bus User Survey page (or on the contact form page, but this is clearly a specific external process)

Solution:

- Ensure that the main navigation remains consistent across the site

Web **Usability**

3.3 Input Assistance

3.3	Input Assistance	Level	Assessment	Priority
3.3.1	Error Identification	A	Pass	N/A
3.3.2	Labels or Instructions	A	Pass	N/A
3.3.3	Error Suggestion	AA	Fail	Medium
3.3.4	Error Prevention (Legal, Financial, Data)	AA	Pass	N/A

Web Usability

3.3.3 Error messaging is not helpful

The guideline

- If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.

Why it matters

- Generic error messaging can often be unhelpful or even confusing for users. Providing information about how to correct a specific input error allows users who have learning disabilities to fill in a form successfully, and users who are blind or have impaired vision to understand more easily the nature of the input error and how to correct it.

- People with motion impairment can also reduce the number of times they need to change an input value.

U Web **Usability**

3.3.3 Error messaging is not helpful

Issue

- The error messaging on the contact form is generic and does not describe how to fix the error (e.g. 'this question is required')

- This means it will be harder for users to identify what they need to do to rectify the error and move on

Solution

- Provide clear and informative error messaging that accurately describes what the user needs to do in order to correct the errors

- This should be contextual to the field i.e. it should appear next to the field it relates to, ideally as soon as the user leaves that field uncompleted

U Web **Usability**

3.3.3 Examples

Errors not descriptive
- Errors are identified but no information is given on how to correct them – all the error messaging is very generic ('this question is required')

Web **Usability**

4.1 Compatible

4.1	Compatible	Level	Assessment	Priority
4.1.1	Parsing	A	Fail	Low
4.1.2	Name, Role, Value	A	Fail	Critical
4.1.3	Status Messages	AA	Pass	N/A

Web Usability

4.1.1 HTML5 validation errors found

The guideline

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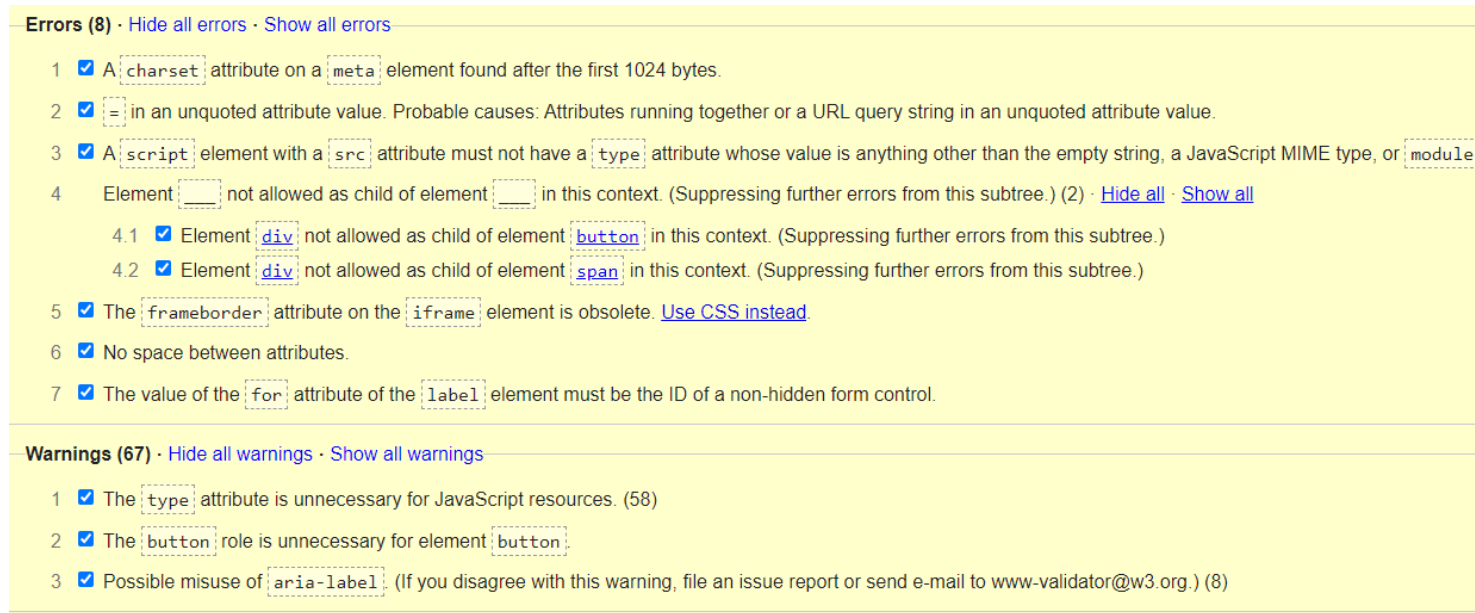
Why it matters

- Assistive technology devices for disabled people are all engineered to work to the HTML specification and are likely to be confused by invalid HTML. They are not usually as forgiving as web browsers.

- Fixing such errors will give all assistive technology a better chance of understanding the pages and providing a good experience for their users, this includes:
  - screen readers
  - Braille readers
  - speech interpreters
  - switches
  - sip-and-puff devices
  - and many others

Web Usability

4.1.1 HTML5 validation errors found

Issue

- After running the homepage through the [W3C HTML Validator](), 8 errors and 67 warnings were detected, including missing tags, extraneous tags, undefined elements and missing attributes.

Errors (8) · Hide all errors · Show all errors

1. ☑ A `charset` attribute on a `meta` element found after the first 1024 bytes.
2. ☑ `=` in an unquoted attribute value. Probable causes: Attributes running together or a URL query string in an unquoted attribute value.
3. ☑ A `script` element with a `src` attribute must not have a `type` attribute whose value is anything other than the empty string, a JavaScript MIME type, or `module`.
4. Element ___ not allowed as child of element ___ in this context. (Suppressing further errors from this subtree.) (2) · Hide all · Show all
   4.1 ☑ Element `div` not allowed as child of element `button` in this context. (Suppressing further errors from this subtree.)
   4.2 ☑ Element `div` not allowed as child of element `span` in this context. (Suppressing further errors from this subtree.)
5. ☑ The `frameborder` attribute on the `iframe` element is obsolete. Use CSS instead.
6. ☑ No space between attributes.
7. ☑ The value of the `for` attribute of the `label` element must be the ID of a non-hidden form control.

Warnings (67) · Hide all warnings · Show all warnings

1. ☑ The `type` attribute is unnecessary for JavaScript resources. (58)
2. ☑ The `button` role is unnecessary for element `button`
3. ☑ Possible misuse of `aria-label` (If you disagree with this warning, file an issue report or send e-mail to www-validator@w3.org.) (8)

Solution

- We recommend running each page of the website through an HTML validator and correct the errors found where possible. Any HTML or ARIA ones could adversely affect screen and Braille reader users.

U Web Usability

4.1.2 Unlabelled elements

The guideline

- For all user interface components, 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.

Why it matters

- Screen reader users are not able to discern the purpose of an interactive element that has no accessible name or is incorrectly labeled.

- As a result, screen reader users will be unable to confidently engage with certain functionality on the website

U Web Usability

4.1.2 Unlabelled elements

Issue:

- Some buttons on the site have no programmatic labels

- Some other buttons and controls across the site do not have suitable labels, so they are announced in an unhelpful way by a screen reader

Solution:

- Ensure all buttons and links have appropriate programmatic labels

- Fix at least one of these issues:
  - Element does not have inner text that is visible to screen readers
  - aria-label attribute does not exist or is empty
  - aria-labelled by attribute does not exist, references elements that do not exist or references elements that are empty
  - Element's default semantics were not overridden with role="presentation"
  - Element's default semantics were not overridden with role="none"
  - Element has no title attribute, or the title attribute is empty

U Web Usability

4.1.2 Unlabelled element examples

Unlabelled button
- The hamburger menu button and the 'x' button to close the menu have no programmatic labels, so are both just announced as "button"
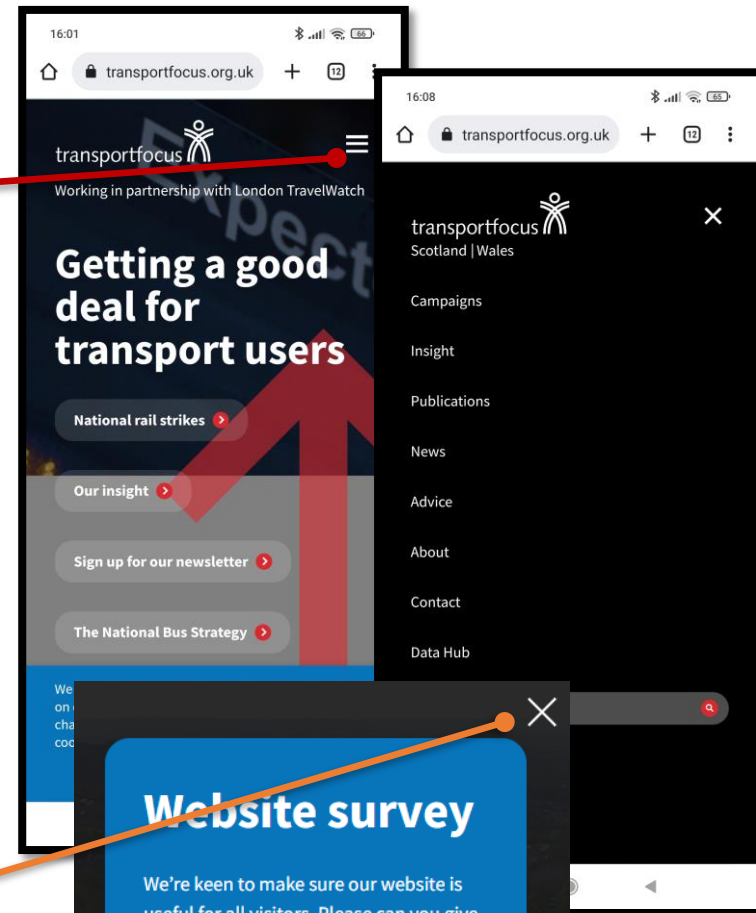
Unlabelled button
- The 'x' button to close the survey popup has no programmatic label, so is not announced at all by a screen reader

Web Usability

4.1.2 Unlabelled element examples

Incorrectly labelled element
- The video frames are not announced in a clear or useful way – the vimeo video is announced as "sort my sign frame", and the second is just announced as "video player" – this will not give screen reader users any idea about the video contents

Incorrectly labelled element
- The pause link on the header carousel videos is announced by a screen reader as "Transport Focus graphic link", which is not clear. These users will probably not need to pause the video, but they still need to be able to identify the button to know it is not relevant
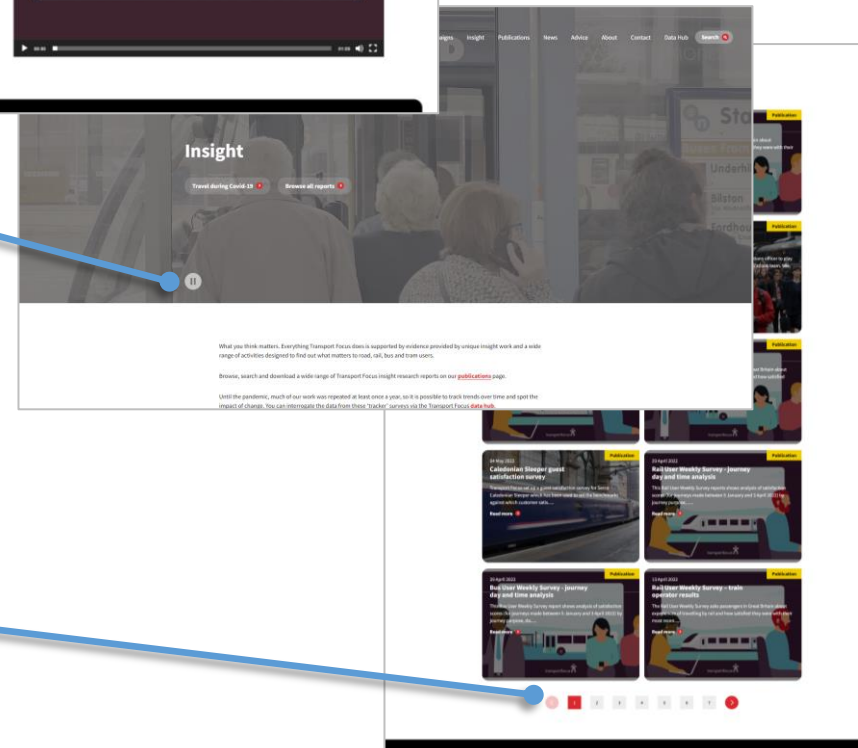
**Incorrectly labelled element**
- The pagination links do not have clear programmatic labels – they are just announced as "previous link", "one link" etc. so it may not be clear to screen reader users what these buttons are

Web Usability

4.1.2 Accordions incorrectly implemented

The guideline

- For all user interface components, 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.

Why it matters

- When interactive page elements do not have clear, informative titles and labels, users of assistive technology find it very difficult to work out what they are and whether they are of interest

U Web **Usability**

4.1.2 Accordions incorrectly implemented

Issue:

- The accordions on the Rail passenger rights page are not correctly implemented as expandable sections, so are just announced as headings

- This means that screen reader users will not know they are meant to expand

- Also, when they are expanded (only possible for keyboard users when using a screen reader – see SC 2.1.1), the new content is not announced and does not receive focus (change of state not announced)
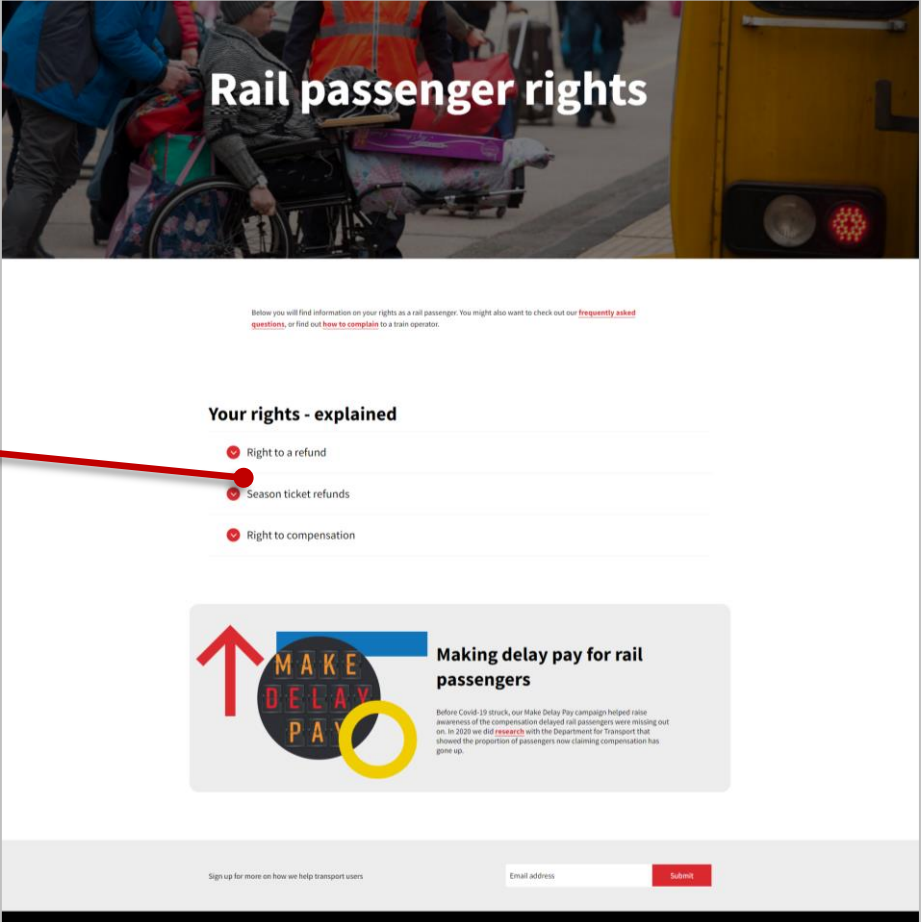
Solution:

- Ensure that expandable elements have the correct role and labelling so that they are announced as expandable:

    - The title of each accordion header should be contained in an element with role button.

    - Use aria-expanded attribute to indicate whether the associated panel is visible or not.

- Follow W3C WAI-ARIA authoring practices when implementing accordions.

Web Usability

4.1.2 Accordion examples

Accordions are not correctly implemented
- They are announced just as headings, not as expandable sections, so screen reader users will not know what they do
- When they are expanded, the new content is not announced, so screen reader users may not realise anything has happened

Web Usability

Page-by-page guideline fails

Web Usability

Page-by-page guidelines fails

On the following slides (86-101), each of the pages reviewed in this audit is examined in details for accessibility fails. Each of the fails are prioritised using the following scale:

Low priority – The issue is a minor or cosmetic one - something is wrong, but users will not be affected too seriously by it

Medium priority – Some user groups will experience significant problems or will find it very frustrating

High priority – Some user groups cannot use part of the site, or perform certain actions, or access certain content

Critical – Some groups of disabled users cannot use important functionality at all due to this issue

Good practice – Although not technically a fail, these elements will make it harder for users of assistive technology to use the site, typically by adding unnecessary complexity/clutter

Web Usability

Site-wide issues

Guideline 1.3.1
There are no ARIA landmarks on the site, which will make it difficult for screen reader users to identify the different sections of the pages

Guideline 2.4.1
There is no bypass link to skip past the navigation, which means that keyboard users (sighted and blind) have to tab through the whole navigation each time they arrive on a page

Guideline 2.4.3
The cookies message is the last thing in the focus order, so you have to tab through the entire page to reach it. This means sighted keyboard users will struggle to dismiss it, and screen reader users will not find it. There is also content on some pages that does not load until cookies have been accepted (e.g. Sort my Sign videos)

Guideline 2.4.7
The visible focus on the cookies message is very poor – there is none on the 'manage cookie settings' link, and just a very slight change of colour on the accept button

Web Usability

Site-wide issues cont.

Guideline 4.1.2
The 'x' button to close the survey popup has no programmatic label, so is not announced at all by a screen reader

Guideline 2.4.3
The survey popup is the last thing in the keyboard tabbing order, which means it is difficult to get to it and dismiss it, making it very irritating for sighted keyboard users, and pointless for screen reader users who will never find it

Good practice – lazy load and screen readers
Because of the lazy load on these panels, tabbing quickly through them means that the screen reader only announces the first part of each rather than the full text, as they receive focus before fully loading. Lazy loading a complete panel at a time would avoid this issue

Guideline 1.4.3
Across the site, the text in these panels does not have sufficient contrast against some of the image elements in the background. The solid background that makes it clear only appears on mouseover. Avoid overlaying text on images, or give the text sections a solid background with sufficient contrast (at least 4.5:1)

Web Usability
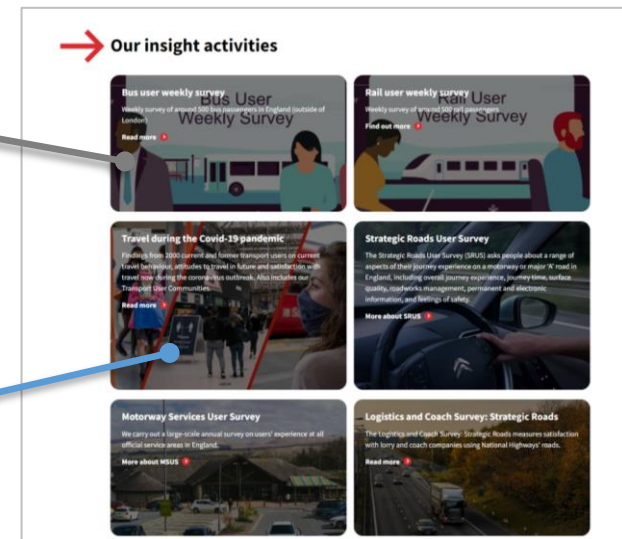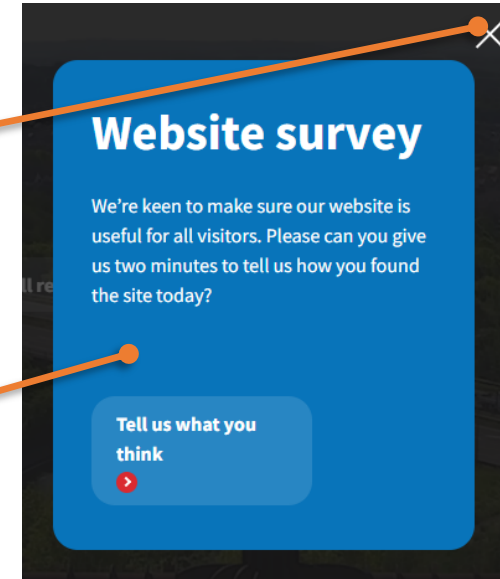
Site-wide issues cont.

Guideline 4.1.2
The pause link on the header carousel videos is announced by a screen reader as "Transport Focus graphic link", which is not clear. These users will probably not need to pause the video, but they still need to be able to identify the button to know it is not relevant

Guideline 1.4.3
The twitter post ages (48m etc.) have insufficient contrast (1.83:1) – must be 4.5:1

Good practice – reduce screen reader clutter
The post ages are links that are not announced in a clear or useful way, e.g. "2H153664848943177731 link"

Guideline 4.1.2
The news letter signup field and button are not programmatically associated with the text, so are just announced as "enter email address field" and "submit button"

Web Usability
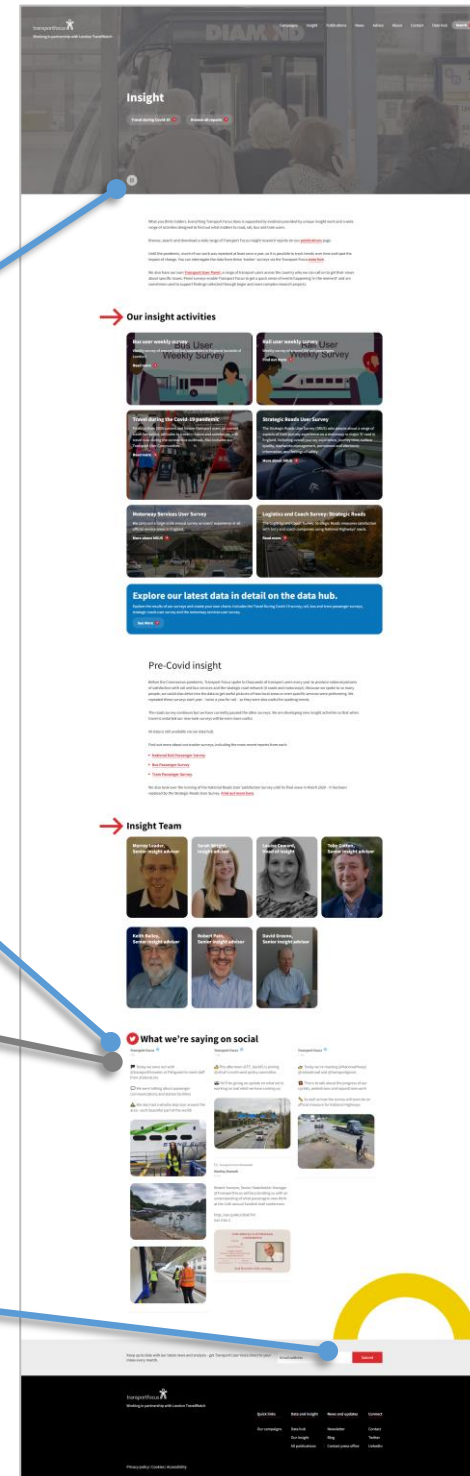
Mobile-specific issues

Guideline 4.1.2
The hamburger menu button and the 'x' button to close the menu have no programmatic labels, so are both just announced as "button"

Web Usability
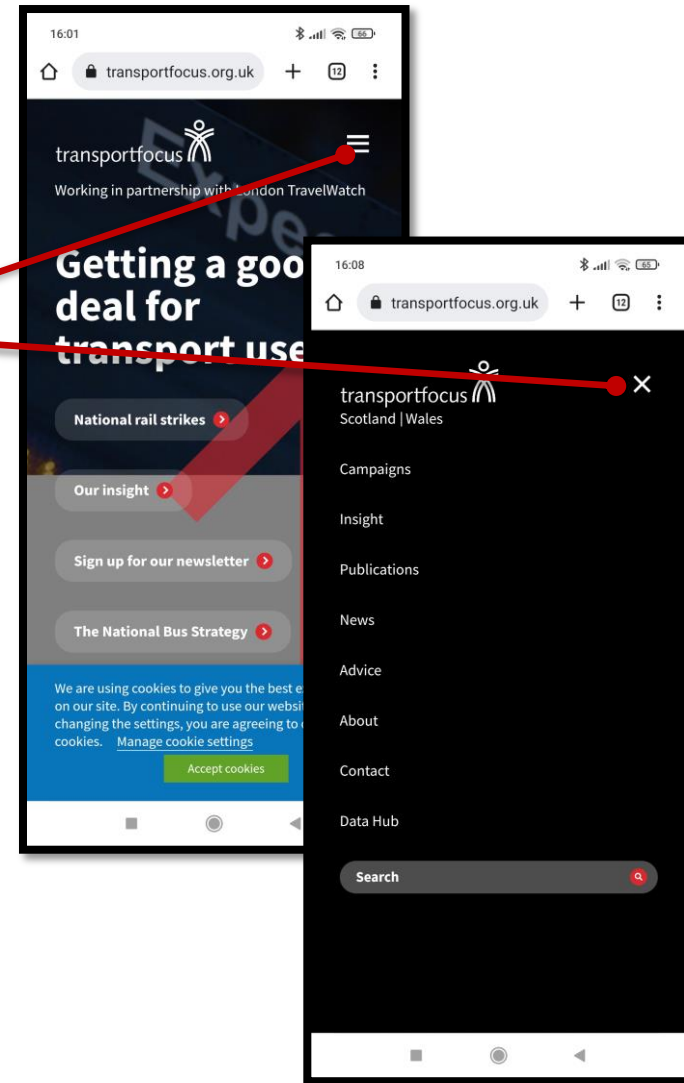
Homepage

Guideline 2.4.3
There are a large number of invisible advertisement links for watches in the keyboard tabbing order after the 'listen to our podcast here' link (and a single advertisement for anabolic steroids before the 'sign up for our newsletter' link). This will be very confusing for both sighted and blind keyboard users, and make the page almost impossible for these users to explore

Guideline 1.1.1
The icons have unnecessary alt text (e.g. 'Road users icon') which largely duplicates the title and the button label below. These should all be consolidated into a single link element, with null image alt texts

Guideline 2.1.1
The text on these panels is only visible on mouseover, so sighted keyboard users and screen reader users will not be able to access it

Good practice – screen reader efficiency
There are a large number of people in the team section, and keyboard users have to tab through all of them to get to the content below
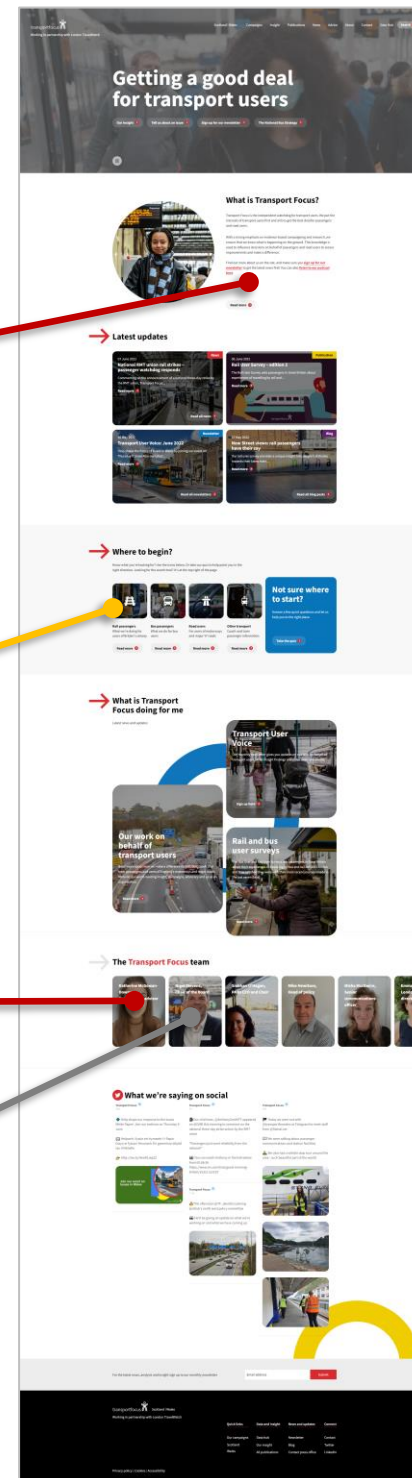
Navigation page (Insight)

Guideline 1.3.1
There are two h1 elements on this page (there should only ever be one h1 on a page and it should be reserved for the primary page heading)

Guideline 2.4.4
'Find out more here' link is not sufficiently clear without the surrounding context

Good practice – reduce screen reader clutter
The people panels are each 2 interactive elements, but only the first is announced, so users have to tab twice to move on

Web Usability
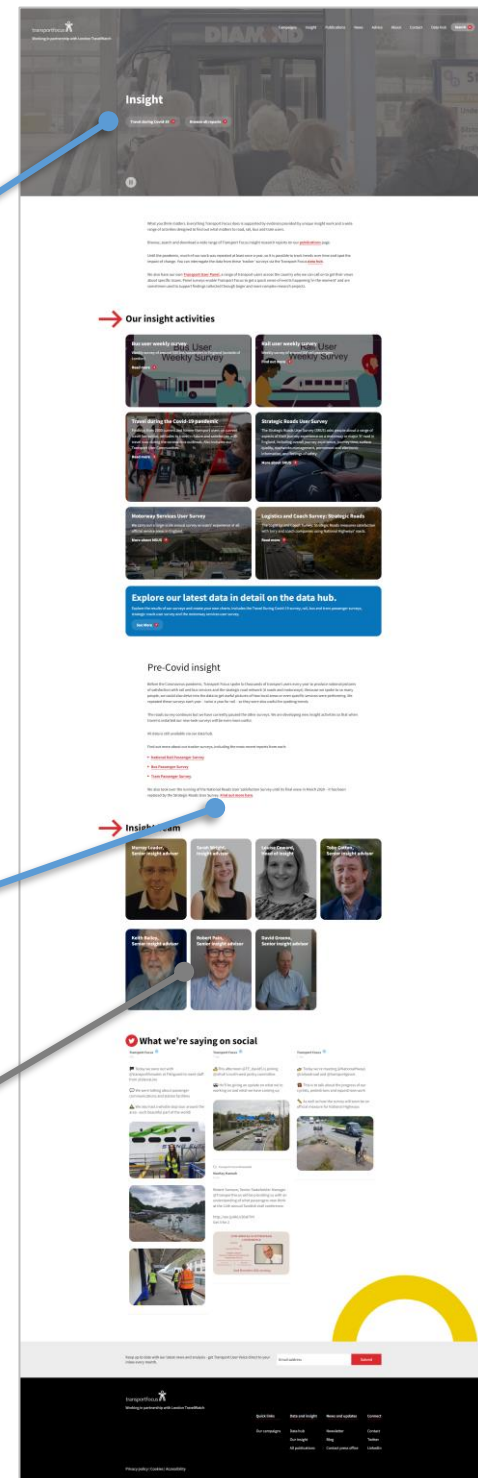
Navigation page (Publications)

Guideline 4.1.2
The pagination links do not have clear programmatic labels – they are just announced as "previous link", "one link" etc. so it may not be clear to screen reader users what these buttons are

Guideline 2.4.3
When moving between pages of results, the new content does not receive focus, focus remains on the pagination button. The new content should receive focus and be announced

Guideline 1.1.1
The decorative background elements of this image have alt text 'Transport Focus' – this should be alt=""

Guideline 2.4.4
'research' as a link label is not sufficiently clear without surrounding context. Make the relevant part of the sentence the link instead

Guideline 1.4.3
The colour contrast of the red links on grey is not quite sufficient (4.11:1) – must be at least 4.5:1

web Usability
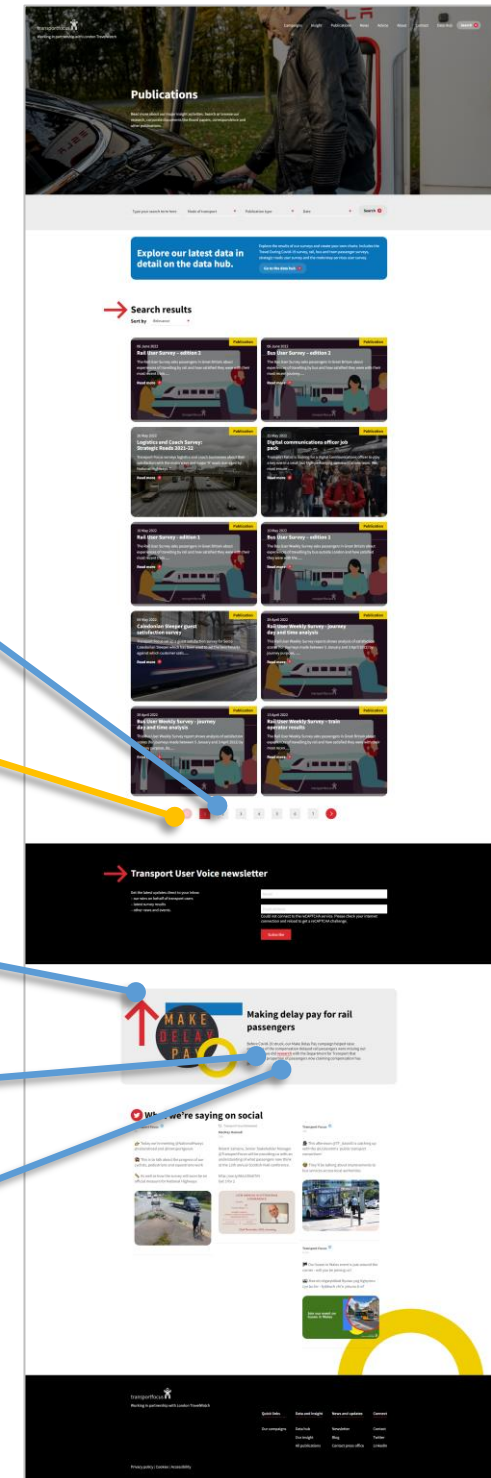
Navigation page (Publications) – filters

Guideline 2.4.3
The filter elements don't receive focus and are not announced when a filter is expanded, so you have to tab through the rest of the filters and the search button before finding them

Guideline 2.4.7
There is no visible focus on the filter checkboxes (even when they have been checked and are red)

Usability issue
Filters presented like this are harder to scan and understand than conventional filter presentations

Type your search term here   Mode of transport ▼   Publication type ▲   Date ▼   Search ⊙

Board papers   Briefings   Consultation responses   Corporate documents   Correspondence   Guidelines / Fact sheets

Job vacancies   Newsletters   Policy papers   Presentations   Research reports

Web Usability
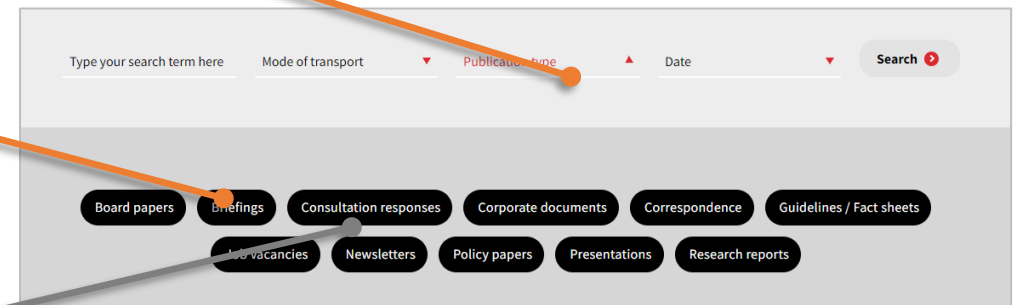
Content page 1

Guideline 4.1.2
The video frames are not announced in a clear or useful way – the vimeo video is announced as "sort my sign frame", and the second is just announced as "video player" – this will not give screen reader users any idea about the video contents

Guidelines 1.2.3, 1.2.5
The videos have no text alternative or audio description

Guideline 1.2.2
The videos have no captions, so deaf users will not be able to understand most of the content

Web Usability

Content page 2

Guideline 3.2.3
There is no navigation on this page, which is likely to confuse screen reader users and users with cognitive impairments, as it is not consistent with the rest of the site

Guideline 1.1.1
The icon is announced as "file ep-df unlabelled graphic link". It should have alt="" and be combined into a single link element with the 'Download' link

Guideline 1.4.1
The 'Download' link is only differentiated from text by colour, and is not consistent with text links on the rest of the site

Guideline 1.1.1
The decorative background elements of this image have alt text 'Transport Focus' – this should be alt=""

Web Usability

Content page 3

Guidelines 2.1.1, 4.1.2

The accordions are not implemented correctly:

- It is not possible to expand them when using just the keyboard (although it is when using a screen reader), so sighted keyboard users will not be able to access the content
- They are announced just as headings, not as expandable sections, so screen reader users will not know what they do
- When they are expanded, the new content is not announced, so screen reader users may not realise anything has happened

Guideline 1.1.1

The decorative background elements of this image have alt text 'Transport Focus' – this should be alt=""

Guideline 1.4.3

The colour contrast of the red link on grey is not quite sufficient (4.11:1) – must be at least 4.5:1

Web **Usability**

Content page 3 – compensation accordion

Guideline 1.4.12

It is not possible to change the line spacing or otherwise manipulate the text in these bullet points, because the text size has been set using aria setsize, rather than normal CSS

Guideline 1.3.1

The table has been implemented incorrectly, using a layout table element instead of a data table, and using <td> instead of <th> for the column headers. This means that the column headers are not announced for each cell, which will make it difficult for screen reader users to understand the table

Right to compensation

If you are delayed you may be entitled to compensation. Each train company sets its own arrangements for compensation as a result of delays and cancellations.

The **National Rail Conditions of Travel** set out the minimum levels of compensation if you are delayed by a late-running or cancelled train. Each train company sets its own level of compensation above this minimum. The amount offered will depend on the scheme operated by the train company you used, your ticket type and the length of your delay, so check the train company's Passenger's Charter on their website.

In all cases, it is the overall delay to you in reaching your destination which counts, not simply the delay to the train or trains on which you travelled. For example, a ten-minute delay to a connecting train may delay you by an hour. You have a choice in how your compensation is paid. You can opt to have it in the form of Rail Travel Vouchers but there will always be a 'money option' which could be a cheque, a BACs payment or a refund to your debit or credit card.

Most train companies now operate a Delay Repay compensation scheme. Under this, you are entitled to compensation if your delay exceeds a certain time. Originally this was 30 minutes but, following extensive campaigning by Transport Focus and others, many operators now offer a 15-minute threshold. This applies to all tickets (including season tickets) and applies irrespective of the cause of the delay. There are, though, some caveats:

- train companies will not normally accept a claim if you were told about the delay before you bought your ticket
- if the train company has introduced a temporary timetable the delay repay guarantee will be based on that temporary timetable rather than the original one
- you must submit your claim within 28 days of the journey date.

The amount you will get depends on the ticket type you have and the length of the delay. For single and return tickets – the minimum you should get is:

Delay	Single	Return
15-29 mins*	25 per cent	12.5 per cent
30-59 mins	50 per cent	25 per cent
60-119 mins	100 per cent	50 per cent
120+ mins	100 per cent	100 per cent

*not all companies offer the 15-minute threshold.

For season tickets the operator will first work out the value of every single journey the ticket covers:

- a weekly season is said to cover 10 single journeys
- a monthly season covers 40 single journeys
- an annual season covers 464 single journeys (it assumes that you will travel over some weekends as well as in the week).
- A Flexi Season ticket covers 16 single journeys.

The cost of your season ticket is divided by the number of journeys above to work out the value of a single journey. For example, if your weekly ticket costs £50 then this will be divided by 10 to give a rate of £5 for every single journey, a monthly of £160 would be divided by 40 to give a journey rate of £4 and so on.

Original Passenger Charter scheme

Some train companies have yet to move to the Delay Repay scheme. They still have to offer compensation but it is handled differently. One important difference is that these train companies can exclude delays caused by events outside the control of the rail industry. This typically includes things

U Web Usability

About

Guideline 2.4.4
There are a number of 'here' links on this page that do not make sense without additional context. The relevant part of the sentences should be hyperlinked instead

Guideline 1.1.1
The decorative background elements of this image have alt text 'Transport Focus' – this should be alt=""

Guideline 1.4.3
The colour contrast of the red link on grey is not quite sufficient (4.11:1) – must be at least 4.5:1

Web Usability
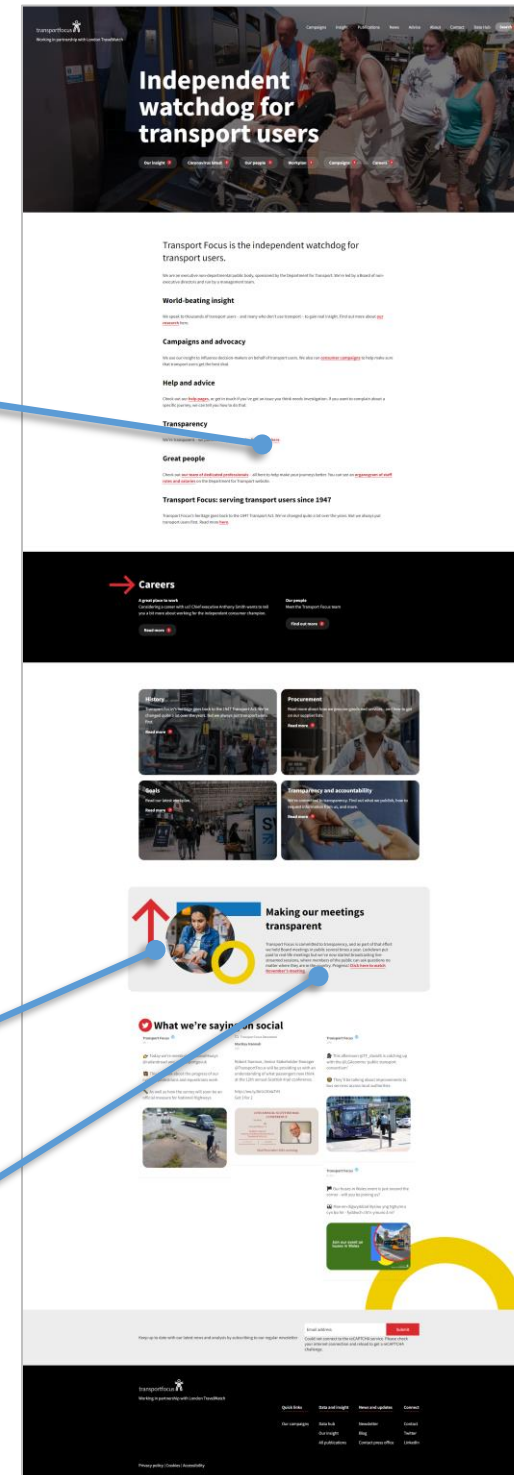
Contact us

Guideline 1.3.1
Headings are not used sequentially – there is a jump from h2 to h4

Guideline 1.1.1
The decorative background elements of this image have alt text 'Transport Focus' – this should be alt=""

Guideline 1.4.3
The colour contrast of the red link on grey is not quite sufficient (4.11:1) – must be at least 4.5:1

Web Usability
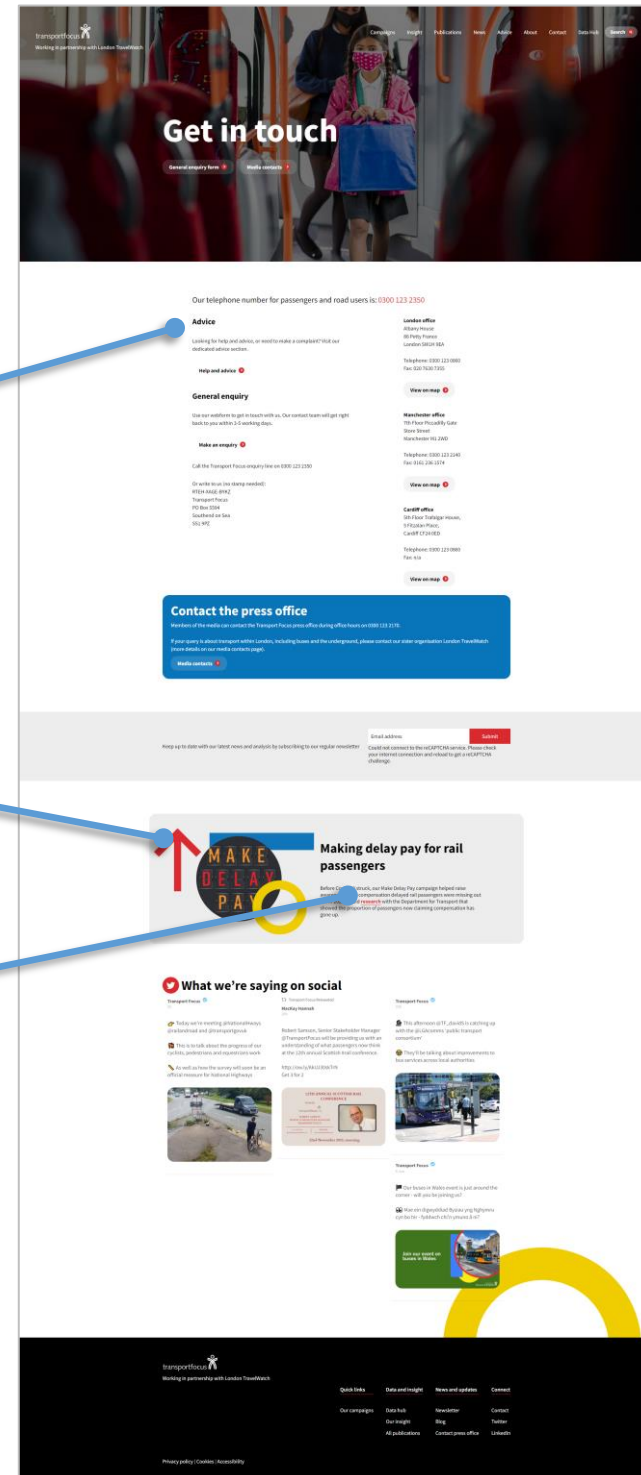
Contact form

Guideline 3.3.3
Errors are identified but no information is given on how to correct them – all the error messaging is very generic ('this question is required')

Follow us on Twitter

Select Language ▼

Contact

Press office contacts

TransportFocus website

London TravelWatch website

General contact

First name *

Enter your answer

This question is required.

Last name *

Enter your answer

This question is required.

Email *

Enter a valid email address.

This question is required.

Phone number

Enter your answer

Postcode

Enter your answer

Address (1)

Enter your answer

Address (2)

Enter your answer

Address (3)

Enter your answer

Address (4)

Enter your answer

Reason

Select your answer

Message

Enter your answer

Submit

⚠ 3 question(s) need to be completed before submitting: Question 2,Question 3,Question 4.

This content is created by the owner of the form. The data you submit will be sent to the form owner. Microsoft is not responsible for the privacy or security practices of its customers, including those of this form owner. Never give out your password.

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Web Usability

Accessibility page

Guideline 1.3.1
The page has 5 h1 elements – there should only be one h1 on a page (in this case 'Accessibility')

Web Usability

Next steps

Web Usability

What happens next?

Step 1:

Review the audit and speak to Web Usability if you have any questions or would like any advice on how to implement recommendations

Step 2:

[Make a plan to fix the issues](#) identified in this audit. Decide which recommendations you plan to implement and which you consider to be a [disproportionate burden](#) for your organisation.

Step 3:

Work with your content teams, developers and third party providers to implement the fixes.

Step 4:

Conduct a re-audit to check fixes have been implemented correctly

Step 5:

Develop and publish an accessibility statement on your website. We recommend following the [government accessibility statement template](#).

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