



**Website Auditing Limited**

# **Accessibility & Usability Report**

**[www.bbaa.org.uk](http://www.bbaa.org.uk)**

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## 1 Executive Summary

The British Business Angels Association (BBAA) web-site is well engineered. From a usability aspect it has a consistent and generally intuitive navigation system and presents an uncluttered interface. However it is let down by poorly written content in places, some empty pages and the lack of a central site map. Applying "Plain English" standards to the text of the website, with effective proof reading, is time consuming. However, in order for the website to portray a professional image of the Association, some effort should be allocated to this task. It is also important to have procedures for regular updating of transient content such as news items.

From an accessibility viewpoint, that is the capability of the site to give the same level of service to disabled users, the website has some very typical problems. At present the site does not meet the first or the second priority levels of the de-facto standards in this area – the Worldwide Web Accessibility Initiative ( W3C/ WAI ) guidelines. As such it is likely that it could be seen to be non-compliant with the Disability Discrimination Act (DDA).

The website however does not need a major re-design or re-build in order for it to be made compliant and in fact only two issues need to be addressed in order to reach Level 1 compliance. Once these two problems have been resolved we would be able to issue a Userite WAI Level 1 (A) certificate for display on the website wherever suitable. This would allow the BBAA to demonstrate that they had commissioned independent verification of the accessibility of the site to this level. We would then strongly recommend that the website be brought up to Level 2 compliance, as this greatly increases the ease with which disabled users can find the same information as other users.

Our proposed action plan in Section 8 gives a full list of the tasks required to rectify all the usability and accessibility problems which we have identified. As indicated previously, we are confident that this can be done without changing the overall 'look and feel' of the website.

## 2 Methodology

This audit was undertaken in three stages.

- ◆ Firstly our software robot visited all technically accessible pages to thoroughly check the underlying HTML code which has been used to build the website.
- ◆ Secondly a researcher physically visited the site in order to perform a range of tasks relevant to the services of the BBAA
- ◆ Thirdly an accessibility specialist assessed the website for compliance with the W3C Accessibility Initiative Guidelines version 1.0 available from the World-Wide-Web Consortium web-site ([www.w3.org/TR/WCAG10-CORE-TECHS/](http://www.w3.org/TR/WCAG10-CORE-TECHS/)). The Pass and Fail scores are quantitative measures; the Near score is a qualitative measure dependant on the frequency of the error and the level of importance to the site as a whole.

The main report is broken down into four sections addressing the issues relating to content, style, navigation and engineering. The action plan lists remedial work recommended for the website.

### 3 Individual Accessibility Guideline scores for www.bbaa.org.uk

#### Scoring system

A **Pass** score indicates that no problems were found with this issue on the site.

A **Near** score indicates that a few problems were found on some pages, but in general the site complied with the guideline.

A **Fail** score indicates a serious problem with the relevant guideline throughout the site. This issue needs to be addressed as a priority.

An **Overall Pass** score (full marks) means that your site fully complies with that Priority's guidelines and you could, if you wish, display a logo to that effect.

Please note that the **N/A** score awarded for a particular technology that is not used on the site is the same as that awarded for a pass score. The assumption is that you have deliberately avoided using technology that might create a barrier.

As websites are dynamic organisms this score is only valid for the date given.

Userite test for Priority1 (WAI/A) compliance		
		04-May-06
	http://www.bbaa.org.uk	
Result	General Requirement	Ref.
Fail	<b>(a) Provide a meaningful text equivalent for every non-text element (e.g., via "alt", "longdesc"). Includes images, graphical representations of text, animations, bullets and spacing images.</b>	4.5
N/A	(b) Provide alternative text for graphical buttons used for navigation to explain what the button will do	
N/A	(c) Provide alternative text for any ascii art used within a page.	
N/A	Ensure that all information conveyed with colour is also available without using colour.	
N/A	Clearly identify changes in the natural language of a document's text and any text equivalents.	
Pass	Organize documents so they may be read without style sheets.	
N/A	Ensure that equivalents for dynamic content are updated when the dynamic content changes.	
Pass	Avoid causing the screen to flicker.	
Near	Use the clearest and simplest language appropriate for a site's content.	4.1 4.2
	<b>And if you use images and image maps (Priority 1)</b>	
N/A	(d) Provide alternative text for image map regions that explains the action to be taken when the region is selected	
N/A	Provide redundant text links for each active region of a server-side image map.	
N/A	Provide client-side image maps instead of server-side image maps except where the regions cannot be defined with an available geometric shape.	
	<b>And if you use tables for presenting data (Priority 1)</b>	
N/A	For data tables, identify row and column headers using the correct html code for table headings.	
N/A	For data tables that have two or more logical levels of row or column headers, use markup to associate data cells and header cells.	
	<b>And if you use frames (Priority 1)</b>	
N/A	Provide a "no frames" alternative for people who cannot use frames. This alternative version should contain the same information as the frame version.	
N/A	Title each frame to facilitate frame identification and navigation.	
	<b>And if you use applets and scripts (Priority 1)</b>	
N/A	Provide text (html) equivalent to scripts, applets and programmatic objects that perform a similar operation or direct to an html page that provides the same information.	
N/A	Ensure that pages are usable when scripts, applets, or other programmatic objects are turned off or not supported, or provide equivalent information on an alternative, accessible page.	
	<b>And if you use multimedia (Priority 1)</b>	
Fail	<b>Provide text alternative for multi-media such as sounds (played with or without user interaction), stand-alone audio files, audio tracks of video, and video.</b>	4.8

N/A	Provide an auditory description of the important information of the visual track of a multimedia presentation.	
N/A	For any time-based multimedia presentation (e.g., a movie or animation), synchronize equivalent alternatives with the presentation.	
	And if all else fails (Priority 1)	
N/A	Provide a link to an alternative page that uses W3C technologies, is accessible, has equivalent information (or functionality), and is updated as often as the inaccessible (original) page.	

## Userite test for Priority2 (WAI/AA) compliance

		04-May-06
http://www.bbaa.org.uk		
Result	General Requirement	Ref.
Pass	Ensure that foreground and background colour combinations provide sufficient contrast when viewed by someone having colour deficits or when viewed on a black and white screen. [Priority 2 for images, Priority 3 for text].	
Pass	When an appropriate markup language exists, use markup rather than images to convey information.	
Near	Create documents that validate to published formal grammars. (DDT)	7.2
Pass	Use style sheets to control layout and presentation.	5.2
Fail	<b>Use relative rather than absolute units in markup language attribute values and style sheet property values.</b>	5.1
Fail	<b>Use header elements to convey document structure and use them according to specification. (eg &lt;H1&gt; etc.)</b>	4.3 7.1
Pass	Mark up lists and list items properly.	
N/A	Mark up quotations. Do not use quotation markup for formatting effects such as indentation.	
Fail	<b>Ensure that dynamic content is accessible or provide an alternative presentation or page.</b>	4.8
Pass	Until user agents allow users to control blinking, avoid causing content to blink (i.e., change presentation at a regular rate, such as turning on and off).	
Pass	Until user agents provide the ability to stop the refresh, do not create periodically auto-refreshing pages.	
Pass	Until user agents provide the ability to stop auto-redirect, do not use markup to redirect pages automatically. Instead, configure the server to perform redirects.	
Fail	<b>Until user agents allow users to turn off spawned windows, do not cause pop-ups or other windows to appear and do not change the current window without informing the user.</b>	4.6
Pass	Use W3C technologies when they are available and appropriate for a task and use the latest versions when supported.	
Pass	Avoid deprecated features of W3C technologies.	
Pass	Divide large blocks of information into more manageable groups where natural and appropriate.	
Fail	<b>Clearly identify the target of each link.</b>	4.6
Pass	Provide metadata to add semantic information to pages and sites.	
Fail	<b>Provide information about the general layout of a site (e.g., a site map or table of contents).</b>	6.3
Pass	Use navigation mechanisms in a consistent manner.	
	<b>And if you use tables for layout (Priority 2)</b>	
Pass	Do not use tables for layout unless the table makes sense when linearized. Otherwise, provide an alternative equivalent (which may be a linearized version).	
Pass	If a table is used for layout, do not use any structural (data table) markup for the purpose of visual formatting. (eg do not use <TH>)	
	<b>And if you use frames (Priority 2)</b>	
N/A	Describe the purpose of frames and how frames relate to each other if it is not obvious by frame titles alone.	
	<b>And if you use forms (Priority 2)</b>	
Pass	Until user agents support explicit associations between labels and form controls, for all form controls with implicitly associated labels, ensure that the label is properly positioned.	
N/A	<b>Associate labels explicitly with their controls.</b>	
	<b>And if you use applets and scripts (Priority 2)</b>	
N/A	For scripts and applets, ensure that event handlers are input device-independent.	

Pass	Until user agents allow users to freeze moving content, avoid movement in pages.	
N/A	Make programmatic elements such as scripts and applets directly accessible or compatible with assistive technologies [Priority 1 if functionality is important and not presented elsewhere, otherwise Priority 2.]	
Pass	Ensure that any element that has its own interface can be operated in a device-independent manner.	
N/A	For scripts, specify logical event handlers rather than device-dependent event handlers.	

The scoring system tolerates occasional minor errors where these have no impact upon accessibility in the context within which they occur. For example, one or two unclear alternative text tags for images that are not important to conveying content or navigation, such as occasional bullet points, would not fail the site. Similarly, many issues require human judgement, such as colour contrasts. For these issues, border-line cases are discussed prior to scoring.

## 4 Content

### 4.1 Home Page

The current Home Page is traditionally designed with the main navigation buttons across the top of the page (below the banner heading) and a sub-menu in the left-hand column. This layout has become standard for web-sites and as a result is fairly intuitive to use. However the large image (panel.jpg) beneath the main navigation buttons does not really help the visitor understand the site's purpose. This image just increases the time taken for the visitor to find the page title (BBAA: Promoting Intelligent Capital).

The Home Page is the “shop window” of a web-site. Research shows that most people decide if a web-site is worth looking at within the first few seconds of the Home Page appearing on their screen. The design of this page is thus critical to the success of the web-site. The eye must be brought to the focus point of this page as quickly and intuitively as possible in order for the visitor to understand what the site is about. The main focus of this Home Page is not clear with the top half of the page being taken up with a rather bland banner heading, navigation buttons and the large jigsaw image.

The actual page title is rather insignificant, and followed immediately by a notice about a change of address. This is hardly a “punchy” introduction to the page. The body text that eventually follows is, unfortunately, not as clear as it could be (see annotations below)

The screenshot shows the BBAA website home page with the following text and annotations:

**BRITISH BUSINESS ANGELS ASSOCIATION: PROMOTING INTELLIGENT CAPITAL** (Annotation 1 points to 'Intelligent Capital')

We have changed Address!!  
Our New address is: New City Court, 20 St Thomas Street, London, SE1 9RS (Annotation 3 points to 'Address!!')

The British Business Angels Association (BBAA) is the National Trade Association, the UK's Business Angel Networks and its Associates and Affiliates. It has evolved from National Business Angel Network (NBAN) and is backed by the DTI and is sponsored by Nestlé and Kingston Smith. (Annotation 1 points to 'Nestlé', Annotation 3 points to 'Kingston Smith')

BBAA is promoting the recognition of Business Angel Networks (BANs) and organised angel groups. BBAA has a number of roles ranging from highlighting the contribution business angels make to the entrepreneurial culture to supporting its members and lobbying government to encouraging the exchange of best practice, experiences and ideas between its members. It specifically does not have a purpose to promote investment opportunities to investors or to advisers. (Annotation 2 points to 'BANs', Annotation 4 points to 'purpose')

1. The term “intelligent capital” will not be immediately understood by many visitors and is therefore not the ideal headline slogan.
2. The phrase “promoting the recognition of BANs” is rather vague and is not clarified by the sentence which follows. The “from – to” construct within this sentence suggests that just two examples will follow, one from the top of a list and one from the bottom with the intermediary items implied. There are, however, at least four separate roles listed within this sentence.
  - a) highlighting the contribution business angels make to the entrepreneurial culture
  - b) supporting its members
  - c) lobbying government
  - d) encouraging the exchange of best practice, experiences and ideas between its membersUnfortunately the complexity of the sentence makes it hard to discern these roles clearly and quickly.

3. These pieces of information (new address and how the Association evolved) are not important to the concept of the BBAA and reduce the impact of your message.
4. This last sentence has a rather negative impact, and could be rephrased. E.g. “The Association promotes the concept of investment rather than specific investment opportunities.”

The logos for DTI, Nesta and SBS at the bottom of the page do add credibility and inspire confidence that the site represents a reputable organisation. This is particularly important in the virtual world of web-sites.

## 4.2 Language

The web-site is aimed at people who either wish to invest in a business venture, or are seeking funding for a business venture. In our opinion the language used within the site is generally acceptable to this target audience. However there are improvements that could be made to the textual content of the site by careful proof reading and by improving the construction of sentences and paragraphs.

The following example is taken from the “Looking to Invest” page and illustrates the need for careful proof reading.

*The majority of Business Angels make investments are made for financial reasons.*

Clearly the words “are made” needs to be removed.

The following paragraph is taken from the “About Us” page.

### **How is BBAA Run?**

*BBAA is a member led and run Trade Association. It has a flexible, straightforward, corporate structure that reflects the specific needs and desires of its members. In line with this it has now established a new corporate structure for the BBAA, which is simple and leaves room for it to be adapted to the specific needs and desires of its members.*

The paragraph starts by saying that the Association is flexible and meets the needs of its members, then the paragraph confuses the issue by going on to say that the Association has established a **new** structure that is “simple and leaves room ..to be adapted (i.e. Is straightforward and flexible). In essence both sentences say the same thing!

The Plain English Campaign ([www.plainenglish.co.uk](http://www.plainenglish.co.uk)) has information on how to write clear and concise text for web-sites. The campaign has some excellent literature, and runs special courses that would benefit your editorial team.

## 4.3 Page Structure

Pages that contain large amounts of text have been broken down into sub-sections with individual section headings. This is good practice as sighted visitors can quickly skim down a page reviewing the section sub-headings to find the information they want. However blind people using screen readers as well as internet search engines, cannot distinguish these sub-headings from their look (colour, font size etc.) but rely on the underlying HTML code. This issue is discussed later in the engineering section of this report.

## 4.4 Images

The web-site contains a large amount of text with a few images such as page headings and company logos. People using the Internet tend to be impatient and desire rapid information. Often images are able to present information more effectively than text. For example a simple diagram showing the relationship between the BBAA, angel networks, individual angels and entrepreneurs would help to make it clear that the Association is a **support** network and clearing agency, not an investment agency.

## 4.5 Alternative text tags

The images on this web-site have very basic alternative text tags (alt tags) and some have no tags at all. Images are external files that are imported into the web-page as it is loaded into the browser. These images are stored in their own proprietary format (usually GIF or JPG). Images cannot be described by screen readers and other assistive software used by disabled people. To help overcome this problem HTML code provides special attributes. The most common of these is the alternative text tag which can be included in the code which imports the image. This piece of text is usually hidden, but a visually impaired person can arrange for it to be shown (or read out loud) instead of the image.

The alt tag has the additional advantage that if the image does not arrive with the web-page for any reason then the HTML code will display the alternative text instead so that the user know what they would have seen if the picture had arrived.

The screen shot below show what your current home page looks without images. Clearly this version does not provide the same level of service as the site with images.

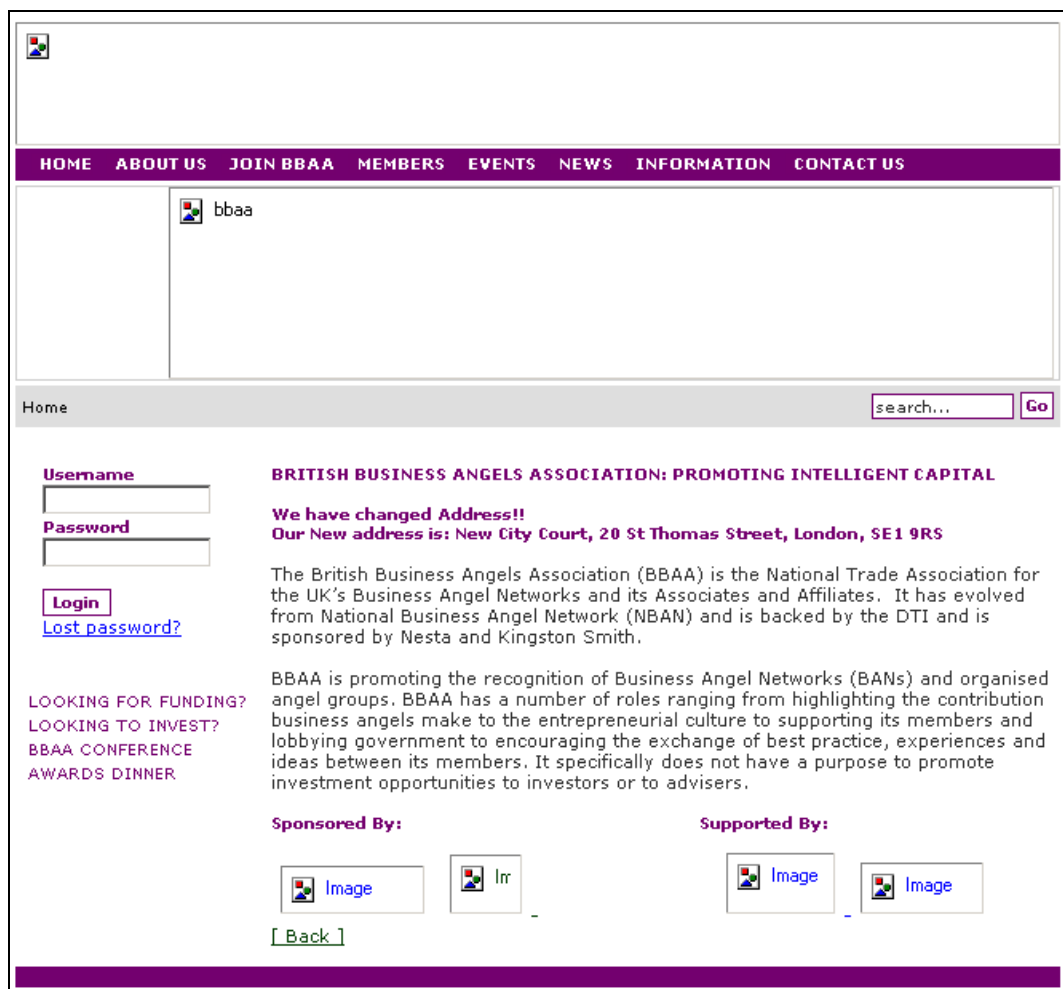


Figure 1 Home page without images

## 4.6 Non-HTML Documents

The web-site provides a large amount of content in either PDF format or MSWord format. This is good practice as these documents can be printed out and passed around to extend the reach of the web-site. However, it is important that the content of these documents is also available in HTML format for the benefit of disabled people, and anyone without the appropriate reader.

## 4.7 Empty Pages

There are a number of pages that contain no information at all. The worst example of this is the INFORMATION page that has a link from the main menu (see figure below).

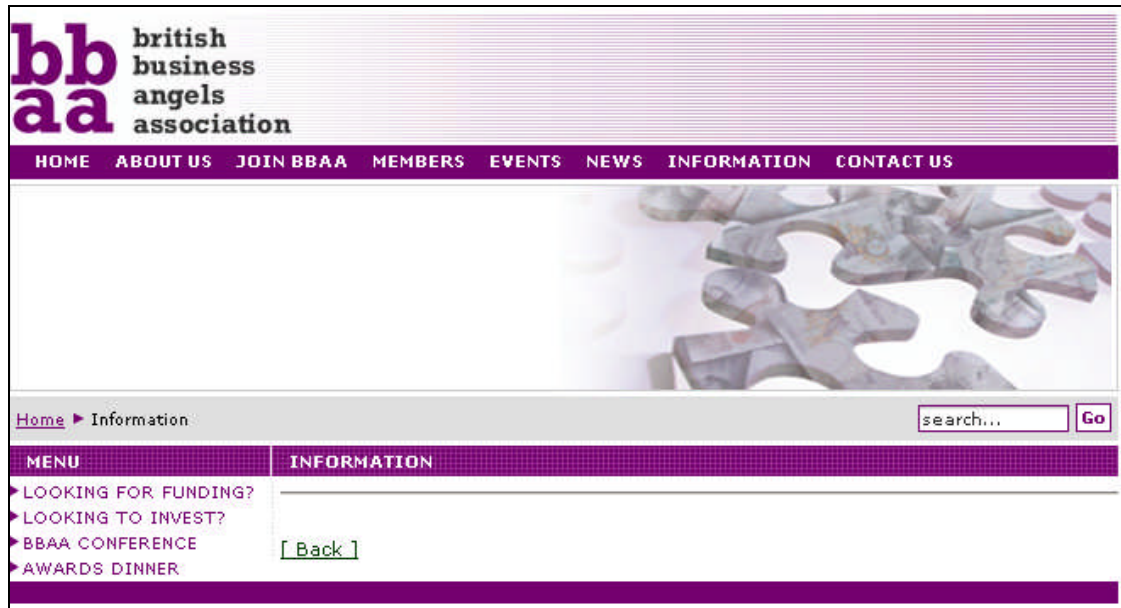


Figure 2 Empty Information page

Another important empty page is the BBAA news page. This only contains the following statement  
*"There is currently no BBAA News on this website. Please come back soon when some will be posted".*

For an organisation that has been in existence for over one year this is a surprising admission!

Pages that have no information on them (or very little information) are frustrating for visitors. The lack of any content on such important pages gives the impression that you are not really serious about using your web-site as a promotional tool. It could also indicate that perhaps other parts of your service are non-existent!

## 4.8 Multimedia (Audio Files)

Audio files are included on the "Looking to Invest?" and the "Looking for Funding?" pages. These use the Windows Media software to deliver content through the computer's speaker. Some users will not be able to hear these, either because they do not have working speakers, or because they are deaf or hard of hearing. A text transcript of these audio files would make this content universally accessible.

# 5 Style

## 5.1 Font Size

The fonts used on the web-site are all of a fixed size that is defined within the style sheet (see 5.2 below). Most of the text is set to be either 10 or 11 pixels high. This is quite a small size and very difficult for the visually impaired.

The W3C recommends that only proportional fonts are used web-sites. The most common proportional font ranges are xx-small to xx-large (seven sizes) or percentage (%), though other proportional scales are available. The user can then use the View-Text Size option on their browser to change the font size to suit their conditions. At present this operation has no effect on the size of text displayed because the fonts are fixed in the style sheet to an absolute size.

## 5.2 Page Layout

The area available within a browser window should be treated like a piece of valuable property with every space earning its keep. Each page opens on this site with almost half of the available space taken up with banner images (see figure 3 below). Users then have to scroll down most pages to read the content.

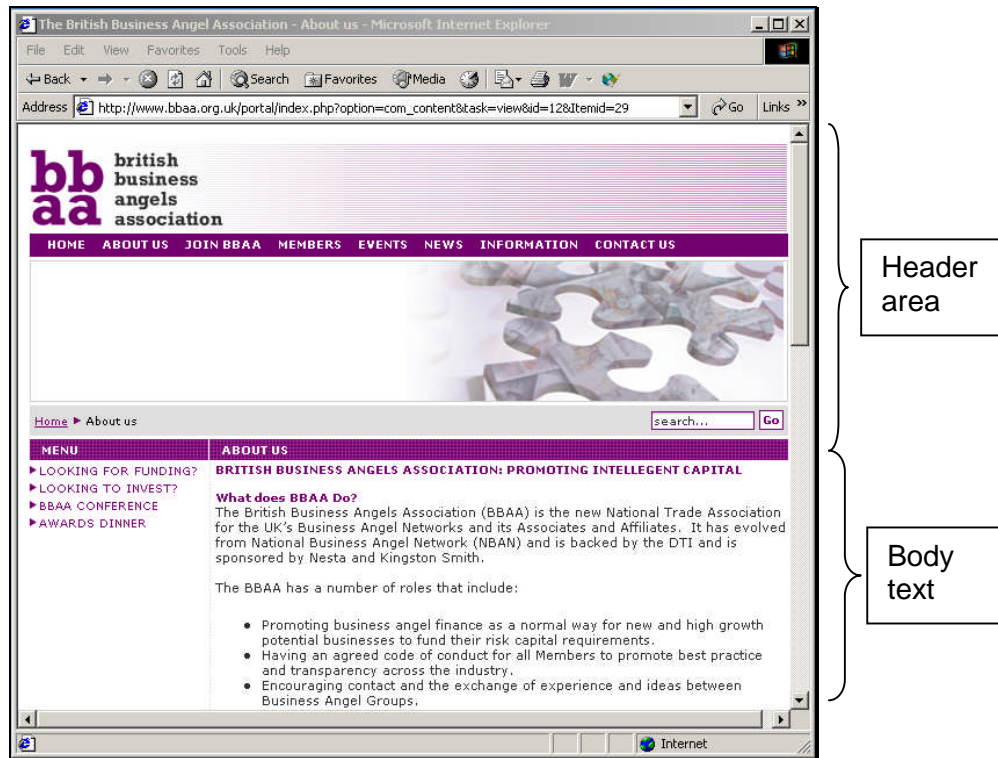


Figure 3 Use of page space

This waste of valuable space is frustrating for users, particularly as the main culprit is an artistic image of some jigsaw pieces that have very little relevance to the page content.

## 5.3 Style sheets

The site uses style sheets to control the “look” of the web-site. This is good practice as it allows the creation of concise web-pages separating structure from content and allows disabled users to apply their own style sheets where necessary. The style sheet is a separate file that the web-page imports as it loads into the user’s browser. It is important to check that the page still makes basic sense to the user if the style sheet fails to import correctly, or if the user has turned the style sheet option off. We tried to use the web-site without using style sheets and it still presented an effective interface.

## 5.4 Style sheets for printing

The web pages are laid out to be effective on a computer screen, but some people like to print out useful pages to study at leisure. This is particularly useful for people with learning difficulties. The standard way of printing out the site’s web-pages produces a page that loses the right-hand part of the body text but includes the large banner heading and navigation bars. To retrieve the missing text the user is required to reconfigure their printer to use landscape format. A better solution is to provide a separate style sheet specifically designed for a printer. The link to the style sheet in the <head> section is exactly the same as the normal style sheet, but the attribute `media="print"` should be added to the element.

A style sheet for printers normally uses fixed fonts and includes a type of style (class) that hides selected sections of the page such as navigation bars.

When HTML versions of the PDF documents are provided on the web-site as recommended earlier, using a special style sheet for printing will enable users to produce a printed version that is very similar to the original PDF document.

## 6 Navigation

### 6.1 Site Map

The web-site does not include a structured site map. Our experience is that a dedicated site index is an extremely useful tool for all visitors, and particularly so for disabled users. We strongly recommend that a site map, with links to all the separate sections of the web-site, be included as soon as possible.

### 6.2 Links to non-HTML documents

Many pages have links to documents in formats other than basic HTML. It is not clear from text around these links that they will not take the visitor to another web-page. As such it is very confusing for a user, especially if he, or she, does not have a computer with the relevant reader (Adobe Acrobat for PDF, Word for Windows for Documents). For example the "About Us" page contains a hyperlink to a copy of the Association's Articles. This hyperlink looks as though it links to another web-page, but in effect it links to a document in PDF format that a standard web-browser cannot interpret.

The BBAA [Articles](#) and Memorandum will give you a clearer idea about our aims.

To read this PDF document (BBAA Articles) the visitor needs to have the Adobe Acrobat Reader programme installed. Whilst this software is generally available, is not universal. It is important that the visitor is warned in advance that this link is not a standard hyperlink to another web-page so that users without the required reader installed can avoid clicking on the link and causing confusion.

To make matters worse this page also contains HTML links to external web-sites (Nesta, Kingston Smith and DTI/SBS) and an email address ([liz@bbaa.org.uk](mailto:liz@bbaa.org.uk)). All these links look the same on the page, but each will perform a different function. To avoid confusion it is important to clarify the target of each of these types of link.

## 7 Engineering

### 7.1 Page structure elements

Longer pages of the site are broken down into smaller sub-sections, each with a separate heading. This is good practice as it allows the sighted user to skim down quickly through the page to find the section of most interest. Currently these headings are defined in the style sheet as a special type of paragraph font. However, HTML provides special "heading" codes to allow for large blocks of text to be subdivided effectively. These codes ( H1 to H6 ) which are interpreted by screen readers (and search engines) as being important elements within the page. Screen readers can be set to list out the headings as soon as a page opens and allow the user to jump straight to the section of interest.

It is not necessary to change the look of the page. Exactly the same effect of colour and font can be achieved through the style sheet. Different "classes" can be used for different styles. Using the

correct HTML code within the web-page for headings instead of adapting the paragraph font will have significant benefit for many disabled users (not just the blind) as it will allow the user with weak eyesight to enlarge the font size or the user with dyslexia to change the colour scheme.

## 7.2 HTML Validation

The code for each page declares that it is written in XHTML 1.0. This is good practice although all the pages on the web-site contain some minor errors in HTML (XHTML) coding. These are not serious enough to cause problems for modern browsers but they may cause problems to older browsers and assistive software. We checked the validity of the code on the Home Page and found eleven (11) errors, most of which were missing alt tags. A copy of the results is given at Appendix 2.

In order to ensure that a web-site is sufficiently robust to provide reliable results with all sorts of browsers it is important to be accurate with the underlying HTML code. There are a number of on-line and commercial validation services that can be used for checking the accuracy of code. The most popular free service is that provided by the W3C at <http://validator.w3.org>

## 7.3 CSS Validation

The style sheet that is used for the web-site ([http://www.bbaa.org.uk/portal/templates/bbaaorg/css/template\\_css.css](http://www.bbaa.org.uk/portal/templates/bbaaorg/css/template_css.css)) is well written in valid CSS format. As a result you could display the CSS logo on the site using the code shown below.

```
<p> <a href="http://jigsaw.w3.org/css-validator/">  </a> </p>
```



# 8 Action Plan

The BBAA web-site is generally well engineered but some fairly straightforward changes would make it more effective and ensure that it complies with the Disabilities Discrimination Act. We recommend the following action plan:

1. Introduce a site map to provide a central reference point
2. Proof read all text to ensure concise and intelligible content
3. Either remove links to empty pages, or provide suitable content, particularly for the "Information" page.
4. Apply the HTML heading codes (<H1>, <H2> etc.) to page and section headings
5. Provide transcripts of audio presentations.
6. Apply relative font sizes to fonts in style sheet
7. Provide HTML versions of the PDF files and Word documents
8. Reduce the size of the main banner image to make more effective use of the space on each web page. Also consider the use of a more striking and relevant image.

## Appendix 1 - Glossary of Terms

**Accessible** Content is accessible when it may be used by someone with a disability.

**Applet** - A program inserted into a Web page.

**Assistive technology** - Software or hardware that has been specifically designed to assist people with disabilities. Common software-based assistive technologies include screen readers, screen magnifiers, speech synthesizers, and voice input software that operates in conjunction with browsers (among other user agents). Hardware assistive technologies include alternative keyboards and pointing devices.

**ASCII art** ASCII art refers to text characters and symbols that are combined to create an image. For example ";-)" is the smiley emoticon.

**Authoring tool** HTML editors, document conversion tools, tools that generate Web content from databases are all authoring tools. Dreamweaver is an authoring tool.

**Backward compatible** Design that continues to work with earlier versions of a language, program, etc.

**Braille** Braille uses six raised dots in different patterns to represent letters and numbers to be read by people who are blind with their fingertips.

A **braille display**, commonly referred to as a "dynamic braille display," raises or lowers dot patterns on command from an electronic device, usually a computer. The result is a line of braille that can change from moment to moment.

**Content developer** Someone who authors Web pages or designs Websites.

**Deprecated** A deprecated element or attribute is one that has been outdated by newer constructs. Deprecated elements may become obsolete in future versions of HTML.

**Device independent** Access to the information must not depend upon using one particular input device (eg mouse). It must be possible to control events using alternative input devices.

### **Document Content, Structure, and Presentation**

- The content of a document refers to what it says to the user through natural language, images, sounds, movies, animations, etc.
- The structure of a document is how it is organized logically (e.g., by chapter, with an introduction and table of contents, etc)
- The presentation of a document is how the document is rendered (e.g., as print, as a two-dimensional graphical presentation, as a text-only presentation, as synthesized speech, as braille, etc.)

**Dynamic HTML (DHTML)** DHTML is the marketing term applied to a mixture of standards including HTML, style sheets, the Document Object Model [DOM1] and scripting.

**Image** A graphical presentation.

**Image map** An image that has been divided into regions with associated actions. Clicking on an active region causes an action to occur. When a user clicks on an active region of a client-side image map, the user agent calculates in which region the click occurred and follows the link

associated with that region. Client-side image maps allow the user agent to provide immediate feedback as to whether or not the user's pointer is over an active region.

**Linearized table** A table rendering process where the contents of the cells become a series of paragraphs (e.g., down the page) one after another. The paragraphs will occur in the same order as the cells are defined in the document source. Cells should make sense when read in order and should include structural elements (that create paragraphs, headers, lists, etc.) so the page makes sense after linearization.

**Link text** The rendered text content of a link.

**Natural Language** Spoken, written, or signed human languages such as French, Japanese, American Sign Language, and braille.

**Navigation Mechanism** A navigation mechanism is any means by which a user can navigate a page or site. Some typical mechanisms include

- *navigation bars* - A navigation bar is a collection of links to the most important parts of a document or site.
- *site maps* - A site map provides a global view of the organization of a site. Unless specified otherwise this report uses the term "site maps" to imply a table of contents (see below).
- *tables of contents* - A table of contents generally lists (and links to) the most important sections of a document.

**Screen magnifier** A software program that magnifies a portion of the screen, so that it can be more easily viewed. Screen magnifiers are used primarily by individuals with low vision.

**Screen reader** A software program that reads the contents of the screen aloud to a user. Screen readers are used primarily by individuals who are blind. Screen readers can usually only read text that is printed, not painted, to the screen.

**Style sheets** A style sheet is a set of statements that specify presentation of a document. Style sheets may have three different origins: they may be written by content providers, created by users, or built into user agents. In CSS the interaction of content provider, user, and user agent style sheets is called the *cascade*.

**Presentation markup** is markup that achieves a stylistic (rather than structuring) effect such as the B (bold) or I (italic) elements in HTML.

**Tabular information** When tables are used to represent logical relationships among data -- text, numbers, images, etc., that information is called "tabular information" and the tables are called "data tables". The relationships expressed by a table may be rendered visually (usually on a two-dimensional grid), aurally (often preceding cells with header information), or in other formats.

**Tags** The special hypertext mark-up language (html) code used to determine how and where your text and images appear on the screen.

**User agent** Software to access Web content, including desktop graphical browsers. There is a wide range of software available to help disabled users access websites ranging from simplified browsers, through screen readers that read out loud the text as it appears on the screen, to programmes that understand html coding and work out what is important and what is merely decoration. These assistive software packages are referred to as "User Agents"

## This page is not Valid XHTML 1.0 Transitional!

Below are the results of checking this document for XML well-formedness and validity.

1. Error *Line 24 column 28*: required attribute "alt" not specified.

```
width="654" height="77">
```

The attribute given above is required for an element that you've used, but you have omitted it. For instance, in most HTML and XHTML document types the "type" attribute is required on the "script" element and the "alt" attribute is required for the "img" element.

Typical values for type are type="text/css" for <style> and type="text/javascript" for <script>.

2. Error *Line 24 column 29*: end tag for "img" omitted, but OMITTAG NO was specified.

```
width="654" height="77">
```

You may have neglected to close an element, or perhaps you meant to "self-close" an element, that is, ending it with "/>" instead of ">".

3. Info *Line 23 column 21*: start tag was here.

```
<td height="10">
```

□

7. Error *Line 100 column 20*: end tag for "br" omitted, but OMITTAG NO was specified.

```
Username<br>
```

□

8. Info *Line 100 column 16*: start tag was here.

```
Username<br>
```

9. Error *Line 102 column 12*: end tag for "br" omitted, but OMITTAG NO was specified.

```
<br>
```

□

10. Info *Line 102 column 8*: start tag was here.

```
<br>
```

11. Error *Line 103 column 20*: end tag for "br" omitted, but OMITTAG NO was specified.

```
Password<br>
```

12. Info *Line 103 column 16*: start tag was here.

Password<br>

13. Error *Line 105 column 12*: end tag for "br" omitted, but OMITTAG NO was specified.  
<br>

□

14. Info *Line 105 column 8*: start tag was here.

<br>

15. Error *Line 106 column 12*: end tag for "br" omitted, but OMITTAG NO was specified.

<br>

□

16. Info *Line 106 column 8*: start tag was here.

<br>

17. Error *Line 168 column 129*: required attribute "alt" not specified.

...ates/bbaaorg/images/1px\_spacer.gif" /></td>

□