Australian Public Service Academy logo
WCAG 2.1 AA Checklist

Accessibility checklist for web content

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# Disclaimer

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| **Decorative** | **Software-specific accessibility requirements**  If you have a tool or resource specific to the authoring software or platform you use, why not share it with the APS Academy so others can learn and benefit from it? Contact the APS Academy by email at [**apsacademy@apsc.gov.au**](mailto:apsacademy@apsc.gov.au).  **Feedback**  If you have feedback or suggestions of changes to this checklist, including suggestions for resources and tools, which could be shared in this checklist to test accessibility, please contact the APS Academy by email at **apsacademy@apsc.gov.au**. |

# How to use the Checklist

| No. | Guideline | WCAG link | Requirements | Tools to test | Assistive technology used to test compliance | All guidelines met? | Checked | Comment |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.1 | **Under each standard is a series of guidelines to help you conform to the standard.** | The WCAG link takes you directly to the W3C guideline for more information. | This is what you need to do to meet the requirements of the relevant guideline. | These are some simple tools for checking compliance. | Please indicate what assistive technology you used to ensure compliance with the WCAG. Note: Free online tools are often unreliable. Please use assistive technology including Jaws, Dragon, Fusion, Zoomtext etc.  **Example:**  **Jaws used for requirements 1-4. Dragon used for requirements 5-6.** | If all the guidelines have not been met, select No and provide a comment in the Comments column to explain why  **Example:**  **Yes**  **No** | The artefact must be peer reviewed with details provided in the Comment column.  **Example:**  **Yes**  **No** | Use this column to provide additional information about compliance/non-compliance with the WCAG and/or how you came to that conclusion.  **Example:**   * **Reading aged assessed as 8.7 years.** * **Requirement 9 is not applicable to eLearning program.** * **Closed captions and transcripts provided in all media.** * **Reviewed by Bob Jane and Tony Holden from Supplier Group 9/5/2023.** |

# Perceivable

## End users must be able to access and understand the content presented

| No. | Guideline | WCAG link | Requirements | Tools to test | AT used to test compliance | All guidelines met? | Checked | Comment | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1.1** | **A text alternative is provided for all non-text content.** | [1.1 Text Alternatives](https://www.w3.org/TR/WCAG21/#text-alternatives) | 1. Images essential to the content have a meaningful description in the alt text field of the image, e.g. charts, screenshots, workflows. 2. The names of user controls describe their purpose i.e.: Play, Stop, Pause, Next, Previous and Home. 3. Audio and sound content has a text alternative **or** captioning. 4. Tests using vision or sound that cannot be provided as text content require a text alternative to describe the test. 5. If the content provides a hearing, seeing, smelling and/or touch experience, a text alternative must be given to describe the experience. 6. The text alternative can be changed into other forms such as enlarged text or braille. 7. Where visual or sound content is used to confirm someone is not a robot (CAPTCHAs), a text alternative must be given. 8. Content for decorative purposes only, must be ignored by assisted technology, e.g. images have empty alt tags. 9. Hyperlink to a text alternative is next to content. | To test how the image is described:  Select the right mouse button or Shift+F10 and select ‘Read Aloud’.  To test an image HTML on a web page for alt text:  Right click on image and select ‘Inspect’.  [Image Alt Tag Checker - SEOptimer](https://www.seoptimer.com/alt-tag-checker)  [Improve accessibility with the Accessibility Checker (microsoft.com)](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f) |  | Choose an item. | Choose an item. | Click or tap here to enter text. | |
| **1.2** | Sound, vision and digital technologies with a specific time duration require captions and/or a text alternative. | [1.2 Time-based media](https://www.w3.org/TR/WCAG21/#time-based-media) | 1. All sound and vision have captions and/or a text alternative. 2. Video content is audio described, e.g. similar to ABC audio-described programs. 3. Captions burnt into the video are not accessible. Depending on the software used, overlayed captions are recommended and/or a text alternative provided. | [Accessibility overview of Microsoft Teams](https://support.microsoft.com/en-us/office/accessibility-overview-of-microsoft-teams-2d4009e7-1300-4766-87e8-7a217496c3d5).  [Accessibility support for Skype for Business (microsoft.com)](https://support.microsoft.com/en-us/office/accessibility-support-for-skype-for-business-fbe39411-6f25-405d-acb4-861735865d18)  [free video captioning tools for accessibility | (accessiblewebsiteservices.com)](https://accessiblewebsiteservices.com/tag/free-video-captioning-tools-for-accessibility/)  [Free Audio Description Tool | Paths to Literacy](https://www.pathstoliteracy.org/resources/free-audio-description-tool) |  | Choose an item. | Choose an item. | Click or tap here to enter text. | |
| **1.3** | The content can be presented in different ways. | [1.3 Adaptable](https://www.w3.org/TR/WCAG21/#adaptable) | 1. The purpose of fields are programmatically determined to make it easier to fill out forms. 2. Content can be displayed in either portrait or landscape orientation unless a certain orientation is essential. 3. The sequence of the reading order is in the order needed to understand the meaning. 4. Data tables include a Repeat Header Row. 5. Instructions given do not solely depend on shape, size, colour or location. 6. Instructions given are suitable for all devices, e.g. use ‘select’ instead of ‘click’ and ‘refer to’ instead of ‘see’. | [Easy Checks – A First Review of Web Accessibility | Web Accessibility Initiative (WAI) | W3C](https://www.w3.org/WAI/test-evaluate/preliminary/)  [Web Accessibility Evaluation Tools List (w3.org)](https://www.w3.org/WAI/ER/tools/)  [Using the Acrobat Pro DC Accessibility Checker (adobe.com)](https://www.adobe.com/accessibility/products/acrobat/using-acrobat-pro-accessibility-checker.html)  [Improve accessibility with the Accessibility Checker (microsoft.com)](https://support.microsoft.com/en-us/office/improve-accessibility-with-the-accessibility-checker-a16f6de0-2f39-4a2b-8bd8-5ad801426c7f)  Software word find functionality |  | Choose an item. | Choose an item. | Click or tap here to enter text. |
| **1.4** | It is easy for end users to see and hear the content, including separating foreground from background. | [1.4 Distinguishable](https://www.w3.org/TR/WCAG21/#distinguishable) | 1. Controls are given to stop, pause and play sound and vision content where the content plays automatically for more than 3 seconds. 2. User interface components such as controls and meaningful graphics have a minimum colour contrast ratio of 3:1. 3. Text and text spacing can be enlarged on a computer without assisted technology up to 200% and without loss of content and function. 4. Content can be presented without the need to scroll down and sideways at the same time. 5. Images of text are used for essential content only and have a meaningful alt text tag or text alternative. 6. Content in pop-ups that appear and disappear when hovering or upon keyboard focus, must be perceivable and can be dismissed without interrupting the page experience. | [Colour Contrast Analyser | Vision Australia. Blindness and low vision services](https://www.visionaustralia.org/services/digital-access/resources/colour-contrast-analyser)  [ZoomText Magnifier/Reader - zoomtext.com](https://www.zoomtext.com/products/zoomtext-magnifierreader/)  [Use Magnifier to make things on the screen easier to see (microsoft.com)](https://support.microsoft.com/en-us/windows/use-magnifier-to-make-things-on-the-screen-easier-to-see-414948ba-8b1c-d3bd-8615-0e5e32204198) |  | Choose an item. | Choose an item. | Click or tap here to enter text. |

# Operable

## The end user must be able to operate the interface and navigation themselves

| No. | Guideline | WCAG link | Requirements | Tools to test | Assisted technology used to test compliance | All guidelines met? | Checked | Comment |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2.1** | All functionality is available from the keyboard. | [2.1 Keyboard Accessible](https://www.w3.org/TR/WCAG21/#keyboard-accessible) | 1. All content function is operable from the keyboard. 2. If the focus is visible on the page using keyboard then the keyboard alone can be used to move the focus. | [Test for Keyboard Navigation: Accessibility: Designing and Teaching Courses for All Learners (canvas.net)](https://learn.canvas.net/courses/1159/pages/test-for-keyboard-navigation)  [Use the Style Inspector - Microsoft Word 2016 (officetooltips.com)](https://www.officetooltips.com/word_2016/tips/use_the_style_inspector.html) |  | Choose an item. | Choose an item. | Click or tap here to enter text. |
| **2.2** | Users are given enough time to read content and complete tasks required. | [2.2 Enough Time](https://www.w3.org/TR/WCAG21/#enough-time) | 1. Users must be able to stop, play, pause and replay time based content. 2. I.e.: YouTube clip. 3. Users should be able to stop, start and pause auto scrolling and auto-updating. |  |  | Choose an item. | Choose an item. | Click or tap here to enter text. |
| **2.3** | Content avoids the types of flash most likely to cause seizures. | [2.3 Seizures and Physical Reactions](https://www.w3.org/TR/WCAG21/#seizures-and-physical-reactions) | 1. Content does not contain elements that could cause seizures, e.g. flashes more than 3 times per second. | [TOOL: Identify Seizure Risks in Your Website Content | (accessiblewebsiteservices.com)](https://accessiblewebsiteservices.com/tool-identify-seizure-risks-in-your-website-content/)  [Using automated testing tools - AccessibilityOz](https://www.accessibilityoz.com/factsheets/video/using-automated-testing-tools/) |  | Choose an item. | Choose an item. | Click or tap here to enter text. |
| **2.4** | Users can navigate and find the content they need and/or keeping track of their location. | [2.4 Navigable](https://www.w3.org/TR/WCAG21/#navigable) | 1. Information can be located in different ways, e.g. using search fields. 2. Each page and content headings or label are unique and describe the topic or purpose. 3. When navigating to an area or element on the screen by keyboard, the area in focus must be visibly different to the surrounding area, e.g. highlighted on the screen. 4. The purpose of hyperlinks is determined by the link alone. 5. Multiple ways of navigating content are given using bookmarks, unique headings and table of contents. 6. The focus order is meaningful and sequential. 7. Title and heading styles are applied and used to sort content. | To test for focus frame:  Tab and Shift + Tab. |  | Choose an item. | Choose an item. | Click or tap here to enter text. |

# Understandable

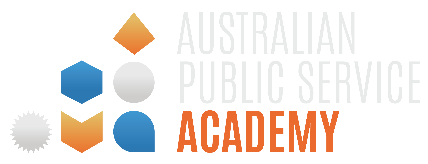
## The content is readable and understandable to the end user

| No. | Guideline | WCAG link | Requirements | Tools to test | Assisted technology used to test compliance | All guidelines met? | Checked | Comment |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3.1** | The end user can easily read and understand the content. | [3.1 Readable](https://www.w3.org/TR/WCAG21/#readable) | 1. Content is in a language understandable by the user. 2. Jargon is not used. 3. Reading age/level required for user to access content meets organisational standards. 4. Technical terms are explained at the first usage. 5. Acronyms are spelt out in full at the first instance, with the acronym in brackets next to it. 6. The language being used is correctly programmed/set in the software being used. | Hyperlink technical terms to a glossary.  Create ‘Help’ pages to assist end users to navigate and interact with the content.  [Australian Government Style Manual](https://www.stylemanual.gov.au/)  [Flesch Kincaid Calculator | Good Calculators](https://goodcalculators.com/flesch-kincaid-calculator/)  [Get your document's readability and level statistics (microsoft.com)](https://support.microsoft.com/en-us/office/get-your-document-s-readability-and-level-statistics-85b4969e-e80a-4777-8dd3-f7fc3c8b3fd2) |  | Choose an item. | Choose an item. | Click or tap here to enter text. |
| **3.2** | Content is presented with consistent and predictable order, navigation and function from page to page. | [3.2 Predicable](https://www.w3.org/TR/WCAG21/#predictable) | 1. Repeated navigational elements appear in the same order and place on the screen/page, e.g. Next, Previous and Home. 2. Elements with the same function always look identical, e.g. Submit buttons. 3. Elements act in a way their name suggests, e.g. ‘Go to the next field’ will take the end user to the next field. |  |  | Choose an item. | Choose an item. | Click or tap here to enter text. |
| **3.3** | End users are provided input assistance when required to input information into the content. | [3.3 Input Assistance](https://www.w3.org/TR/WCAG21/#input-assistance) | 1. Users are given immediate feedback after completing a quiz, test or activity. 2. Information entered by users must be reversible, checked for errors **or** confirmed for correctness. |  |  | Choose an item. | Choose an item. | Click or tap here to enter text. |

# Robust

## The content works with a wide variety of assistive technologies

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **4.1** | The output of the content is compatible with current and future user systems, especially assisted technologies. | [4.1 Compatible](https://www.w3.org/TR/WCAG21/#compatible) | 1. Content can be changed from one format to another, e.g. eLearning to text alternative or one language to another. 2. Changes in content not given focus are able to be read by screen readers. I.e.: changes in status messages from ‘searching’ to ‘5 results found’. 3. Hyperlink text reflects the page the user is directed to, e.g. the page heading is used in the hyperlink. 4. HTML content and design is coded so assistive technologies can interpret what is on the screen (parsing). 5. Content has been tested using assistive technologies such as Jaws or Dragon. | [SCORM Explained: In Depth Review of the SCORM eLearning Standard](https://scorm.com/scorm-explained/?utm_source=google&utm_medium=natural_search). Enter ‘accessible’ in the search field.  Software and tools vary in their ability to meet accessibility requirements. Review the Accessibility Compliance Report (ACR) and/or speak with a technician from the software provider |  | Choose an item. | Choose an item. | Click or tap here to enter text. |

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** Decorative
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