

SOUTH WA

This document was developed by Barry Cheung, IT Systems and Accessibility Officer, Educational Development and Technology Centre, for Information Technology Services at the University of New South Wales, 2004.

It was reviewed by the ITC and Policy Advisory Committees, and endorsed by the Academic Board at its meeting of 5 October, 2004.

Contact for enquiries:
ITS Policy and Compliance Officer, extn 52885

Contents:

<i>Introduction</i>	2
<i>Web Accessibility</i>	3
<i>Guideline Priorities</i>	4
 <i>UNSW Web Accessibility Checklist – Priority View</i>	
<i>- Priority 1</i>	5-10
<u>In General</u>	
-Guideline 1: Checkpoint 1.1	6
-Guideline 2: Checkpoint 2.1	6-7
-Guideline 4: Checkpoint 4.1	7
-Guideline 6: Checkpoint 6.1	7
Checkpoint 6.2	7
-Guideline 7: Checkpoint 7.1	7-8
-Guideline 14: Checkpoint 14.1	8
 <u>Use of Images and Maps</u>	
-Guideline 1: Checkpoint 1.2	8-9
-Guideline 9: Checkpoint 9.1	10
 <u>Use of Tables</u>	

-Guideline 5: Checkpoint 5.5	24
Checkpoint 5.6	24-25
-Guideline 10: Checkpoint 10.3	25
<u>Use of Forms</u>	
-Guideline 10: Checkpoint 10.4	25

<i>UNSW Web Accessibility Checklist – Numerical View</i>	26-44
---	-------

Lift (<http://www.usablenet.com/>)

Guideline Priorities

The Web Content Accessibility Guidelines v1.0 classifies guidelines under the following 3 Priority Areas:

Each checkpoint has a priority level assigned by the Working Group based on the checkpoint's impact on accessibility.

Priority 1

A Web content developer ***must*** satisfy this checkpoint. Otherwise, one or more groups will find it impossible to access information in the document. Satisfying this checkpoint is a basic requirement for some groups to be able to use Web documents.

Priority 2

A Web content developer ***should*** satisfy this checkpoint. Otherwise, one or more groups will find it difficult to access information in the document. Satisfying this checkpoint will remove significant barriers to accessing Web documents.

Priority 3

A Web content developer ***may*** address this checkpoint. Otherwise, one or more groups will find it somewhat difficult to access information in the document. Satisfying this checkpoint will improve access to Web documents.

<i>(Priority 1) In General</i>	<i>Compliance level</i>	<i>Disability Group affected:</i>	<i>Primary Role</i>	<i>Comments</i>
		Vision Impaired	Visual Designer	
		Hearing Impaired	Encoder	
		Cognitive\ Learning Disability	-Programmer -HTML Editor	
		Physical Disability	Content Writer	

<p><i>Guideline 1 Provide equivalent auditory and visual</i></p> <p>Equivalent for every non-textual element via "alt", "longdesc", or "longdesc". <i>This includes:</i> graphical representations of text (e.g., image map regions, animated GIFs), applets, objects, ascii art, images used as list items, graphical buttons, images with or without user interaction, audio files, video, and video.</p>		Hearing	Encoder -Programmer -HTML Editor
---	--	---------	--

<p><i>Guideline 2 Don't rely on colour alone.</i> Checkpoint 2.1 Ensure that all information conveyed with colour is also available without colour, for example from context or markup.</p>	Standard	Vision	Visual Designer	<p>For vision impaired users who may be colour blind. For example, an online quiz that shows a correct answer in the colour green is not as accessible as having words describing the correct answer. E.g. Who was the first Prime Minister of Australia? A: Authur William Fadden B: Harold Holt C: Edmund Barton - is not as accessible as <i>The correct answer is Edmund Barton</i></p> <p>http://www.w3.org/TR/WCAG10-CORE-TECHS/#structure</p>
<p><i>Guideline 4 Clarify natural language usage</i> Checkpoint 4.1 Clearly identify changes in the natural language of a document's text and any text equivalents (e.g., captions).</p>	Standard	Vision	Encoder -Programmer -HTML Editor Content Writer	<p>If web pages contain multiple languages such as English and French, clear indications of the change in language allow speech synthesizers to automatically switch to the new language. The natural language of content may be indicated with the "lang" attribute in HTML and the "xml:lang" attribute in XML</p> <p>http://www.w3.org/TR/WCAG10-HTML-TECHS/#changes-in-lang</p>
<p><i>Guideline 6 Ensure that pages featuring new technologies transform gracefully.</i> Checkpoint 6.1 Organize documents so they may be read without style sheets. For example, when an HTML document is rendered without associated style sheets, it must still be possible to read the document.</p>	Standard	Vision Cognitive	Encoder -Programmer -HTML Editor	<p>Allows screen reader technology and users with learning impairment to be able to access and comprehend data if associated style sheets are not available. In conjunction with Priority 1 Guideline 14- <i>Ensure that documents are clear and simple</i>- Checkpoint 14.1.</p> <p>Or provide alternative CSS which present table data and page data in a linearised text only fashion.</p> <p>http://www.w3.org/TR/WCAG10-CSS-TECHS/#Generated</p>
<p>Checkpoint 6.2 Ensure that equivalents for dynamic content are updated when the dynamic content changes.</p>	Standard	Vision	Encoder -Programmer -HTML Editor	<p>A static equivalent should be referred as often as possible to keep it in sync with the dynamic offering.</p> <p>http://www.w3.org/TR/WCAG10-HTML-TECHS/#applet-text-equivalent</p>

<p><i>Guideline 7 Ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or stopped.</i></p> <p>Checkpoint 7.1</p> <p>Until user agents allow users to control flickering, avoid causing the screen to flicker.</p>	Standard	Vision Cognitive	Encoder -Programmer -HTML Editor Visual Designer	<p>Screen readers may not be able to read elements such as flickering and scrolling text. Users with learning difficulties may also find it hard to comprehend the desired effect these elements are trying to convey.</p> <p>See also Priority 2 Guideline 7-Checkpoint7.3</p> <p>Flickering or flashing screens, while annoying, to some it can be a <i>genuine</i> health hazard for epilepsy sufferers and the like.</p> <p>Also, for example, clocks on a webpage cause an auto-refresh which triggers screen readers to re-read a page.</p>
<p><i>Guideline 14 Ensure that documents are clear and simple.</i></p> <p>Checkpoint 14.1</p> <p>Use the clearest and simplest language appropriate for a site's content.</p>	Standard	Vision Cognitive	Content Writer	<p>Screen readers may not be able to correctly pronounce complex words, abbreviations or acronyms.</p> <p>Consider the language capabilities of the intended audience.</p> <p>While it is desirable to use the simplest words to</p>

050 193.41ei24.92 878439 -9 0 205.44 71.7505 .nt 5.2

and is updated as often as the inaccessible (original) page.			Visual Designer	
--	--	--	-----------------	--

<p><i>(Priority 2) In General</i></p>				
<p><u>Guideline 2</u> Don't rely on colour alone. <u>Checkpoint 2.2</u> 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].</p>	Standard	Vision	Visual Designer	See comment for Priority 1 Guideline 2- <u>Checkpoint 2.1</u>
<p><u>Guideline 3</u> Use markup and style sheets and do so properly. <u>Checkpoint 3.1</u> When an appropriate markup language exists, use markup rather than images to convey information.</p>	Guideline	Vision Hearing	Content Writer Encoder -Programmer -HTML Editor	<p>Structure vs. presentation</p> <p>When designing documents, content developers should try and identify the desired structure for their documents before thinking about how the documents will be graphically presented to the user. Distinguishing the structure of a document from how the content is presented offers a number of advantages, including improved accessibility, manageability, and portability.</p> <p>For instance, many developers consider that a horizontal line communicates a structural division. This may be true for sighted users, but to unsighted users or users without graphical browsers, a horizontal line may have next to no meaning.</p> <p>Use of style sheets to separate style from content is recommended e.g. so that user defined styles can be applied.</p> <p>http://www.w3.org/TR/WCAG10-CORE-TECHS/#structure http://www.w3.org/TR/WCAG10-CSS-TECHS/#Generated</p>

presentation.

Cognitive

text in images. Using text instead of images means that the information will be

Ensure that dynamic content is accessible or provide an alternative presentation or page.

Content
Writer

<p><u>Guideline 10 Use interim solutions.</u> <u>Checkpoint 10.1</u> 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.</p>	<p>Standard</p>	<p>Vision Cognitive</p>	<p>Content Writer</p>	<p>This may confuse screen readers and users with learning difficulties. Also re-sets screen readers. See above comment for <i>Priority 2</i> Guideline 7 <u>Checkpoint 7.4</u> User Agents can stop pop-ups. It maybe appropriate to spawn, for example, a video in a separate window provided that the link that does so informs the user e.g. “play video in new window”</p>
---	-----------------	-----------------------------	---------------------------	---

Guideline 11 Use W3C technologies and guidelines.

Checkpoint 11.1

			-HTML Editor	
Checkpoint 13.2 Provide metadata to add semantic information to pages and sites.	Standard	Vision		

any structural markup for the purpose of visual formatting.			-HTML Content Writer Visual Designer	this allows table cells to be read back with meaning. http://www.w3.org/TR/WCAG10-CORE-TECHS/#structure
---	--	--	--	--

<i>Use of frames (Priority 2)</i>				
<i>Guideline 12 Provide context and orientation information to help users understand complex pages or elements.</i> Checkpoint 12.2 Describe the purpose of frames and how frames relate to each other if it is not obvious by frame titles alone.	Standard	Vision	Encoder -Programmer -HTML Editor Content Writer	Assists users who use screen readers, in terms of navigation. E.g. Label frames, for example: navigation frames, footer frames. See also comment for Priority 1 Guideline 12- Provide context and orientation information to help users understand complex pages or elements- Checkpoint 12.1 http://www.w3.org/TR/WCAG10-CORE-TECHS/#text-equivalent
<i>Use of forms (Priority 2)</i>				

<i>Guideline 10 Use interim solutions.</i> Checkpoint 10
--

<i>(Priority 3) In General</i>				
<p><u>Guideline 4 Clarify natural language usage.</u> Checkpoint 4.2 Specify the expansion of each abbreviation or acronym in a document where it first occurs.</p> <p>Checkpoint 4.3 Identify the primary natural language of a document.</p>	Guideline	Vision Cognitive	Content Writer	Assists vision impaired users who use screen readers and users with cognitive disabilities. Mark up abbreviations and acronyms with ABBR and ACRONYM and use "title" to indicate the expansion:
	Guideline	Cognitive	Encoder -Programmer -HTML Editor Content Writer	It is good practice to identify the primary language of a document, either with markup (as shown below) or through HTTP headers. For example: <HTML lang="fr"> ...rest of an HTML document written in French ... </HTML> See also comment for Priority 1 Guideline 4- <i>Clarify natural language usage-Checkpoint 4.1</i>
<p><u>Guideline 9 Design for device-independence.</u> Checkpoint 9.4 Create a logical tab order through links, form controls, and objects.</p> <p>Checkpoint 9.5 Provide keyboard shortcuts to important links (including those in client-side image maps), form controls, and groups of form controls.</p>	Guideline	Vision Cognitive	Content Writer	See also Priority 2 Guideline 13- <i>Provide clear navigation mechanisms -Checkpoint 13.2 and Checkpoint 13.4</i>
	Guideline	Vision Cognitive Physical	Encoder -Programmer -HTML Editor	See also Priority 1 Guideline 1- <i>Provide equivalent alternatives to auditory and visual content-Checkpoint 1.2</i>
<u>Guideline 10 Use interim solutions.</u>	Guideline	Vision	Encoder	When links are grouped into logical sets (for example, in a navigation bar that

<p><u>Checkpoint 10.5</u> Until user agents (including assistive technologies) render adjacent links distinctly, include non-link, printable characters (surrounded by spaces) between adjacent links.</p>		Cognitive	<p>-Programmer -HTML Editor</p> <p>Content Writer</p>	<p>appears on every page in a site) they should be marked up as a unit.</p> <p>Navigation bars are usually the first thing someone encounters on a page.</p> <p>For users with speech synthesizers, this means having to hear a number of links on every page before reaching the interesting content of a page.</p> <p>This is especially useful for frequent users of a website.</p> <p>There are several ways to allow users to bypass groups of links (as users with vision do when they see the same set on each page):</p> <ul style="list-style-type: none"> • Include a link that allows users to skip over the set of navigation links. • Provide a style sheet that allows users to hide the set of navigation links. • Use the HTML 4.01 MAP element to group links, then identify the group with the "title" attribute.
<p><u>Guideline 11 Use W3C technologies and guidelines.</u> <u>Checkpoint 11.3</u> Provide information so that users may receive documents according to their preferences (e.g., language, content type, etc.)</p>	Guideline	Cognitive	<p>Content Writer</p> <p>Encoder -Programmer -HTML Editor</p>	<p>There are a variety of strategies to allow users to select the appropriate content:</p> <ol style="list-style-type: none"> 1. Include links to other versions of content, such as translations. For example, the link "Refer to the French version of this document" links to the French version. 2. Indicate content type or language through markup (e.g., in HTML use "type" and "hreflang"). 3. Use content negotiation to serve content per the client request. For example, serve the French version of a document to clients requesting French. <p>http://www.w3.org/TR/WCAG10-CORE-TECHS/#navigation</p>

Guideline 13 Provide clear navigation mechanisms.

Checkpoint 13.5

Provide navigation bars to high

Checkpoint 13.6

Group related links, identify the group (for user agents), and, until user agents do so, provide a way to bypass the group.

Guideline	Cognitive	Encoder -Programmer -HTML Editor	See comment for <i>Priority 2</i> Guideline 13- Checkpoint 13.2 and <i>Priority 3</i> Guideline 10- Checkpoint 10.5
-----------	-----------	--	---

Checkpoint 13.7.CID 4 >>BDC BT/TT1 1 Tf0 Tc 0 9 -9 0 1T20 Tc 7.6.912//TEi-9 0 1752.94 583.19049 Tm()TjETEMC /P <</MCID 13 >>agents), and,

presentations where they will facilitate comprehension of the page.			Designer	
Checkpoint 14.3 Create a style of presentation that is consistent across pages.	Guideline	Vision Cognitive		Refer to <i>UNSW Visual Design Guidelines</i> .
<i>Use of images and image maps (Priority 3)</i>				

Guideline 1

Provide equivalent alternatives to auditory and visual content.

ad1/TT22/TT2 1 TF0 Tc 0 T213 419371 73 5109503 71 69022 Tm) \Artifact BMCID 15 >> 1DC BT58 555 Tf-0.00031 Tc992 9939320 0 818 464 6902

Guideline 10 Use interim solutions.

Checkpoint 10.3

Until user agents (including assistive technologies) render side-by-side text correctly, provide a linear text alternative (on the current page or some other) for **all** tables that lay out text in parallel, word-wrapped columns.

Guideline

Vision
Cognitive

Encoder
-Programmer
-HTML Editor

Content
Writer

If this is an issue, upgrade your Assistive Technologies.

W3C Standards:
In General (Priority 1)

Compliance level	Disability Group affected:	Primary Role	Comments
	Vision Impaired	Visual Designer	
	Hearing Impaired	Encoder	
	Cognitive\ Learning Disability	-Programmer -HTML Editor	
	Physical Disability	Content Writer	

Guideline 1	Compliance level	Disability Group affected:	Primary Role	Comments
<p>Provide equivalent alternatives to auditory and visual content.</p> <p><u>Checkpoint 1.1</u></p> <p>Provide a text equivalent for every non-text element (e.g., via "alt", "longdesc", or in element content). This includes: images, graphical representations of text (including symbols), image map regions, animations (e.g., animated GIFs), applets and programmatic objects, ascii art, frames, scripts, images used as list bullets, spacers, graphical buttons, sounds (played with or without user interaction), stand-alone audio files, audio tracks of video, and video.</p>	Standard	Vision Hearing	Encoder -Programmer -HTML Editor	<p>Ideally only apply alt-tags to images which represent meaningful interaction with the website. E.g. Assistive technologies will read all alt-tags and interaction with the website can actually be impaired if non meaningful content is also tagged such as borders etc.</p> <p>Null Alt tags indicating that images have been used as spacers will be ignored by screen readers</p> <p>Such judicious use of alt-tags will provide a superior experience for users utilizing assistive technologies but will cause automated page checkers such as Bobby to complain that a page is not accessible.</p> <p>For vision impaired users, allows screen reader technology such as JAWs, Windows Eyes, and ZoomText to read alt tags associated with non text element.</p> <p>For the hearing impaired, text equivalent for elements such as sound files allow users in this group to maximize their web experience.</p> <p>http://www.w3.org/TR/WCAG10-CORE-TECHS/#text-equivalent http://www.w3.org/TR/WCAG10-HTML-TECHS/#applet-text-equivalent</p>

<p>Checkpoint 1.2 Provide redundant text links for each active region of a server-side image map.</p>	<p>Standard</p>	<p>Vision Hearing Cognitive</p>	<p>Encoder -Programmer -HTML Editor Visual Designer</p>	<p>An <i>Image map</i> is an image that has "active regions". When the user selects one of the regions, some action takes place -- a link may be followed, information may be sent to a server, etc. To make an image map accessible, content developers must ensure that each action associated with a visual region may be activated without a pointing device.</p> <p>Text is considered accessible to almost all users since it may be handled by screen readers, non-visual browsers, and braille readers. As you design a document containing non-textual information (images, applets, sounds, multimedia presentations, etc.), supplement that information with textual equivalents wherever possible.</p> <p>For complex content (charts, graphs, etc.), the text equivalent may be longer and</p>
---	-----------------	---	--	---

<p>synchronize equivalent alternatives (e.g., captions or auditory descriptions of the visual track) with the presentation.</p>			<p>Content Writer</p>	<p>Synchronization of slides with video and audio content can also be achieved via Quick Time or Windows Media Player technologies.</p>
<p>Checkpoint 1.5 Until user agents render text equivalents for client-side image map links, provide redundant text links for each active region of a client-side image map.</p>	<p>Guideline</p>	<p>Vision</p>	<p>Encoder -Programmer -HTML Editor</p>	<p>See Priority 1 Guideline 1-Checkpoint 1.2 See Priority 1 Guideline 9- <i>Design for device-independence</i>- Checkpoint 9.1 http://www.w3.org/TR/WCAG10-CORE-TECHS/#text-equivalent</p>
<p><u>Guideline 2</u> <i>Don't rely on colour alone.</i> Checkpoint 2.1 Ensure that all information conveyed with colour is also available without colour, for example from context or markup.</p>	<p>Standard</p>	<p>Vision</p>	<p>Visual Designer</p>	<p>For vision impaired users who may be colour blind. For example, an online quiz that shows a correct answer in the colour green is not as accessible as having words describing the correct answer. E.g. Who was the first Prime Minister of Australia? A: Authur William Fadden B: Harold Holt C: Edmund Barton - is not as accessible as <i>The correct answer is Edmund Barton</i> http://www.w3.org/TR/WCAG10-CORE-TECHS/#structure</p>

<p><u>Guideline 3</u> <i>Use markup and style sheets and do so properly.</i> Checkpoint 3.1 When an appropriate markup language exists, use markup rather than images to convey information.</p>	<p>Guideline</p>	<p>Vision Hearing</p>	<p>Content Writer Encoder -Programmer -HTML Editor</p>	<p>Structure vs. presentation When designing documents, content developers should try and identify the</p>
--	------------------	---------------------------	---	--

			Encoder -Programmer -HTML Editor	
--	--	--	--	--

[Checkpoint 3.5](#)
Use header elements to convey document structure and use them according to specification.

Guideline

Vision
Hearing

Encoder
-Programmer

Identify the primary natural language of a document.

-Programmer
-HTML Editor

markup (as shown below) or through HTTP headers.

For example:

```
<HTML lang="fr"
```

Content

Writer

<p><u>Checkpoint 5.3</u> Do not use tables for layout unless the table makes sense when linearised. Otherwise, if the table does not make sense, provide an alternative equivalent (which may be a linearised version).</p>	Guideline	Cognitive Vision	Encoder -Programmer -HTML Editor Content Writer	<p>Screen readers read from left to right (linearised) on a computer screen. A table would be read cell by cell from left to right. Data in complex tables may not be properly read back to the user. Use of Table Column and Table Row Headers is highly recommended for complex data tables.</p> <p>http://www.w3.org/TR/WCAG10-CORE-TECHS/#structure</p>
<p><u>Checkpoint 5.4</u> If a table is used for layout, do not use any structural markup for the purpose of visual formatting.</p>	Guideline	Vision	Encoder -Programmer -HTML Editor Content Writer Visual Designer	<p>Structural marking of tables is utilised by assistive technologies to make complex data more comprehensible. This allows table cells to be read back with meaning.</p> <p>http://www.w3.org/TR/WCAG10-CORE-TECHS/#structure</p>
<p><u>Checkpoint 5.5</u> Provide summaries for tables.</p>	Guideline	Vision Cognitive	Encoder -Programmer -HTML Editor	

<p><u>Guideline 6</u> <i>Ensure that pages featuring new technologies transform gracefully.</i> Checkpoint 6.1 Organize documents so they may be read without style sheets. For example, when an HTML document is rendered without associated style sheets, it must still be possible to read the document.</p>	Standard	vision Cognitive	Encoder -Programmer -HTML Editor	Allows screen reader technology and users with learning impairment to be able to access and comprehend data if associated style sheets are not available. In conjunction with Priority 1 Guideline 14- <i>Ensure that documents are clear and simple</i> - Checkpoint 14.1 . Or provide alternative CSS which present table data and page data in a <div style="border: 1px solid black; height: 50px; width: 100%; margin-top: 5px;"></div>
--	----------	-------------------------	--	---

page.			-HTML Editor Content Writer	accessible alternatives include: 4. Allow users to navigate to a separate
-------	--	--	---------------------------------------	--

Until user agents provide the ability to stop the refresh, do not create periodically auto-refreshing pages.

Cognitive

Designer

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.

				<ul style="list-style-type: none">• Provide a style sheet that allows users to hide the set of navigation links.• Use the HTML 4.01 MAP element to group links, then identify the group with the "title" attribute.
--	--	--	--	--

<p><u>Guideline 11</u> <i>Use W3C technologies and guidelines.</i> Checkpoint 11.1 Use W3C technologies when they are available and appropriate for a task and use the latest versions when supported.</p>	Guideline			The latest W3C technologies are available from the W3C Technical Reports and Publications page.
<p>Checkpoint 11.2 Avoid deprecated features of W3C technologies.</p>	Guideline		Encoder -Programmer -HTML Editor	Refers to changes of html standards over v1-v2. Text- font is deprecated – font tag superseded by CSS Browsers may not support deprecated code. For example, Bold became strong .

Checkpoint 1

			Designer	
<p><i>Guideline 12</i> <i>Provide context and orientation information to help users understand complex pages or elements.</i></p> <p>Checkpoint 12.1 Title each frame to facilitate frame identification and navigation.</p>	Standard	Vision	Encoder -Programmer -HTML Editor Visual Designer	Use of Frames is discouraged. Accessible technologies can only work in the current frame and therefore have to move from frame to frame to interact. E.g. data in a frame within a frame. No feedback that a change has occurred in a destination frame if the current frame remains unchanged.
<p>Checkpoint 12.2 Describe the purpose of frames and how frames relate to each other if it is not obvious by frame titles alone.</p>				

<p><i>Guideline 13</i> <i>Provide clear navigation mechanisms</i> Checkpoint 13.1 Clearly identify the target of each link.</p>	Guideline	Vision Cognitive	Visual Designer Encoder -Programmer -HTML Editor	Good link text should not be overly general; for instance "click here" says nothing about what is to be found if the link is followed. Instead of "click here", link text should indicate the nature of the link target, as in "Course Notes Accounting 1001" or "text-only version of this page".
<p>Checkpoint 13.2 Provide metadata to add semantic information to pages and sites.</p>	Standard	Vision		

<p>(for user agents), and, until user agents do so, provide a way to bypass the group.</p> <p>Checkpoint 13.7 If search functions are provided, enable different types of searches for different skill levels and preferences.</p> <p>Checkpoint 13.8 Place distinguishing information at the beginning of headings, paragraphs, lists, etc.</p> <p>Checkpoint 13.9 Provide information about document collections (i.e., documents comprising multiple pages.).</p>			-HTML Editor	Guideline 10- Checkpoint 10.5
	Guideline	Cognitive	Encoder -Programmer -HTML Editor Content Writer	http://www.w3.org/TR/WCAG10-CORE-TECHS/#navigation
	Guideline	Vision Cognitive	Content Writer	Assists vision impaired users. Screen readers can read the headings allowing the user to determine the contents without having to go through the whole paragraph or headings. http://www.w3.org/TR/WCAG10-CORE-TECHS/#comprehension
	Guideline	Vision Cognitive	Content Writer	E.g. one or more documents are split across multiple pages but are only displayed one at a time. Advise users as such.
<p><i>Guideline 14</i> <i>Ensure that documents are clear and simple.</i> Checkpoint 14.1 Use the clearest and simplest language appropriate for a site's content.</p>	Standard	Vision Cognitive	Content Writer	Screen readers may not be able to correctly pronounce complex words, abbreviations or acronyms. Consider the language capabilities of the intended audience. While it is desirable to use the simplest words to convey meaning, it is not always possible to use "simple" language to describe everything on a website. For example, specific websites dealing in high technology, law and science may find it difficult and impractical to simplify every term, notation naming convention. Attention should be paid to the intended target audience. However, content such as instructions, requirements and descriptions should always be carefully structured, logical and clear. (e.g. would the instructions make sense if given

				over the telephone) http://www.w3.org/TR/WCAG10-CORE-TECHS/#comprehension
--	--	--	--	--

Checkpoint 14.2

Supplement text with graphic or auditory presentations where they will facilitate comprehension of the page.

Guideline

Vision
Hearing
Cognitive

Content
Writer

Visual
Designer

See comment for *Priority 1* G