Students Learning with Communities: All of these projects were undertaken in collaboration with community partners and supervised by academic staff members

DIT Access and Civic Engagement Office

2011

Universal Design Project

Anita Foley
Technological University Dublin

Follow this and additional works at: https://arrow.tudublin.ie/comlinkoth

Part of the Education Commons

Recommended Citation

ISQSH Website

http:// isqsh.ie and http://staging.isqsh.ie

Name: Anita Foley
Student Number: C03329721
Lecturer: Ciaran O'Leary
Module: Universal Design
Course: DT202-1
Date: 7th May, 2011

I declare that this work, which is submitted as part of my coursework, is entirely my own, except where clearly and explicitly stated.

_____

Table of Contents

Development Process

Requirements

The Client

Before beginning any work on the website it was important to have a meeting with the client. This gave me the opportunity to find out what the requirements were for this project. The client had a large list of features that they wanted integrated into their website. It became clear that not all these features could be implemented in the time frame that I had. I asked the client to priorities each of the features discussed. With this, three categories were created:

- High priority: Issues that they were having extreme difficulty with that definitely needed to be addressed as part of this project.
- Medium priority: Issues that they had some difficulty with that would be nice to have resolved, however, workarounds were available.
- Low priority: New features that, although they would add to their website in a positive light, they weren't necessary in order to complete the website to a satisfactory level.

Third Party Webmaster

The website was already being managed and maintained by a third party web content management company. It was important for me to have a meeting with this company to discuss the requirements given to me by the client. From this meeting I was able to find out what programming languages were used for the website, what development environment I needed to set up, and finally what elements of the website I was permitted to change, and what elements I should stay away from.

The Customers

I obtained customer feedback from two sources. The first feedback was provided to me by the client. They had asked their website members what elements they liked about the website and what elements that they would like to see changed. The second feedback resource was provided to me from an online survey that I had created. The survey was aimed at members and non-members.

Outcome and Scope

Once I had all these requirements I was able to come up with the scope of this project. Not all the client's and customer's requirements matched. It was clear to see that both clients and customers had different views on what elements were important in the website and what wasn't. However, it was clear that both groups disliked the styling of the website and were having functional issues with the website that could be addressed by making the website accessible. So with this the client and webmaster agreed that I would work on the following:

- Make the website WCAG Level AAA compliant
- Restyle the website

Research

Styling

From the feedback acquired during the requirements stage, customers asked for more vibrant colours to be used on the website and for a horizontal dropdown menu to be used instead of the pre-existed vertical navigation. I needed to research different possible colour schemes to use in the website that adhered to the WCAG Level AAA colour contrast ratio. Also I investigated different methods of implementing a horizontal navigation that would be accessible, usable and easy to maintain and modify for future use and expansion.

Accessibility

I familiarized myself with the WCAG guidelines. Following this I performed an accessibility review on the existing ISQSH website. This helped me determine what elements of the website needed to be reworked in order to adhere to the WCAG guidelines. Following this, I investigated different accessibility solutions for any issue found during the review.

Users Modelling

I outlined the user models and personas that needed to be accommodated as part of this project. Being aware of these personas would later help me when implementing accessibility solutions, styling the website and testing.

Primary Persona

The primary persona indentified for this website was visually impaired users, using JAWS, Firefox and Windows XP. This primary persona was chosen for the following reasons:

- *Accessibility:* Making all content on the website accessible for reader readers will benefit users who are blind and visually impaired. This screen reader support work will also benefit others as a knock on effect. Sighted users will benefit as quite often accessibility features can make a website more usable and intuitive. Furthermore users who have motor disabilities will also benefit as device independence would be introduced to the website as part of the screen reader support .

- *Styling:* From my own experience with CSS and styling, I have discovered that if you design and style a website for Firefox, there's a 90% chance it will work, with no tweaks needed, for other browsers like IE6, IE7, IE8, Chrome and Safari. However if you use IE6 or IE7 to design and style a website, there's very little chance at all that the website will appear error free in other browsers. For this reason Firefox users were chosen as part of the primary persona, as keeping this group satisfied will also satisfy other groups.

It could be argued that sighted users and visually impaired user should be separated into their own personas. However, I feel that these two groups needed to be merged into one as building a website for screen reader users alone, would not satisfy sighted users who are expecting a visually pleasing website, however if you just built a website for sighted users, the site may be inaccessible to screen reader users.

Therefore, these two groups are both primary personas, so for simplicity and to be technically correct, these two personas were merged into one.

Secondary personas

The following are a list of secondary personas identified. Each one of these groups will be mostly satisfied by fulfilling the primary persona's requirement. However, specific fixes and features can be added to enhance the user experience for these secondary personas:

- *IE6, IE7, IE8, Chrome, and Safari Users:* Each browser category is its own secondary persona. For the most part the CSS used for the primary persona satisfied the needs of the secondary persona. However IE6 and IE7 users required additional browser specific CSS to ensure the styling was pixel perfect across the board.

- *Touch iPod, iPad and iPhone users*: In today's market, the ability to access a website using an iPad, iPod or iPhone is very important. For the most part the website worked flawlessly for these users once the primary persona's requirements were met. However additional features needed to be added to ensure dropdown navigation worked for touch screens.

- *Keyboard Users:* Once again, as with the other secondary personas, the keyboard user's needs were mostly satisfied by the primary persona. However additional device independent features were added to ensure all navigation buttons were accessible.

- *Ageing Users:* The client had specifically asked that the website would be usable for members of the ageing community.

Implementing

Once all requirements had been outlined, research was complete and personas had been considered it was time to begin implementing the website. I began by implementing accessible features and resolving accessibility issues. Although nearly all html code was modified in this process, the following features and issues could be considered the most common found:

Navigation

The previous navigation used on the ISQSH site was written in pure JavaScript using only "onClick" events to access all navigation items. This meant that the website could not be accessed by screen reader users or keyboard/switch device users. This navigation was also unstructured, with no clear navigation hierarchy defined.

I implemented a new horizontal dropdown navigation that resolved these issues. Firstly all links were placed into html unordered lists. This meant that the navigation structure and hierarchy was conveyed correctly to screen reader uses. A hidden skip link was also employed to allow screen reader users to skip over these navigation links if necessary.

The top hierarchy links were initially displayed on the screen, while the other sub links were hidden from visual view using CSS. This meant that a screen reader user could use the dropdown navigation easily without needing to interact with the dropdown functionality.
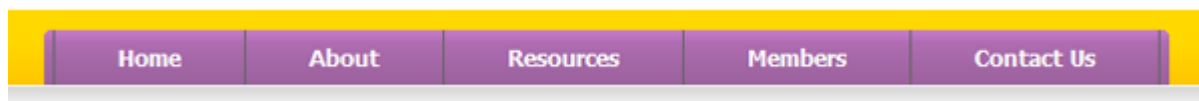
For sighted users, "onHover" events and "onFocus" events were used to display the sub menu links. This ensured that the navigation could be used by both mouse and keyboard users, hence making the navigation device independent.

Headers
The previous ISQSH website used no headers throughout the entire site to correctly structure its content. This made navigating through the site's content difficult for screen reader users, as it was impossible to determine what priority information had. To resolve this, I added correct heading levels and styled them using CSS, so that each header integrated well with the rest of the websites design.

Lists
The previous ISQSH website used no html lists to organise and structure content. This made navigating and accessing the list of resources and documentation that the organisation had difficult for screen reader users. By modifying the websites .asp templates I was able to ensure such lists were rendered using numbered or unordered lists were appropriate instead of just styled div elements as used before.

Images
A number of images on the website did not use correct alternative text. Either a useful image did not contain an alt attribute or irrelevant blank images (solely used to create blank spaces on the site), that normally you would want to hide from screen reader users, contained alt attributes. This issue was resolved by removing many of the blank images and using CSS instead to create the desired spacing effect and adding meaningful alt attributes to important images.

Styling

The client and customers gave me some ideas from the requirements stage of what visual elements on the website they wanted modified. Using this feedback I drew up a sample prototype of the styling specification and sent it onto the clients for approval.

Once the styling prototype was approved I began styling the website using CSS.

Testing

Using the personas indentified at the start of this project I devised a testing strategy to ensure all personas were considered.

Primary Persona

Screen Reader User

I organised a blind user (Donal Fitzpatrick, DCU Lecturer) using JAWS to test the website. I asked Donal to complete various tasks ranging from simple navigating tasks to more complex tasks like accessing ISQSH documentation and using numerous editable forms.

This level of testing was very successful. Donal offered some feedback regarding aspects he liked about the website and elements that could be improved upon. This feedback was noted for the next stage of my development process.

Firefox User

I completed this testing myself. I ensured all styling was correct in this browser as well as ensure all content and features on the website could be used without any issues. Various styling bugs were found during this process. These issues were noted for the next stage of my development process.

Secondary Personas

Ageing User

I organised a 92 year old man to test the ISQSH website (Daniel Byrne, My granddad!). He used an iPad to access the website. Similar to the screen reader testing, I asked Daniel to complete various tasks ranging in difficulty.

Once again this testing was very successful. Although I noted it took Daniel longer to use the website (finding pages and entering details into editable forms), he did not express any dissatisfaction with the website. He noted that he liked the colours used on the website and found everything easy to see. He pointed out that this is something he finds an issue on other sites.

Browser testing

I tested the website using IE6, IE7, IE8, Chrome and Safari, ensuring that all styling was correct and that all features and content could be used without any issues. Any issues found (there were considerable styling issues with IE6) were noted for the next stage of my development process.

Reimplementation and Retesting

All issues found during the testing stage were resolved and retested. With this the website development was complete.

Training

Following the completion of the website I had a meeting with ISQSH. In this meeting I conducted a training session to teach the website updaters how to add accessible content to the site. I kept this training session relatively simple because the website updaters were not developers. In this training session I covered adding headers to their content, alt attributes to images and alternative text to links.

Reflections

I think in all my experience with college, programming and developing web content this is the first time I genuinely followed and rigorously stuck to a development process from start to finish. It is only now that I fully understand and appreciate development processes. Without sticking to the process I would not have met my various deadlines, and I believe the final website would not be as complete and robust as it is now.

Universal Design

Equitable use

The principle requires that a product should be accessible for all users by either using identical mechanisms for all users or equivalent were this is not possible. Any alternatives used should avoid segregating or stigmatising users.

The navigation was an important component of the website that previously did not adhere to this principle as it could only be used by sighted users who were using a mouse. Following this project the ISQSH website is now adheres to this principle. All content, including the navigation menu, can be accessed and interacted with by sighted users, visually impaired or blind users, keyboard or switch device users, young users and old users irrelevant of the browser or platform.

Flexibility in use

This principle states that a product should offer the user a choice in the method of use and should facilitate a user's accuracy and precision while adapting to the user's pace.

Similar to the first principle, the ISQSH website the site's navigation can be used by all users irrespective of their abilities. Items can be accessed with the use of a keyboard, switch device or mouse. All navigation items are accessible through the use of a screen reader also, and items are coloured in accordance with WCAG Level AA and Level AAA colour contrast ratio.

Another consideration for this principle design was to ensure all forms input fields used the correct tab ordering mechanism. Previously on this site, the html attribute "tabIndex" had been used incorrectly on form fields meaning that many mandatory input fields could not be accessed with the use of a keyboard or switch device. This meant that form submissions could not be completed by this group of users. As part of this project these tabbing issues were resolved.

Simple and intuitive

This principle states that a product should eliminate complexity were possible. The product should accommodate a wide range of literacy and language skills. This is an area that the ISQSH website has always excelled in. The menu options are intuitive to use. The ISQSH organisation adheres to the NALA guidelines by reviewing all their web content and documentation to ensure users with literacy and numeracy difficulties can access and understand all content on the website.

Finally information is arranged correctly according to its importance. The ISQSH header and navigation is positioned at the top of every page to signify its importance. News and event alerts are positioned in individual containers at the right of the home page to signify that although these items are of importance they do not correlate to the main content on the page. These items are also marked up correctly using html headers so the importance of the items are conveyed to screen reader users.

Perceptible Information

This universal design principle states that a product should communicate necessary information effectively to the user, regardless of the user's sensory abilities or environment.

Previously the ISQSH website contained multiple images that did not contain alternative text. This meant that any information that the images were trying to convey was not accessible for screen reader users or users with visually impairments. As part of this project the correct alternative text was added to these images to resolve this issue.

Previously, the colours used for the foreground and background did not adhere to the WCAG Level AA or AAA colour contrast ratio standards. Now all colours adhere to these standards.

Tolerance for Error

This principle states that a product should avoid error where possible and offer correct error messages where necessary.

From a functionality point of view the ISQSH website has always used correct validation messages in their forms to ensure a user can not input incorrect data to the database. The error messages are clear and concise.

Previously an error occurred on the person registration page if a user attempted to add a business address that was different than their home address. This issue was resolved as part of the final implementation process.

From a styling point of view, the ISQSH did not work correctly in many different browsers. Due to the styling and testing effort in this project all these issues were resolved.

Low Physical Effort

This principle states that a product should be usable without the need of excessive force or movement. Previously the ISQSH website was not device independent. This meant that users can no choice but to use a mouse to interact with the site and access all items in the navigation. This issue has now been resolved by ensuring the website is fully device independent.

Appendices

Appendix 1: Old Styling

Appendix 2: Styling Prototype Version 1

ISQSH
Irish Society for Quality and Safety in Healthcare

| home | About Us | Download | Journal | Directory | Culture | Community | Contacts |

Welcome to Our Web site

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Fusce sit amet scelerisque nisi. Etiam quis dolor aliquet velit ultricies tristique eu vel dui. Mauris fringilla, urna vitae hendrerit sagittis, lacus enim faucibus odio, nec feugiat diam sem eget arcu. Sed a pulvinar sapien. Sed quis rhoncus arcu. Vestibulum ut nulla ac turpis tristique dapibus. In aliquam est in enim interdum tempor. Aenean vitae enim neque. Vivamus magna mi, vulputate vel volutpat sit amet, venenatis vel libero. Duis erat mauris, tincidunt sit amet tincidunt ullamcorper, vehicula quis massa.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Fusce sit amet scelerisque nisi. Etiam quis dolor aliquet velit ultricies tristique eu vel dui. Mauris fringilla, urna vitae hendrerit sagittis, lacus enim faucibus odio, nec feugiat diam sem eget arcu. Sed a pulvinar sapien. Sed quis rhoncus arcu. Vestibulum ut nulla ac turpis tristique dapibus. In aliquam est in enim interdum tempor. Aenean vitae enim neque. Vivamus magna mi, vulputate vel volutpat sit amet, venenatis vel libero. Duis erat mauris, tincidunt sit amet tincidunt ullamcorper, vehicula quis massa.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Fusce sit amet scelerisque nisi. Etiam quis dolor aliquet velit ultricies tristique eu vel dui. Mauris fringilla, urna vitae hendrerit sagittis, lacus enim faucibus odio, nec feugiat diam sem eget arcu. Sed a pulvinar sapien. Sed quis rhoncus arcu. Vestibulum ut nulla ac turpis tristique dapibus. In aliquam est in enim interdum tempor. Aenean vitae enim neque. Vivamus magna mi, vulputate vel volutpat sit amet, venenatis vel libero. Duis erat mauris, tincidunt sit amet tincidunt ullamcorper, vehicula quis massa.

Welcome to Our Web site

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Fusce sit amet scelerisque nisi. Etiam quis dolor aliquet velit ultricies tristique eu vel dui. Mauris fringilla, urna vitae hendrerit sagittis, lacus enim faucibus odio, nec feugiat diam sem eget arcu. Sed a pulvinar sapien. Sed quis rhoncus arcu. Vestibulum ut nulla ac turpis tristique dapibus. In aliquam est in enim interdum tempor. Aenean vitae enim neque. Vivamus magna mi, vulputate vel volutpat sit amet, venenatis vel libero. Duis erat mauris, tincidunt sit amet tincidunt ullamcorper, vehicula quis massa.

Urgents and needs

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Fusce sit amet scelerisque nisi. Etiam quis dolor aliquet velit ultricies tristique eu vel dui. Mauris fringilla, urna vitae hendrerit sagittis, lacus enim faucibus odio, nec feugiat diam sem eget arcu. Sed a pulvinar sapien. Sed quis rhoncus arcu. Vestibulum ut nulla ac turpis tristique dapibus. In aliquam est in enim interdum tempor. Aenean vitae enim neque. Vivamus magna mi, vulputate vel volutpat sit amet, venenatis vel libero. Duis erat mauris, tincidunt sit amet tincidunt ullamcorper, vehicula quis massa.

Search the site

SEARCH

Latest News

05.12.06

Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

more

01.12.06

Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

more

Upcoming Event

05.12.06

Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

more

01.12.06

Lorem ipsum dolor sit amet, consectetuer adipiscing elit.

more

Gallery

01   02   03

Appendix 2: Final Prototype Version 2

s

Appendix 3: Online Survey Responses

2. How long have you been an ISQSH member?

		Response Percent	Response Count
Less than 1 year		0.0%	0
1-3 years		35.1%	13
4-6 years		21.6%	8
7-10 years		13.5%	5
Not a member		29.7%	11
		answered question	37
		skipped question	0

3. What is the PRIMARY reason you visit our site?

		Response Percent	Response Count
Read about our upcoming events		56.8%	21
Read our news articles		43.2%	16
Find our contact details		8.1%	3
Read our documents and publications		70.3%	26
Other (please specify)		0.0%	0
		answered question	37
		skipped question	0

15

4. What is your overall impression of the site?

	Completely agree	Somewhat agree	Somewhat disagree	Completely disagree	Response Count
This website contains information that is useful to me	45.9% (17)	48.6% (18)	5.4% (2)	0.0% (0)	37
Using this website is a waste of time	0.0% (0)	0.0% (0)	29.7% (11)	70.3% (26)	37
I can easily contact the people I want to on this website	24.3% (9)	54.1% (20)	16.2% (6)	5.4% (2)	37
The pages on this website are well laid out and look good	21.6% (8)	67.6% (25)	10.8% (4)	0.0% (0)	37
I can find what I want quickly and easily on this site	27.0% (10)	59.5% (22)	13.5% (5)	0.0% (0)	37
I don't like using this website	0.0% (0)	8.1% (3)	35.1% (13)	56.8% (21)	37
Everything on this website is easy to understand	27.0% (10)	64.9% (24)	8.1% (3)	0.0% (0)	37
This website needs more introductory explanations	5.4% (2)	43.2% (16)	37.8% (14)	13.5% (5)	37
				answered question	37
				skipped question	0

5. Did you find what you needed?

		Response Percent	Response Count
Yes, all of it		54.1%	20
Yes, some of it		40.5%	15
No, none of it		5.4%	2
		answered question	37
		skipped question	0

16

6. If you did not find any or all of what you needed, please tell us what information you were looking for?   ↓ Download

	Response Count
Hide Responses	4

Responses (4) | **Text Analysis** | **My Categories** (0)

GOLD FEATURE: Text Analysis allows you to view frequently used words and phrases, categorize responses and turn open-ended text into data you can really use. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.   [Learn More] [Upgrade »]

Showing 4 text responses   No responses selected

I work in a specialty area, so the information doesn't always apply to my cicumstances
3/16/11 4:58PM   View Responses

Well done on your valuable work todate
3/16/11 5:47PM   View Responses

There are several links to "dead ends" - e.g. the link to policies and procedures!
3/16/11 6:09PM   View Responses

Need more links to specialities in Safety & Quality in Healthcare - maybe even current legislation and HSE stuff - what about Clinical Audit?
3/18/11 4:07PM   View Responses

answered question	4
skipped question	33

17

1. What aspects of the ISQSH Website do you like? ⬇ Download

	Response Count
Hide Responses	20

Responses (20) | Text Analysis | My Categories (0)

Showing **20** text responses   No responses selected

Easy to use
3/16/11 5:02PM   View Responses

IT HAS RELEVANCE
3/16/11 5:19PM   View Responses

Simplicity
3/16/11 5:37PM   View Responses

Layout and headings
3/16/11 5:49PM   View Responses

I think it is important to have a website to advertise the ISQSH and as a point of contact
3/16/11 6:10PM   View Responses

publications
3/16/11 6:29PM   View Responses

It's simplicity
3/16/11 6:29PM   View Responses

clarit in nifo and layout
3/16/11 7:56PM   View Responses

the elibrary and links
3/16/11 8:01PM   View Responses

the information supplied
3/16/11 11:48PM   View Responses

Up to date information and links
3/17/11 12:39AM   View Responses

I think the drop down lists are easy to navigate
3/17/11 1:27AM   View Responses

up to date info on upcoming events
3/17/11 2:56AM   View Responses

publications and documents
3/17/11 6:33AM   View Responses

the information I can glean
3/18/11 6:00PM   View Responses

Care pathways and the information on lets talk medicine
3/21/11 3:47PM   View Responses

Information Sharing
3/21/11 10:11PM   View Responses

publications
3/22/11 5:54PM   View Responses

articles
3/22/11 10:23PM   View Responses

Easy to use
3/24/11 4:03AM   View Responses

answered question	20
skipped question	17

2. If you could change one thing about our site (or add one thing) what would it be?   ⬇ Download

	Response Count
Hide Responses	17

Responses (17) | **Text Analysis** | **My Categories** (0)

Search function could be improved - it's slow and maybe consider adding 'advanced search' function?
3/16/11 5:02PM   View Responses

BE UPDATED MORE FREQUENTLY
3/16/11 5:19PM   View Responses

Add target audience
3/16/11 5:37PM   View Responses

OK to date
3/16/11 5:49PM   View Responses

Have more content on the site
3/16/11 6:10PM   View Responses

the colour - its very faint.
3/16/11 6:29PM   View Responses

???
3/16/11 6:29PM   View Responses

nothing in particular
3/16/11 7:56PM   View Responses

nothing comes to mind
3/16/11 8:01PM   View Responses

The colour. the site is too quiet form a colour perspective.The logo should also be much more prominent.Information on home page needs to more exciting in content!!
3/17/11 1:27AM   View Responses

a bit more colour & interaction. Perhaps options to be notified on topics of interest etc
3/17/11 2:56AM   View Responses

easier access
3/18/11 6:00PM   View Responses

the website is very boring. I would like a link to examples of short questionaires on quality in residential care for older people
3/21/11 3:47PM   View Responses

not sure
3/21/11 4:33PM   View Responses

Perhaps seperate out the different healthcare areas Acute, Primary Care, Residential
3/21/11 10:11PM   View Responses

more updates
3/22/11 5:54PM   View Responses

Should have contact details of all office bearers
3/24/11 4:03AM   View Responses

answered question	17
skipped question	20

3. How would you rate your level of experience with the Internet?

		Response Percent	Response Count
Expert	▬	6.7%	2
Very Experienced	▬▬▬▬▬	53.3%	16
Experienced	▬▬▬▬	40.0%	12
Novice		0.0%	0
	answered question		30
	skipped question		7

4. Which of the following delivery methods would you prefer for receiving news and updates from the ISQSH

		Response Percent	Response Count
E-mail	▬▬▬▬▬▬▬▬▬	96.7%	29
Telephone		0.0%	0
Newsletter	▬▬▬▬	36.7%	11
Web site	▬▬▬	23.3%	7
Regular mail	▪	3.3%	1
Meetings	▪	3.3%	1
Conferences	▬	6.7%	2
	Other (please specify)		0
	answered question		30
	skipped question		7

Appendix 4: Training Documentation

Adding Headers

Headers allow you to add a hierarchal structure to the content of your website. Content can be divided using headers of different importance much like a newspaper.

Inaccessible way:

Use bold text and increase size

Accessible way:

Use header tags

- `<h1>This is a heading one</h1>` - used for the title of the website. In this case "ISQSH" in logo
- `<h2>This is a heading two</h2>` - used for the title of the page. "Home", "Council Members"
- `<h3>This is a heading three</h3>` - suggested header to use for content updates

How to

- Use html view in your WYSIWYG editor (sometimes marked with a globe).
- Type in header where you want it.
- Surround text with appropriate header tag:
  `<h3>Welcome to the Irish Society for Quality and Safety in Healthcare</h3>`

More Info

More information can be found here: http://www.w3schools.com/tags/tag_hn.asp

Adding Images

Users with low vision may not be able to see the image that is displaying on the page. Using alternative text to describe the information that the image is conveying can assist these users to understand each image.

Inaccessible way:

Add image to page with no modifications.
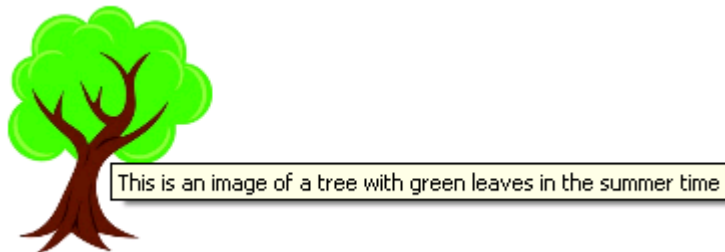

`<img src="tree.jpg" />`

Accessible way:

Add alternative text to image that you have added.

How to
- Add image as normal.
- Use html view in your WYSIWYG editor (sometimes marked with a globe).
- Find image element (`<img>`) add an alt attribute to the img element.
  `<img src="tree.jpg"` ==alt="This is an image of a tree with green leaves in the summer time."== `/>`

This is an image of a tree with green leaves in the summer time

More information can be found here: http://www.w3schools.com/tags/att_img_alt.asp

Adding Links

When adding links to your website, it is important to ensure that the link is named correctly. If a link brings the user to a different site other than ISQSH.ie this should be indicated to the user.

Inaccessible way:

Using ambiguous names for links can make a website difficult to navigate for screen reader users.

Examples – Hyperlink is marked in blue with underline:
- to see our facebook page click here.
- Read more...

Accessible way

Remove the ambiguity from the link name. Don't depend on the text that comes before or after a link to give context. If link opens a new window or brings user to an external site indicate this in the link name.

Examples– Hyperlink is marked in blue with underline:
- to see our facebook page click here [Opens new window].
- to see our twitter page click here [External Site].
- Read more about our 2011 conference

More Info

More information can be found here: http://www.w3schools.com/html/html_links.asp