

Web Design Best Practices Checklist for Nova Scotia Regulatory Bodies

Use these best practice examples to learn how your organization can enhance what it is doing to provide fair, equitable and accessible pathways to licensure and meet its obligations under the Fair Registration Practices Act (FRPA).

Decide on a plan of action. Once you have assessed your website in accordance with these guidelines, decide what best practices your organization will adopt to improve the accessibility of your website for internationally trained applicants.

VISUAL DESIGN AND ACCESSIBILITY	
Site is responsive to all 'smart' devices: <ul style="list-style-type: none"> e.g.: desktop, tablet or smart phone. 	<input type="checkbox"/>
Content displays on popular/current versions of Chrome, Firefox, Internet Explorer, Safari, etc.	<input type="checkbox"/>
Keywords are used in menu items.	<input type="checkbox"/>
Main menus have fewer than 5 items.	<input type="checkbox"/>
Images provide additional clarity to content: <ul style="list-style-type: none"> e.g.: icons for simplicity and clarity: <ul style="list-style-type: none"> static visuals (to avoid visual chaos and distractions). hover effects are often used to provide visual clues to users about links and key content. The movement should only happen in response to a user action (e.g. a click, or moving the mouse over an element on the page). 	<input type="checkbox"/>
Information provided is succinct: <ul style="list-style-type: none"> content should start as a summary and provide links to more in-depth information. users should always have a clear expectation of what they will get when they click on a link. 	<input type="checkbox"/>
Headings are appropriately styled to give a visual guide to their importance: <ul style="list-style-type: none"> H1 headings = largest H2 headings = smaller H3 headings = smaller still 	<input type="checkbox"/>
Limited, industry-specific colours have been used.	<input type="checkbox"/>
Text colour has sufficient contrast with background colour.	<input type="checkbox"/>
Font, font sizes and font colours are consistently used.	<input type="checkbox"/>

Nothing makes sound (unless you click on a short video).	<input type="checkbox"/>
Captions are provided to audio or video files.	<input type="checkbox"/>
FUNCTIONALITY	
All internal hyperlinks work.	<input type="checkbox"/>
All external hyperlinks work.	<input type="checkbox"/>
All forms function as expected.	<input type="checkbox"/>
No JavaScript errors are generated.	<input type="checkbox"/>
CONTENT AND NAVIGATION	
A specific drop-down menu or heading is available for internationally educated individuals.	<input type="checkbox"/>
<p>'Information Architecture' principles—e.g. with the goal of organizing structure and labelling content in an effective way— have been applied:</p> <ul style="list-style-type: none"> • every click gives the visitor confidence that they are moving towards the correct information. • users can get the information they're looking for in minimal clicks. • content is organized with a pathway or link to pathway as a visual aid for applicant • well-researched personas are used when considering content, layout, navigation—e.g.: female; single; mother of 2; fulltime employment at Superstore; internationally educated; looking for employment in field of study; does not have time to weed through website jargon. 	<input type="checkbox"/>
<p>Pathway to licensure is clearly articulated:</p> <ul style="list-style-type: none"> • visual, step-by-step pathway to licensure is provided. • information is provided on documentation required at each stage of the registration process. • information on assessment criteria and methods to be used is documented. • required standards (against which applicants will be assessed) are published online. • information on internal review/appeals process is provided. • information on how applicants can track application status is provided. • information on language proficiency requirements. • information on document translation and specific instruction is provided. • information on how applicants can access information is provided—preferably in the format of an automated, on-line form. 	<input type="checkbox"/>
Cost of application/licensure is clearly articulated, preferably in a table format.	<input type="checkbox"/>
Bulleted lists are used where possible.	<input type="checkbox"/>

Wording is clear and consistent.	<input type="checkbox"/>
Plain language principles have been applied: <ul style="list-style-type: none"> for reference, see the Perfectly Plain: A quick-reference handbook for people who create websites, write emails, and design forms on the FRPA website. 	<input type="checkbox"/>
Evaluation mechanisms are in place: <ul style="list-style-type: none"> e.g. visitors can provide feedback via email or an online, fillable form. input from international applicants has been sought on website design, usability, aesthetics, etc. 	<input type="checkbox"/>
LINKS FOR INTERNATIONAL APPLICANTS	
Fair Registration Practices (FRPA) Review Office: https://novascotia.ca/lae/RplLabourMobility/FRP.asp	<input type="checkbox"/>
Labour Mobility: https://novascotia.ca/lae/RplLabourMobility/LM.asp	<input type="checkbox"/>
International Qualification Recognition (IQR) : https://novascotia.ca/lae/RplLabourMobility/IQR.asp	<input type="checkbox"/>
Nova Scotia Office of Immigration (NSOI): https://novascotiainmigration.com/	<input type="checkbox"/>
Forum of Labour Market Ministers (FLMM) Labour Mobility website: Forum of Labour Market Ministers	<input type="checkbox"/>
Immigrant Services Association of Nova Scotia (ISANS): http://www.isans.ca/	<input type="checkbox"/>
Nova Scotia Start Program www.novascotiastart.ca	<input type="checkbox"/>
Additional, profession-specific links for internationally educated individuals:	<input type="checkbox"/>