VPAT Accessibility Conformance Report

(Based on ITI VPAT©)

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| **Name of Product** | **Clinical Learning Hub** |
| **Date Last Updated** | **September 12, 2025** |
| Completed by | Amy Li (Elsevier Digital Accessibility Team) |
| **Applicable Standards/Guidelines** | This document rates Clinical Learning Hub according to the [W3C WCAG 2.1 A and AA](https://www.w3.org/TR/WCAG21/) requirements. |
| **Contact for More Information** | Elsevier Digital Accessibility Team [accessibility@elsevier.com](mailto:accessibility@elsevier.com?subject=Accessibility%20and%20Shadow%20Health) |
| **Testing Tools and Methods** | * **Hands-on keyboard operation** * **DevTools/Code inspection** * **Chrome** 139.0.7258.157 **on Windows 11 23H2** * **NVDA screen reader 2025.1.2** * **Colour Contrast Analyzer** * **WAVE and Axe plugins** * [W3C Web Accessibility Initiative (WAI) Pages](https://www.w3.org/WAI/) * [Elsevier Accessibility Checklist](http://romeo.elsevier.com/accessibility_checklist/) |
| **Document Sections** | This review document includes all WCAG 2.1 A and AA checkpoints, organized into 7 logical sections:   * Visuals * Keyboard * Headings and Structure * Labeling * Multimedia * Usability * Mobile User Experience |
| **Pages/Areas Covered** | * Sign in * Header * Footer * Home * Search * Skills and Patient Education views * Admin: Assignment progress * Admin: Learning Progress * Admin: People * Admin: Manage assignments * Admin: Customized lessons * Admin: Customized skills * My Learning |
| **Terms** | * **Supports: The functionality of the product has at least one method that meets the criteria without known defects or meets with equivalent facilitation.** * **Partially supports: Some functionality of the product does not meet the criteria.** * **Does not support: Majority of functionality of the product does not meet the criteria.** * **Supports (N/A): According to W3C on conformance, "If there is no content to which a success criterion applies, the success criterion is satisfied."** |
| **Notes/Terminology** | * **“AT” stands for Assistive Technology such as screen readers, voice input, etc.** |

## Conformance Summary

| **WCAG 2.1 Success Criterion** | **Level** | **Evaluation** |
| --- | --- | --- |
| 1.1.1: Non-text Content | A | Does not support |
| 1.2.1: Audio-only and Video-only (Prerecorded) | A | Partially supports |
| 1.2.2: Captions (Prerecorded) | A | Partially supports |
| 1.2.3: Audio Description or Full Text Alternative | A | Partially supports |
| 1.2.4: Captions (Live) | AA | Supports (N/A) |
| 1.2.5: Audio Description | AA | Partially supports |
| 1.3.1: Info and Relationships | A | Does not support |
| 1.3.2: Meaningful Sequence | A | Partially supports |
| 1.3.3: Sensory Characteristics | A | Supports (N/A) |
| 1.3.4: Orientation (2.1) | AA | Supports |
| 1.3.5: Identify Input Purpose (2.1) | AA | Partially supports |
| 1.4.1: Use of Color | A | Partially supports |
| 1.4.2: Audio Control | A | Supports (N/A) |
| 1.4.3: Contrast (Minimum) | AA | Partially supports |
| 1.4.4: Resize text | AA | Partially supports |
| 1.4.5: Images of Text | AA | Partially supports |
| 1.4.10: Reflow (2.1) | AA | Partially supports |
| 1.4.11: Non-Text Contrast (2.1) | AA | Partially supports |
| 1.4.12: Text Spacing (2.1) | AA | Supports |
| 1.4.13: Content on Hover or Focus (2.1) | AA | Supports (N/A) |
| 2.1.1: Keyboard | A | Does not support |
| 2.1.2: No Keyboard Trap | A | Supports |
| 2.1.4: Character Key Shortcuts (2.1) | A | Supports (N/A) |
| 2.2.1: Timing Adjustable | A | Supports |
| 2.2.2: Pause, Stop, Hide | A | Supports (N/A) |
| 2.3.1: Three Flashes or Below Threshold | A | Supports (N/A) |
| 2.4.1: Bypass Blocks | A | Does not support |
| 2.4.2: Page Titled | A | Does not support |
| 2.4.3: Focus Order | A | Partially supports |
| 2.4.4: Link Purpose (In Context) | A | Partially supports |
| 2.4.5: Multiple Ways | AA | Supports |
| 2.4.6: Headings and Labels | AA | Supports |
| 2.4.7: Focus Visible | AA | Partially supports |
| 2.5.1: Pointer Gestures (2.1) | A | Supports (N/A) |
| 2.5.2: Pointer Cancellation (2.1) | A | Supports (N/A) |
| 2.5.3: Label in Name (2.1) | A | Supports |
| 2.5.4: Motion Actuation (2.1) | A | Supports (N/A) |
| 3.1.1: Language of Page | A | Supports |
| 3.1.2: Language of Parts | AA | Partially supports |
| 3.2.1: On Focus | A | Supports (N/A) |
| 3.2.2: On Input | A | Partially supports |
| 3.2.3: Consistent Navigation | AA | Partially supports |
| 3.2.4: Consistent Identification | AA | Partially supports |
| 3.3.1: Error Identification | A | Supports |
| 3.3.2: Labels or Instructions | A | Partially supports |
| 3.3.3: Error Suggestion | AA | Supports |
| 3.3.4: Error Prevention (Legal, Financial, Data) | AA | Supports (N/A) |
| 4.1.1: Parsing | A | Supports |
| 4.1.2: Name, Role, Value | A | Does not support |
| 4.1.3: Status Messages (2.1) | AA | Does not support |

## WCAG 2.1 A and AA Success Criteria

### Visuals

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| **WCAG 2.1**  **Checkpoint** | **Conformance Level** | **Remarks** |
| [1.1.1: Non-Text Content](https://www.w3.org/TR/WCAG21/#non-text-content) (A) Provide text alternatives for non-text content (e.g., images) | Does not support | Some images and icons have appropriate text equivalents. However, many images required to understand or use main features of the product do not have adequate text equivalents.  **Exceptions:**   * **Sign in**: Show/hide password image button lacks text equivalent. * **Home**: Multiple decorative images have alternative text that are redundant to the visible text to which they are next. * **Skills and Patient Education views**: Icons on "add favorite," "copy link," and "email" buttons have unnecessary text alternatives; complex graphics like flow charts lack sufficient descriptions, and illustrative text-only boxes. * **Assignment Progress**: All export to Excel buttons contains icons with unnecessary alt text "Export - Download.xml," causing screen readers to read this alongside the visible label, e.g., "Export - Download.xml Export assignment completion.xlsx." * **Learner Progress**: Decorative images and icons with unnecessary alt text (e.g., "Search a learner to view their learning history," "Export - Download.xml") cause redundant or confusing screen reader output, impacting clarity and perceivability for users relying on assistive technologies. * **People:** Non-text content such as icons and checkboxes in the user roles table and group management flow lack alternative text, hindering screen reader accessibility and understanding of status and actions. * **Manage Assignment**: The "x" icon button to clear search forms and icons in group management flows lack text alternatives and labels, impairing accessibility for screen reader users. * **Customized Lessons**: Uploaded images and multimedia content lack accessible features such as alt text, transcripts, and captions. Pencil icon buttons do not have labels, hindering accessibility for users relying on assistive technologies. * **Customized Skills**: When editing a skill, some of the tables contain remove and edit buttons with no alternative text labels. * **My Learning**: Many decorative images contain alternative text, lessons with complex illustrations or images do not have images descriptions, there are multiple images of text with no alternative text, and there are images with inaccurate alternative text. For certain lessons, the buttons to go to the next or previous screen do not have text equivalent labels. Certain lessons contain image buttons to view the larger version of the image lack alternative text and the larger view of the image lack text equivalents to describe the images. |
| [1.3.3: Sensory Characteristics](https://www.w3.org/TR/WCAG21/#sensory-characteristics) (A) Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound | Supports (N/A) | There are no instructions or areas of content which rely solely on sensory characteristics. |
| [1.4.1: Use of Color](https://www.w3.org/TR/WCAG21/#use-of-color) (A) Color is not used as the only visual means of conveying info | Partially supports | In most instances, when color is used as a means of conveying information, another visual method is also used to convey the information without color.  **Exceptions:**   * Several pages (Skills and Patient Education views, Assignment Progress, Manage Assignments, My Learning) use color alone to indicate links, which may affect accessibility for users with color vision deficiencies. |
| [1.4.3: Color Contrast (Minimum)](https://www.w3.org/TR/WCAG21/#contrast-minimum) (AA) Text has enough contrast with the background (4.5:1 for small text and 3:1 for large text) | Partially supports | Text has sufficient contrast with its corresponding background in most areas.  **Exceptions:**   * **Sign in**: When a user enters invalid sign-in information, an error message appears in red text (#C83727) on a red background (#FFDCD4), which has a contrast ratio of 4:1. * **Assignment Progress**: The table headings, with grey text (#737373) on a grey background (#F5F5F5), have a contrast ratio of 4.35:1. * **Manage Assignment**: When viewing learners to add to an assignment and no learners have been added yet, a message in grey text (#737373) on a grey background (#EBEBEB) has a contrast ratio of 3.98:1. * **My Learning**: Starting a lesson displays red text (#FF0000) on a white background (#FFF), with a contrast ratio of 4:1. Some lessons include orange instructional text (#FF6000) on white, which has a contrast ratio of 2.8:1. In certain course types, the footer red text (#FF0000) on grey background (#535353) has a contrast ratio of 1.9:1. |
| [1.4.4: Resize Text](https://www.w3.org/TR/WCAG21/#resize-text) (AA)  Text can be enlarged up to 200% without loss of functionality. | Partially supports | Text may be enlarged to 200% while preserving functionality of content in most instances.  **Exceptions:**   * **My Learning**: When viewing the My Learning landing page, zooming text to 200% causes content to overlap and become difficult to read. Additionally, for certain courses, users cannot increase the text size to 200% using the "Resizer" option or browser zoom, as the resizer only zooms the main content and not menu items, and attempting to zoom on a 13-inch laptop screen prompts a warning to increase the window size. |
| [1.4.5: Images of Text](https://www.w3.org/TR/WCAG21/#images-of-text) (AA) Text is used rather than images of text, except where the presentation of text is essential, such as logos | Partially supports | No images of text are used other than for logos or essential presentation in most areas.  **Exceptions:**   * **Skills and Patient Education views**: In Skills, there are often illustrations that are purely images of text but lack text equivalents. * **My Learning**: In the type of lessons with Skills view, there are often illustrations that are purely images of text that lack text equivalents. |
| [1.4.10: Reflow](https://www.w3.org/TR/WCAG21/#reflow) (AA) Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:   * Vertical scrolling content at a width equivalent to 320 CSS pixels; * Horizontal scrolling content at a height equivalent to 256 CSS pixels. | Partially supports | Most pages utilize a responsive view where content reflows into a single column. In most instances pages may be zoomed to 400% without necessitating horizontal scrolling, nor loss of functionality/content.  **Exceptions:**   * **Search**: The filter is sticky, making it difficult or impossible to view content properly depending on the aspect ratio of the user's screen. * **Skills and Patient Education views**: When viewing a Skills page and zoomed in, the content requires two-dimensional scrolling, and there are two vertical scrollbars due to the content being inside an iframe. * **Assignment Progress**: Starting around 300% zoom, the content becomes unreadable as much of the text overlaps or is arranged vertically, making it difficult to read. * **Learner Progress**: Starting around 300% zoom, the content becomes unreadable as much of the text overlaps or is arranged vertically, making it difficult to read. * **People**: When creating a group, the pages do not reflow; content is lost or difficult to read, and some areas contain overflow containers with scrolling regions. * **Manage Assignments**: Starting around 300% zoom, the content becomes unreadable with overlapping text or vertical arrangements that hinder readability. * **Customized Skills**: Content does not reflow and requires two-dimensional scrolling. * **My Learning**: When viewing certain lesson types, users cannot zoom past 200% without content loss. |
| [1.4.11: Non-Text Contrast](https://www.w3.org/TR/WCAG21/#non-text-contrast) (AA)  User interface components and graphical objects have a contrast ratio of at least 3:1 against adjacent color(s). | Partially supports | Almost all non-text UI components and graphical objects have at least a 3:1 contrast ratio against surrounding colors.  **Exceptions:**   * **Sign in**: When the show password icon button is off, its grey color (#CCCCCC) against a white background (#FFFFFF) has a contrast ratio of 1.6:1. When the button is on, it turns blue (#20B4FF) against white (#FFFFFF), with a contrast ratio of 2.3:1. * **Home**: The "My Learning" text is a link and includes a grey chevron or right arrow icon to indicate this; however, the grey icon (#939595) on the blue background (#DDEFFF) has a contrast ratio of 2.6:1. * **Manage Assignments**: The clear form "x" icon button, colored #939595 against the background #E8F0FE, has a contrast ratio of 2.6:1. |
| [1.4.12: Text Spacing](https://www.w3.org/TR/WCAG21/#text-spacing) (AA)  In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all the following and by changing no other style property:   * Line height (line spacing) to at least 1.5 times the font size; * Spacing following paragraphs to at least 2 times the font size; * Letter spacing (tracking) to at least 0.12 times the font size; * Word spacing to at least 0.16 times the font size. | Supports | Users may adjust the text spacing of content on pages to the minimum baseline properties without causing loss of content or functionality. |
| [1.4.13: Content on Hover or Focus](https://www.w3.org/TR/WCAG21/#content-on-hover-or-focus) (AA)  Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:   * Dismissible * Hoverable * Persistent | Supports (N/A) | No applicable instances of content that may appear on hover or focus. |
| [2.3.1: Three Flashes or Below Threshold](https://www.w3.org/TR/WCAG21/#three-flashes-or-below-threshold) (A) No more than three flashes in a 1-second period, or the flashes are below the defined thresholds | Supports (N/A) | No flashing content exists. |

### Keyboard

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| **WCAG 2.1**  **Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.2: Meaningful Sequence](https://www.w3.org/TR/WCAG21/#meaningfuusequence) (A)  The correct reading sequence can be programmatically determined | Partially supports | The correct reading sequence is typically logical and programmatically determinable, with the DOM order according with the visual order in most areas.  **Exceptions:**   * **My Learning**: In lessons containing carousels or sliders, the programmatic reading order of the navigation buttons does not match the visual order. Additionally, in lessons featuring “Skipped Questions” and “Skipped Actions” accordions, the programmatic order of these accordions does not align with their visual presentation on the screen. |
| [2.1.1: Keyboard](https://www.w3.org/TR/WCAG21/#keyboard) (A)  All functionality is available from a keyboard, except for tasks such as drawing | Does not support | Some standard web page content and functionality is keyboard operable across pages. However, there are multiple controls crucial to main functionality that do not provide keyboard operability.  **Exceptions**:   * **Sign in**: The show/hide password button does not receive keyboard focus. * **Header**: The "Admin" dropdown button is not keyboard focusable. The "Help and Support" image button is focusable via keyboard but cannot be activated with the keyboard. In responsive view, the hamburger menu receives focus but cannot be activated with the keyboard. * **Home**: The clear button in the autosuggest search is not keyboard focusable. The search button itself is not keyboard focusable. Additionally, the tooltip is not keyboard focusable. * **Search**: In the responsive view of the filters, the close "x" button is not keyboard focusable. The search button is also not keyboard focusable. Additionally, when interacting with the radio buttons, the selected radio button moves to the top of the list, which prevents keyboard users from navigating past the first set of radio buttons. * **Learner**: The tooltips in the tables are not keyboard focusable. * People: The Add and Remove buttons do not receive keyboard focus. * **Manage**: The Add and Remove buttons do not receive keyboard focus. Links in some tables are not keyboard focusable. * **Customized Lessons**: There is an extra unnecessary “choose file” button available to keyboard only users. There is an extra tab focus on the form error summaries on non-interactive text. * **Customized Skills**: When using the search forms to search and add tags, these forms cannot be activated via keyboard. Tooltips are not keyboard focusable. The buttons in the text editor are not keyboard focusable. Additionally, some non-interactive tables include an extra tab focus on each table row. * **My Learning**: Some course lessons have unnecessary focus on every element within the lesson, regardless of whether the element is interactive. Additionally, certain carousel controls in the lessons are not keyboard focusable, hindering keyboard navigation. |
| [2.1.2: No Keyboard Trap](https://www.w3.org/TR/WCAG21/#no-keyboard-trap) (A)  The user can use the keyboard to move through page elements and is not trapped on a particular element | Supports | No pages have a keyboard trap. |
| [2.1.4: Character Key Shortcuts](https://www.w3.org/TR/WCAG21/#character-key-shortcuts) (A)  If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true:   * Turn off * Remap * Active only on focus | Supports (N/A) | The site does not use any character key shortcuts. |
| [2.4.3: Focus Order](https://www.w3.org/TR/WCAG21/#focus-order) (A)  Users can tab through the elements of a page in a logical order | Partially supports | The tab order is logical across the site and generally maintains the meaning and operability of content.  **Exceptions:**   * **All pages**: When going to a new page focus is inconsistent, most of the time focus remains in the header other times it moves the first element or active element to the main content and sometimes focus does start at the top as expected. * **People**: When a form error is triggered the page scrolls, but the focus does not move to the error summary. * **Manage Assignments**: When a learner is removed from a group, there is no focus management when the learning item is removed from the screen. Additionally, upon completing the "Create an Assignment" flow, the screen updates but focus is not managed accordingly. This causes the focus order to become unpredictable, which can hinder navigation for users relying on keyboard only or screen readers. * **Customized Lessons**: When a form error is triggered, the page scrolls to the error summary but focus does not move to the error summary. |
| [2.4.7: Focus Visible](https://www.w3.org/TR/WCAG21/#focus-visible) (AA)  The page element with the current keyboard focus has a visible focus indicator | Partially supports | Most elements across the site have a decent visible indication of focus.  **Exceptions:**   * **Skills and Patient Education views**: When viewing a skill, the page tabs are keyboard focusable but do not provide a visual indicator of focus. * **My Learning**: When viewing a lesson with skills, the page tabs are keyboard focusable but do not provide a visual indicator of focus. |
| [3.2.1: On Focus](https://www.w3.org/TR/WCAG21/#on-focus) (A)  When a UI component receives focus, this does not trigger unexpected actions. | Supports (N/A) | Focusable elements do not cause unexpected actions/changes of context when receiving focus. |

### Headings and Structure

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| **WCAG 2.1**  **Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.1: Information and Relationships](https://www.w3.org/TR/WCAG21/#info-and-relationships) (A)  Info, structure, and relationships can be programmatically determined | Does not support | Much content is distinguishable via semantic structure and relationships. A logical heading order reflecting page organization and content is programmatically determinable on many pages. List markup is used appropriately in many instances. Some input elements have programmatically determinable labels.  **Exceptions:**   * **All pages:** The **<main>** element is incorrectly wrapping the entire webpage instead of just the main content area. * **Sign in:** Inline form error messages are not programmatically associated with their respective form fields. * **Header:** The list items in the Admin Center dropdown menu are not valid markup; some **<li>** elements lack a **<ul>** parent, and sublists are not marked as separate lists. Additionally, the "Admin center" button is a **<div>** when it should be an **<li>.** * **Home:** Several accessibility and semantic markup issues are present, including non-heading texts marked as **<h4>**, headings not properly marked as headings, and all main content links coded as **<button>**, which may cause confusion for screen reader users expecting new tabs or pages. * **Search:** Filter headings have inconsistent hierarchical levels (some as **<h1>**, others as **<h3>**), search results lack programmatic grouping to indicate item boundaries, and radio button groups are not clearly identified as related groups. * **Skills and Patient Education view:** Skill titles are not marked as headings, with the first content heading starting at **<h3>** instead of **<h2>**. The **<main>** element within an iframe encompasses both main content and footer. Related action buttons like "Add favorite" and "Print" are ungrouped, all headings are **<h1>** on patient views, and the language change button lacks a clear label indicating it select functionality. * **Assignment Progress:** Page headings start at **<h2>** instead of **<h1>**. "View learner" links are coded as **<button>**s. There are complex nested tables with unassociated headers, ARIA comboboxes with unmarked multi-select options and associated buttons causing screen reader confusion, table headers not marked with **<th>**, and multi-row headers lacking proper markup. Tooltips lack appropriate roles and reveal hidden content. Additionally, page headings skip from **<h1>** to **<h3>** * **Learner Progress:** ARIA comboboxes contain nested elements not intended within a single select, and complex nested tables lack proper programmatic headers and semantic markup. * **People:** Issues include ARIA comboboxes with unintended nested elements, table headers with tooltips read during navigation, links incorrectly coded as **<button>**s, ungrouped dropdown options, non-functional skip links, disabled form controls marked as "readonly" that still receive focus, inline error messages lacking proper associations, row headers not marked with **<th>**, and visual labels not properly linked to their input fields. * **Manage Assignment:** Multiple issues include misused ARIA roles in comboboxes with non-select elements, improperly marked table headers and invisible columns, unnecessary **<nav>** around non-navigation elements, misnamed table captions, unclear column headers, unassociated checkbox groups, and poorly structured step names—all disrupting screen reader and keyboard navigation. * **Customize Lesson:** The table contains an empty column header. Instructional text below the Lesson Introduction textarea is not properly associated. The "Select one source for this lesson" radiogroup is not correctly grouped or marked as a heading. * **Customized Skills:** Related forms are not programmatically grouped. * **My Learning:** Some lessons contain multiple **<main>** elements. Additionally, related forms within lessons are not grouped programmatically. |
| [2.4.1: Bypass Blocks](https://www.w3.org/TR/WCAG21/#bypass-blocks) (A)  Users can bypass repeated blocks of content. | Does not support | There are no skip links and if there are skip links they do not appear to be functional. However, some pages provide headings order demarcating various content regions that allow AT users to jump to different areas of content. |
| [2.4.6: Headings and Labels](https://www.w3.org/TR/WCAG21/#headings-and-labels) (AA)  Headings and labels are clear and consistent. | Supports | Headings and labels used are typically clear and descriptive. For example, most pages feature visually distinct and programmatically determinable main and secondary headings to help distinguish content. |
| [3.1.1: Language of Page](https://www.w3.org/TR/WCAG21/#language-of-page) (A)  The language of the page is specified | Supports | The default page language is typically and appropriately defined as lang="en". |
| [3.1.2: Language of Parts](https://www.w3.org/TR/WCAG21/#language-of-parts) (AA)  Specify the language of text passages that are in a different language than the default language of the page. | Partially supports | There are no sections of text that do not match the default language of the page.  **Exceptions:**   * **Sign in**: There are no lang attributes defined for the language options in the select language dropdown. * **Skills and Patient Education views**: When the language of Patient Education content is changed t o Spanish there is not lang attribute defined to indicate that the main content has changed to Spanish. |
| [4.1.1: Parsing](https://www.w3.org/TR/WCAG21/#parsing) (A)  Use valid, error-free HTML | Supports | HTML and CSS typically pass concerning these four specific criteria:   1. elements have complete start and end tags, 2. elements are nested according to their specifications 3. elements do not contain duplicate attributes 4. any IDs are unique, except where the specifications allow these features.   Note: There may be other general HTML validation errors outside the scope of this criterion. WCAG 2.1 Errata notes: “This Success Criterion should be considered as always satisfied for any content using HTML or XML.” |

### Labeling

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| **WCAG 2.1**  **Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.5: Identify Input Purpose](https://www.w3.org/TR/WCAG21/#identify-input-purpose) (AA)  The purpose of each input field collecting information about the user can be programmatically determined when:   * The input field serves a purpose identified in the Input Purposes for User Interface Components section; and * The content is implemented using technologies with support for identifying the expected meaning for form input data. | Partially supports | The only pages featuring applicable form elements that collect such information about the user are Edit Profile and Registration. The appropriate autocomplete attributes are implemented in several fields to facilitate auto-fill.  **Exceptions:**   * **Sign in:** Both the username and password fields lack the autocomplete with appropriate values. They both have the value of "off" |
| [2.4.2: Page Titled](https://www.w3.org/TR/WCAG21/#page-titled) (A)  The page has a title describing its topic or purpose | Does not support | A descriptive page title that identifies content/purpose is not present for most pages. With the exception of the Reports page and Assignment Progress page, all the pages in CLH do not have page titles that reflect the purpose of the page, most pages the title is "Clinical Learning Hub" or "ECL Point of care". |
| [2.4.4: Link Purpose (In Context)](https://www.w3.org/TR/WCAG21/#link-purpose-in-context) (A)  The purpose of each link can be determined from the link text or surrounding context. | Partially supports | An identifiable purpose may be deduced for almost all links from the link text or surrounding context.  **Exceptions:**   * **Header**: The user profile button is labeled "Amy Li login" even when the user is already logged in, which can cause confusion. The homepage logo link varies between "Elsevier Clinical Skills" and "Elsevier Clinical Solutions" depending on the page, but both links navigate to the same home page. Additionally, the "Skills reference links" CSV download link has ambiguous text and includes invalid ARIA attributes, which can hinder accessibility for screen reader users. * **Manage Assignements**: In the Manage Assignments create stepper, the "X" button is labeled "close," but it functions as a back button. |
| [2.5.3: Label in Name](https://www.w3.org/TR/WCAG21/#label-in-name) (A)  For user interface components with labels that include text or images of text, the name contains the text that is presented visually. | Supports | User interface components with visible text include that text consistently within the accessible name. |
| [3.2.4: Consistent Identification](https://www.w3.org/TR/WCAG21/#consistent-identification) (AA)  UI components used across the web site are identified consistently on every page. | Partially supports | Components are typically consistent across the site and identified consistently where they perform the same function across pages.  **Exceptions:**   * **Header:** The header logo link is inconsistent, depending on what page you are on it is either "Elsevier Clinical Skills" or "Elsevier Clinical Solutions". They all go to the home page with "Elsevier Clinical Skills". * **Multiple pages:** The autosuggest search forms across the website are not designed or coded the same way which can make it hard to identify consistently. |
| [3.3.1: Error Identification](https://www.w3.org/TR/WCAG21/#error-identification) (A)  Input errors are clearly marked and described to the user. | Supports | Errors are identified and presented in text. For many inputs, errors are typically validated before form submission. Error messages that offer specific feedback are presented adjacently and visually distinguished via different text color (red). |
| [3.3.2: Labels or Instructions](https://www.w3.org/TR/WCAG21/#labels-or-instructions) (A)  Items requiring user input are clearly labeled or have clear instructions. | Partially supports | Labels or instructions are provided for most form elements, most of which are programmatically associated with their inputs.  Note: see SC 1.3.1 for exceptions where visible labels may not be programmatically associated with inputs.  **Exceptions:**   * **Sign in**: The language <select> form is labeled "locale" which does not describe its purpose. |
| [3.3.3: Error Suggestion](https://www.w3.org/TR/WCAG21/#error-suggestion) (AA)  When the user makes an input error, give suggestions for valid input. | Supports | The nature of content would largely not give rise to opportunities for error suggestions, but relevant helpful suggestions are occasionally provided in text. |
| [4.1.2: Name, Role, Value](https://www.w3.org/TR/WCAG21/#name-role-value) (A)  For all UI components, the name, value, and role can be programmatically determined. | Does not support | Some UI components communicate their state programmatically, and many have accessible names that are appropriately defined. Several ARIA attributes and roles are not present where appropriate.  **Exceptions:**   * **Sign in**: The Show/hide password button name and role is not present to screen reader users. * **Header**: The admin dropdown button has no button role. The help and support image button has no role. The responsive/zoom in view, the hamburger menu button has not role and inaccurate label of “open mobile menu.” * **Home**: CSV link download links do not provide unnecessary ARIA of aria-current and does not provide a valid name. The select dropdown is an ARIA combobox that is not labeled. The autosuggest search form lacks a label, and state of the suggest results dropdown list. The search button lacks a role. The tooltip(s) buttons lack name, role, and state. * **Search**: The autosuggest search form lacks a label, and state of the suggest results dropdown list. In the responsive view of the filters the close "x" button does not have a label and role. The search button has no role. * **Skills and Patient Education views**: The iframe title attribute value is title="course-launch" which is not meaningful. When “Add to favorite” button is activated it updates to Remove favorite, this change is not indicated to screen reader users unless they navigate away and back to this button. When viewing videos in a Skill, the toggle transcript button has no state to indicate if the transcript panel is open or closed. The change language button is a select but has invalid role that is more for accordion functionality instead of a single select functionality. * **Assignment Progress**: The name of the dialog content is all “Dialog overlying the Application content.” There are tables with accordions that do not indicate their state and have accordion type functionality. Select only comboboxes content interactive elements that are invalid in this ARIA pattern causing disruption in screen reader interactions. Tooltips lack role and visible hidden content is exposed to screen readers. * **Learner Progress**: Select only comboboxes content interactive elements that are invalid in this ARIA pattern causing disruption in screen reader interactions. The tables that contain accordions lack role and state. Tooltips lack role and visible hidden content is exposed to screen readers. * **People**: Select only comboboxes content interactive elements that are invalid in this ARIA pattern causing disruption in screen reader interactions. The tooltip in the table header is a button with aria-label="info which also wraps around the tooltip content, resulting in only the aria-label ("info") is read and not the tooltip content. The add and remove buttons have no accessible name. * **Manage assignments**: The tooltip in the table header is a button with aria-label="info which also wraps around the tooltip content, resulting in only the aria-label ("info") is read and not the tooltip content. The edit buttons have no accessible names. Select only comboboxes content interactive elements that are invalid in this ARIA pattern causing disruption in screen reader interactions. Links in tables do not provide role of link. Clear form image button has no name. Autosuggest forms lack state when the list of suggested search results appears onscreen. Add and remove buttons have no accessible names. In the Create Assignment flow, the toggle button labels have invalid aria-hidden use around the label of the toggle buttons. * **Customized Lessons**: Edit buttons have no accessible names. * **Customized Skills**: Search forms have no accessible names. Search forms to add tags have not accessible names. Tooltips lack names and roles. Checkboxes in tables lack names. Add and remove buttons lack accessible names. * **My Learning**: When viewing videos in a Skill type of lesson, the toggle transcript button has no state to indicate if the transcript panel is open or closed. Certain course lessons contain iframes that lack appropriate title attributes. Certain lessons with add to favorite buttons lack labels. Hamburger menus in some courses lack names. Lessons with carousels, lack names for some of the slid controls and contain invalid roles such as role=”table.” Lessons with previous next buttons to navigate between pages have no names. Some lessons contain invalid use of role=”presentation” on interactive elements. Some course lessons contain invalid role=”menuitem” on navigation items. In lessons with the buttons to view an enlarger version of the image lack names. |
| [4.1.3: Status Messages](https://www.w3.org/TR/WCAG21/#status-messages) (AA)  In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus. | Does not support | Status messages, while uncommonly encountered, are typically not announced by assistive technology.  **Exceptions:**   * **Sign in:** Error messages for form errors are not announced to screen readers due to incorrect use of role="alert". * **Search:** Activating the "reset" button does not notify screen reader users that filters have been reset. Similarly, submitting a search or updating filter checkboxes occurs without instructions or notifications indicating that page results will update below. * **Skills and Patient Education views:** The "Copy Link" button displays a temporary message confirming the link was copied, but this message is not announced to screen readers. * **Assignment Progress, Learner Progress, and People:** Results update automatically after a search without any instructions or notifications indicating the update. * **Manage Assignments:** When attempting to activate the "Next" button with form errors, there is no notification that errors are present. The user remains focused on the button. Additionally, results update automatically after a search without any instructions or notifications. * **Customized Lessons:** Search results update automatically without any instructions or notifications. * **Customized Skills:** Activating the "reset" button does not notify screen reader users that filters have been reset. Submitting a search or updating filter checkboxes lacks notifications. When rearranging skills with up/down arrows, there is no feedback confirming the move. * **My Learning:** For some lessons, copying a link shows a temporary message, but this is not announced to screen readers. |

### Multimedia

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| **WCAG 2.1**  **Checkpoint** | **Conformance Level** | **Remarks** |
| [1.2.1: Audio-only or Video-only (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-only-and-video-only-prerecorded) (A)  Provide alternatives for pre-recorded audio-only or video-only content. | Partially supports | There is no pre-recorded audio-only or video-only content.  **Exceptions:**   * **Customized Skills:** There does not seem to be options to allow users to provide accessibility features to the video content they upload such as transcript files, captions, audio description where applicable. |
| [1.2.2: Captions (Prerecorded)](https://www.w3.org/TR/WCAG21/#captions-prerecorded) (A)  Provide captions for pre-recorded audio | Partially supports | No captions are provided for audiovisual content.  **Exceptions:**   * **Customized Skills**: There does not seem to be options to allow users to provide accessibility features to the video content they upload such as transcript files, captions, audio description where applicable. |
| [1.2.3: Audio Description or Media Alternative (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-description-or-media-alternative-prerecorded) (A)  Provide alternatives for pre-recorded synchronized audio/video | Partially supports | Neither audio descriptions nor suitable textual alternatives are provided as alternatives for video in audiovisual content.  **Exceptions:**   * **Skills and Patient education views, My Learning**: Overall, the video content generally provides well-described audio of the visual content; however, in the "Anim-Hyper: Leopold Maneuvers" skill video, on-screen text for the 4th Maneuver was not narrated, indicating some inconsistencies in audio description coverage. * **Customized Lesson:** When creating a lesson, users can upload many file types but there does not seem to be a way to ensure that image and multimedia content have accessible features such as offering alt text to images uploaded or transcript and caption files for video media. * **Customized Skills:** There does not seem to be options to allow users to provide accessibility features to the video content they upload such as transcript files, captions, audio description where applicable. |
| [1.2.4: Captions (Live)](https://www.w3.org/TR/WCAG21/#captions-live) (AA)  Provide captions for live audio in synchronized audio/video. | Supports (N/A) | There is no synchronized audio/video content nor live audio. |
| [1.2.5: Audio Description (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-description-prerecorded) (AA)  Provide an audio description of pre-recorded video. | Partially supports | No audio descriptions are provided for video in audiovisual content.  **Exceptions:**   * **Customized Skills:** There are no options to allow user to provide accessibility features to the Video content they upload such as transcript files, captions, audio description where applicable. |
| [1.4.2: Audio Control](https://www.w3.org/TR/WCAG21/#audio-control) (A)  Audio can be paused and stopped, or the audio volume can be changed. | Supports (N/A) | No pages feature audio that plays automatically. |
| [2.2.2: Pause, Stop, Hide](https://www.w3.org/TR/WCAG21/#pause-stop-hide) (A)  Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information. | Supports (N/A) | There is no moving, scrolling, or auto-updating information for which the criterion is applicable. |

### Usability

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| **WCAG 2.1**  **Checkpoint** | **Conformance Level** | **Remarks** |
| [2.2.1: Timing Adjustable](https://www.w3.org/TR/WCAG21/#pause-stop-hide) (A)  Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended | Supports | The user session time is over 20 hours. |
| [2.4.5: Multiple Ways](https://www.w3.org/TR/WCAG21/#multiple-ways) (AA)  More than one way is available to navigate to other web pages. | Supports | All pages (except steps/results of a process) may typically be located and accessed in multiple ways. For example, main navigation is consistently available across pages, and secondary navigation is often present in the form of breadcrumb trails representing page hierarchy. Global search functionality that comprehensively indexes content across the site allows users to find specific pages. |
| [3.2.2: On Input](https://www.w3.org/TR/WCAG21/#on-input) (A)  Changing the setting of a checkbox, radio button, or other UI component does not trigger unexpected changes in context. | Partially supports | User input, such as changing the values of form elements, does not initiate unexpected actions or changes in context.  **Exceptions:**   * **Home:** The autosuggest search form does not inform users of the results that appear when user types in a search. * **Search**: When interacting with the specialties radio buttons the selected radio button moves to the top of the list without prior instructions or notifications. When entering a search in any of the search forms under the filters, the filter checkboxes update automatically without prior instructions or notifications. * **Assignment Progress**: When entering a search, the page results update automatically without any prior instructions or notifications to inform users of the update. * **Learner Progress**: When entering a search the page results updates. There are no instructions before or notifications during the input that the page results will update. * **People**: When entering a search the page results updates. There are no instructions before or notifications during the input that the page results will update. * **Manage Assignments**: Searches update results automatically without notifications or instructions; autosuggest search forms do not inform users that suggestions will appear as they type; and there is no indication during add/remove learner actions to confirm success. * **Customized Lessons**: Searches update results automatically without notifications or instructions * **Customized Skills**: Searches update results automatically without notifications or instructions. Autosuggest search forms do not inform users that suggestions will appear as they type. When interacting with the checkbox filters under 'Specialties' and 'Categories,' the selected checkbox always moves to the top of the list, and when unchecked, it moves back down without informing users. |
| [3.2.3: Consistent Navigation](https://www.w3.org/TR/WCAG21/#consistent-navigation) (AA)  Navigation menus are in the same location and order on every web page. | Partially supports | Navigation menus are consistent across pages. For example, global navigation links in the header are consistent across pages, occurring in the same order; secondary navigation is consistently positioned across appropriate sets of pages.  **Exceptions:**   * **Header**: Depending on what page you are on the home page logo link is Either "Elsevier Clinical Skills" or "Elsevier Clinical Solutions". They all go to the home page with "Elsevier Clinical Skills" * **Search**: When selecting a specialty radio button, the chosen option moves to the top of the list, unexpectedly changing the order and disrupting navigation consistency. * **Customized Skills**: When interacting with the checkboxes under “Specialties” and “Categories,” selecting a checkbox moves it to the top of the list. When unchecked, it returns to its original position. This behavior unexpectedly changes the order of items, disrupting navigation consistency. |
| [3.3.4: Error Prevention (Legal, Financial, Data)](https://www.w3.org/TR/WCAG21/#error-prevention-legal-financial-data) (AA)  For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted. | Supports (N/A) | There are no submissions which require legal or financial commitments. |

### Mobile User Experience

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| **WCAG 2.1**  **Checkpoint** | **Conformance Level** | **Remarks** |
| [1.3.4: Orientation](https://www.w3.org/TR/WCAG21/#orientation) (AA)  Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential. | Supports | Pages do not restrict view and operation of content to a single orientation. |
| [2.5.1: Pointer Gestures](https://www.w3.org/TR/WCAG21/#pointer-gestures) (A)  All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-based gesture is essential. | Supports (N/A) | Pages do not utilize or require multipoint or path-based gestures for any functionality. |
| [2.5.2: Pointer Cancellation](https://www.w3.org/TR/WCAG21/#pointer-cancellation) (A)  For functionality that can be operated using a single pointer, at least one of the following is true:   * No Down-Event * Abort or Undo * Up Reversal * Essential | Supports (N/A) | All interactive content functions through the Up-Event, allowing users to potentially move their pointer off the component to cancel. |
| [2.5.4: Motion Actuation](https://www.w3.org/TR/WCAG21/#motion-actuation) (A)  Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when:   * Supported Interface * Essential | Supports (N/A) | There is no content that utilizes device or user motion. |