VPAT Accessibility Conformance Report

(Based on ITI VPAT©)

|  |  |
| --- | --- |
| **Name of Product** | **Clinical Skills** |
| **Date Last Updated** | **February 13, 2024** |
| Completed by | Nicholas Seow (Digital Accessibility Team) |
| **Applicable Standards/Guidelines** | This document rates Clinical Skills according to the W3C WCAG 2.1 A and AA 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** * **Mozilla Firefox 122 and Chrome 121 on Windows 11 22H2** * **NVDA screen reader 2023.3** * **WAVE Browser Extension** * **Color Contrast Analyzer** * [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 encompasses 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 Covered** | * **Point of Care:** Landing page, Browse, Search, Patient Education, Skills * **Competency:** Skills * **Admin:** Skills Search, Skills Management pages, Manage Custom Content, Edit Skills Content, View Checklist, Grade Checklist |
| **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”: Assistive Technology such as screen readers, voice input, etc.** * **Point of Care, Competency, and Admin are different contexts of Clinical Skills, distinguished via user role and/or content delivery platform.** |

## Conformance Summary

| **WCAG 2.1 Success Criterion** | **Level** | **Evaluation** |
| --- | --- | --- |
| 1.1.1: Non-text Content | A | Partially supports |
| 1.2.1: Audio-only and Video-only (Prerecorded) | A | Supports (N/A) |
| 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 | Partially supports |
| 1.3.2: Meaningful Sequence | A | Partially supports |
| 1.3.3: Sensory Characteristics | A | Supports |
| 1.3.4: Orientation (2.1) | AA | Supports |
| 1.3.5: Identify Input Purpose (2.1) | AA | Does not support |
| 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 | 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 | Does not support |
| 2.1.1: Keyboard | A | Partially supports |
| 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 | Partially supports |
| 2.4.2: Page Titled | A | Partially supports |
| 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 | Supports |
| 2.5.1: Pointer Gestures (2.1) | A | Supports (N/A) |
| 2.5.2: Pointer Cancellation (2.1) | A | Supports |
| 2.5.3: Label in Name (2.1) | A | Partially supports |
| 2.5.4: Motion Actuation (2.1) | A | Supports (N/A) |
| 3.1.1: Language of Page | A | Partially supports |
| 3.1.2: Language of Parts | AA | Does not support |
| 3.2.1: On Focus | A | Supports |
| 3.2.2: On Input | A | Partially supports |
| 3.2.3: Consistent Navigation | AA | Supports |
| 3.2.4: Consistent Identification | AA | Supports |
| 3.3.1: Error Identification | A | Partially supports |
| 3.3.2: Labels or Instructions | A | 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 | Partially supports |
| 4.1.3: Status Messages (2.1) | AA | Does not support |

## WCAG 2.1 A and AA Success Criteria

### Visuals

|  |  |  |
| --- | --- | --- |
| **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) | Partially supports | Most images and icons have appropriate text equivalents. In Skills content within the Point of Care and Competency contexts, illustrations and other figures may correspond to various descriptions, instructions, or other prose in text that potentially remain insufficient as complete text alternatives. In Patient Education content, however, figures and other graphics typically feature alt text that contains technical or discipline-specific vocabulary appropriate to the instructional nature.  **Exceptions:**   * [Point of Care] Point of Care pages: "Clinical Skills" logo – Image has erroneous alt text * [Point of Care] Landing page: "ClinicalKey for Nursing" external link – Arrow icon graphic (preceding link text) lacks a text alternative – the icon indicates that the link opens in a new window * [Point of Care] Skills: Illustrations (Figures) – Complex images may lack appropriately descriptive text alternatives given their instructive nature, especially when presented independently within the "Illustrations" tab. Images' alt text values may only identify an image as e.g. "Figure 1"; adjacent/caption text may only provide supplementary/provenance information. When presented within "Quick sheet" or "Extended text" tabs, reasonably appropriate long descriptions for most figures are available within the main text – but these may not be associated with the images programmatically or via links. * [Point of Care] Skills: Illustrations (Tables) – Images may reproduce tables without providing appropriate text alternatives for the tabular content. The adjacent/caption text (or text elsewhere within the article) may provide supplementary/provenance information. * [Point of Care] Patient Education: Illustrations – Non-decorative images may – very uncommonly – lack alternative text. Most illustrations have appropriate alt text. * [Competency] Skills: Illustrations – Images may lack requisite alt text attributes. Adjacent/caption text may only provide supplementary/provenance information. When presented within "Quick sheet" or "Extended text" tabs, reasonably appropriate long descriptions for most figures are available within the main text – but these may not be associated with the images programmatically or via links. * [Competency] Skills: Test Results answer indication icons – Check and cross icons, respectively indicating correct and incorrect submitted answers, lack text alternatives – a portion of answer feedback may be unavailable to AT |
| [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 | There are no instructions for understanding and operating content that 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. For example, test results in the Competency context indicate correct or incorrect answers via background color (green/red) in addition to graphic icons.  **Exceptions:**   * [Point of Care] Point of Care pages: Search field suggestions – Focus indicator for option is only distinguished via background color (grey vs. white) * [Competency] Skills: Inline links – Links within paragraph text (e.g. to figures) may only be distinguished via a difference in text color * [Competency] Skills: Test "Submit Test" button – Focus (and hover) state of button is only distinguished via difference in button fill color (orange vs. blue) * [Competency] Skills: Demographics form buttons – Focus (and hover) state of button is only distinguished via difference in button fill color (orange vs. blue) |
| [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 many areas.  **Exceptions:**   * [Point of Care] Point of Care pages: Current/focused link in main navigation tabs – Link text (orange) lacks sufficient contrast against its background (white) * All pages: Footer text – Strings of text e.g. "Elsevier Performance Manager"/"Clinical Skills" (orange) lack sufficient contrast against the footer background (white) * [Point of Care] Point of Care pages: Search field placeholder text – Placeholder text (light grey), which may be the field's only visible text label on some pages, lacks sufficient contrast against the field background (white) * [Point of Care] Patient Education, Skills: Numbered lists – List item numbers (orange) lack sufficient contrast against the background (white) * Skills: "ALERT" paragraph text – Text (red) lacks sufficient contrast against the background (white) * Skills: Current/focused tab in Skills tablist – Link text (orange) lacks sufficient contrast against its background (white) * [Competency] Skills: Test "Submit Test" button – Button label text (white) lacks sufficient contrast against its background (orange) * [Competency] Skills: Demographics form buttons – Button label text (white) lacks sufficient contrast against its background (orange) * [Admin] Admin pages: Table headers – Header cell contents in various tables (dark grey) lack sufficient contrast against cell backgrounds (light grey) * [Admin] Edit Skills Content: Breadcrumb link – Link text (orange-brown) lacks sufficient contrast against its background (white) * [Admin] View Checklist: "Please select a filter…" text – Text (orange-brown) lacks sufficient contrast against its background (white) * [Admin] Grade Checklist: Checklist modal input placeholder – Placeholder text (light grey) lacks sufficient contrast against its background (white) – the placeholder may be the only apparent visible label for inputs if the column header is not in view |
| [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. | Supports | Text may be enlarged to 200% while preserving functionality of content. |
| [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 | Very few images of text are used other than for logos or essential presentation, apart from some tabular content rendered as images.  **Exceptions:**   * Skills: Illustrations (Tables) – Tables containing text are reproduced as images; while they typically have condensed alt text, fully appropriate markup text alternatives for the tabular content may not be available |
| [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 page within Clinical Skills utilize a responsive view, and almost all may be zoomed to 400% without any horizontal scrolling, nor loss of functionality/content.  Note: The video player (Able Player) in Skills remains within viewport bounds when zoomed in; it additionally features a fullscreen mode. An optional transcript panel, when activated, typically opens to the right of the video player. This panel does not automatically reflow with the video player’s components – however, the panel may be repositioned and resized. It may be positioned to overlay video content (including during fullscreen mode).  **Exceptions:**   * [Admin] Skills Search: Table pagination – Some components do not reflow into a single column at very high zoom levels, and may require horizontal scrolling to reach. (The table itself may require horizontal scrolling at a certain point as well, although much cell content reflows to an extent.) * [Admin] Edit Skills Content: Tabs – Text labels of tablist components do not predictably reflow at high zoom states and may overlap illegibly |
| [1.4.11: Non-Text Contrast](https://www.w3.org/TR/WCAG21/#non-text-contrast) (AA)  User interact 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.  **Exceptions:**   * [Point of Care] Point of Care pages: Search field "search" icon button – Icon graphic (grey) lacks sufficient contrast – very slightly – against the background (white) * [Point of Care] Browse, Search: Active facet pill 'X' button – Icon graphic (orange) lack sufficient contrast against the pill background (light grey) |
| [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:   * Dismissable * Hoverable * Persistent | Does not support | Content that appears on hover or focus – while very uncommonly encountered – are not dismissable, hoverable, or persistent according to the criteria.  **Exceptions:**   * Skills: Videos tooltips – Interface components of video player (Able Player) feature tooltips on pointer hover that are neither hoverable nor dismissable according to the criteria |
| [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

|  |  |  |
| --- | --- | --- |
| **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 logical for almost all content, with the DOM order according with the visual order. For example, in Skills content, main article content in the (wider) left column section is read before supplementary figure content in the right column – the page also reflows into a single column appropriately to accord with this reading order upon high zoom.  **Exceptions:**   * [Admin] Admin pages: Tables – In tables with interactive elements (e.g. in Skills Search and View Checklist), the foot of the table containing the second set of pagination components occurs – in markup and reading order, but not visual presentation – immediately after the table header cells and before cells in the table body. Table row numbers may be confusing to AT users (e.g. table body starting from row 4). |
| [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 | Partially supports | Much standard web content and functionality are keyboard operable across most pages, although there are several instances where significant functionality is not operable via keyboard.  Note: Video player (Able Player) controls and components are typically keyboard operable. Keyboard operation of the synchronized transcript functionality must first be enabled via the video player’s preferences.  **Exceptions**:   * [Point of Care] Point of Care pages: Hamburger menu button – The element that activates the hamburger menu slide-out panel is not in the tabindex (i.e. not keyboard focusable), and is not implemented as a <button>. (Main navigation collapses into hamburger menu only at higher zoom levels/narrower screen dimensions.) * [Point of Care] Patient Education: Language selection – Component to activate dropdown menu is not keyboard focusable * Skills: Videos "Audio version with descriptions" button – Component – an <a> element without href target – is not keyboard focusable * [Competency] Skills: "View CE Information" button – Component – an <a> element without href target – is not keyboard focusable; it is not implemented as a <button> although it activates a modal * [Competency] Skills: Inline links – Links within main text content (e.g. to references, figures) are not keyboard focusable as they are <a> elements without href targets * [Competency] Skills: Test Results "Claim Certificates" link – Component – an <a> element without href target – is not keyboard focusable * [Competency] Skills: Access Certificates "Print" button – Component – an <a> element without href target – is not keyboard focusable * [Admin] Manage Custom Content: Date selection (calendar) button – Component is not keyboard focusable/operable * [Admin] Edit Skills Content: "General" sub-tablist – Components are not keyboard focusable/operable * [Admin] View Checklist: Add/remove filter buttons – Components are not keyboard operable (nor focusable in some instances) – they are <a> elements without href targets * [Admin] View Checklist: "Learner Name" modal – Enter key conducts Learner Name search while modal is activated; button-like components e.g. "Clear"/"Close" may only activate upon Space key, and other interactive components such as Learner Name selection are not properly keyboard operable * [Admin] Grade Checklist: Checklist modal radio inputs – Radio inputs are not keyboard focusable as the <input> elements are subject to CSS display:none. |
| [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 | Tab order is generally logical and preserves the meaning and operability of pages across the site in most instances. There are several instances of modal/dialog containers and other contexts where focus management is not utilized for greater convenience to AT users.  **Exceptions:**   * [Point of Care] Landing page: "Show More" accordion toggle – Focus is not shifted to the beginning of the revealed content (i.e. next link within the list) after "Show More" is activated – users may instead unexpectedly reach the first link in the following section upon tabbing * [Point of Care] Point of Care pages: Hamburger menu – Container lacks proper focus management for a slide-out overlay panel, e.g. focus is not trapped inside the activated container. (Main navigation collapses into hamburger menu only at higher zoom levels/narrower screen dimensions.) * [Point of Care] Browse, Search: Filter modal – Container lacks proper focus management for a fullscreen modal: focus is logically placed nor trapped inside the activated container. (Filter section collapses into a button-activated modal only at higher zoom levels/narrower screen dimensions.) * [Point of Care] Skills: Skills tabs – Focus may be reset unexpectedly to the beginning of the page upon the keyboard activation of a tab; focus management is not utilized to facilitate keyboard/AT users navigating from the tablist to activated tabbed content. * [Admin] Admin pages: Tables – In tables with interactive elements (e.g. in Skills Search and View Checklist), the second set of pagination components situated within the foot of tables is reached via tab order before any elements within the table body above. * [Admin] View Checklist: "Learner Name" modal – Container lacks proper focus management for a modal: focus is not trapped inside the activated container. * [Admin] Grade Checklist: Checklist modal close 'X' button – Component is presented visually at the top right corner of the modal overlay and above its main heading, yet is situated last within the tab order, i.e. after all other content within the <iframe> |
| [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 | Supports | Interactive elements typically have visible indications of keyboard 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 | Focusable elements do not cause unexpected actions/changes of context when receiving focus. |

### Headings and Structure

|  |  |  |
| --- | --- | --- |
| **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 | Partially supports | Headings are programmatically determinable in many pages and sections to help distinguish content, although several pages lack a first heading or may otherwise have some deficiencies in logical heading order. List and table markup is utilized appropriately in many instances, although some tables may inadequately identify row headers. The use of landmarks across pages is sparse, however, and content on some pages may lack programmatically determinable input labels or group relationships.  **Exceptions:**   * [Point of Care] Point of Care pages: First heading level – Pages lack appropriate <h1> heading elements; a <h2> descriptive of page content is present on some pages; other pages have <h1> hidden via display:"none" * [Point of Care] Point of Care pages: Landmarks – Pages lack landmarks to distinguish regions and sections of page content * [Point of Care] Landing page: "Browse..." and "Evidence Based Practice Changes" links – Collections of links lack list markup * [Point of Care] Point of Care pages: Search field suggestions – Grouped options are not represented visually but not in list markup – group labels are not programatically determinable/available to AT * [Point of Care] Browse, Search: Filter selection – Radio inputs are not grouped (e.g. contained within a fieldset or an element with group role). * [Point of Care] Browse, Search: Results list – Sequence of results lacks list markup * [Point of Care] Skills : Videos headings – Multiple visually-hidden and indistinct <h1> elements ("Media player") may be present on the Videos tab. (Note: exception is not present within the Competency Skills context, where the page features more logical headings.) * [Point of Care] Skills: Checklist table – Table identifies column headers, but may not sufficiently identify row headers. (Note: Checklist content in this context is not interactive and primarily intended for preview/print.) * [Point of Care] Skills: Checklist table radio inputs – Radio inputs lack programmatically determinable labels, and are not grouped (e.g. contained within a fieldset or an element with group role) – instead, each input for "S/U/NP" respectively occupies a discrete cell on each row. (Note: Checklist content in this context is not interactive and primarily intended for preview/print.) * [Competency] Skills: Landmarks – Pages lack landmarks to distinguish regions and sections of page content; a <nav> is present towards the beginning of pages but does not contain navigation options * [Competency] Skills: Test questions – Radio inputs are not grouped (e.g. contained within a fieldset or an element with group role); inputs are not programmatically associated with their visible text labels. Numbered test questions may lack list markup. * [Competency] Skills: Access Certificates table – Earned certificate information is presented in a form of a table, yet lacks table markup * [Competency] Skills: Evaluation form – Radio inputs are not grouped (e.g. contained within a fieldset or an element with group role). Textarea and number inputs are not programmatically associated with their visible text labels. * [Competency] Skills: Checklist – Content presented visually in a table lacks appropriate table markup. (Note: Checklist content in this context is not interactive and primarily intended for preview/print.) * [Competency] Skills: Checklist table radio inputs – Radio inputs lack programmatically determinable labels, and are not grouped (e.g. contained within a fieldset or an element with group role). (Note: Checklist content in this context is not interactive and primarily intended for preview/print.) * [Admin] Admin pages: Tables – Table markup may be insufficiently representative of data; e.g. tables may identify column headers, but may not sufficiently identify row headers or lack scope attributes. * [Admin] Skills Management pages: Inputs – Several inputs and controls lack programmatically determinable labels – visible labels may be present yet lack correct id associations; related inputs (e.g. radio, checkboxes) may not be grouped * [Admin] View Checklist: Inputs – Several input and controls, including those within table cells, lack programmatically determinable labels – visible label or placeholder text may be present * [Admin] View Checklist: "Select filters..." fieldsets – Inputs are grouped in multiple fieldsets * [Admin] Grade Checklist: Checklist modal inputs – Inputs may lack programmatically determinable labels: radio inputs within table cells are associated with empty <label> elements, while placeholder text in textarea inputs do not suffice as labels. Radio inputs are not grouped (e.g. contained within a fieldset or an element with group role). |
| [2.4.1: Bypass Blocks](https://www.w3.org/TR/WCAG21/#bypass-blocks) (A)  Users can bypass repeated blocks of content. | Partially supports | While heading order on many pages is logical and may afford AT users some facility jump to specific sections, pages generally lack other convenient methods to bypass repeated content.  **Exceptions:**   * All pages: Page structure – Pages lack skip links to main content (or other significant sections), and many lack landmarks to distinguish content regions. |
| [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 across pages are typically clear and descriptive. For example, most pages feature visually distinct main and secondary headings, and many form input and other controls have clear visible (if not programmatically determinable) labels. |
| [3.1.1: Language of Page](https://www.w3.org/TR/WCAG21/#language-of-page) (A)  The language of the page is specified | Partially supports | Across most pages – and all pages within the Point of Care context – the default language is appropriately defined as lang="en".  Exceptions:   * [Competency] Skills: Page language – Primary language of the page is not defined (i.e. lang="en" on the <html> element) * [Admin] Admin pages: Page language – Primary language of the page is not defined (i.e. lang="en" on the <html> element) |
| [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. | Does not support | In Patient Education within the Point of Care context, the main content area may feature Spanish-language content depending on language selection – but the non-English (i.e. non-default) language is not programmatically specified, i.e. lang="es". |
| [4.1.1: Parsing](https://www.w3.org/TR/WCAG21/#parsing) (A)  Use valid, error-free HTML | Supports | Pages use error-free HTML; HTML and CSS typically pass concerning these 4 specific criteria:  (i) elements have complete start and end tags,  (ii) elements are nested according to their specifications  (iii) elements do not contain duplicate attributes (iv) any IDs are unique, except where the specifications allow these features. |

### Labeling

|  |  |  |
| --- | --- | --- |
| **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. | Does not support | The only page with personal input fields comprises a form collecting demographic information (a step within the Claim Certificates process). Relevant fields on this page lack autocomplete attributes.  **Exceptions:**   * [Competency] Skills: Demographics form – Personal information fields, e.g. "First name"/"Last name", lack autocomplete attributes |
| [2.4.2: Page Titled](https://www.w3.org/TR/WCAG21/#page-titled) (A)  The page has a title describing its topic or purpose | Partially supports | Many pages have descriptive page titles that identify content or  purpose. For instance, clear titles for the Patient Education and Skills page within the Point of Care Context help users clearly identify page content, e.g. " Patient Education: Abrasion (English)" or “Amniocentesis (Maternal-Newborn) - CE/NCPD”.  **Exceptions:**   * [Competency] Skills: Page title – Pages (typically launched in a new popup window) may lack descriptive/informative titles; pages may be generically titled "Elsevier" |
| [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 | Almost all links have an identifiable purpose from the link text or surrounding context.  **Exceptions:**   * [Point of Care] Browse, Search: Results list print option links – Although link text is supplemented by a description via the title attribute, the link purpose (i.e. the destination opens in a new window and initiates a print dialog) may not be sufficiently determinable from link text/context. * [Admin] Skills Management pages: Table cell links/components – Links and interactive components within table cells, e.g. "Edit"/"Download", may lack sufficient programmatically determinable context (or description) as row headers may not be sufficiently identified within tables |
| [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. | Partially supports | Almost all user interface components that have visible text contain that text consistently within the accessible name.  **Exceptions:**   * [Point of Care] Landing page: Search field – Input's accessible name may not sufficiently match the visible label – a visible label is present in the form of either adjacent or placeholder text, yet the field <label> encapsulates the <input> and a "search" icon button |
| [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. | Supports | Components are typically consistent across various contexts and pages, and identified consistently where they perform the same function across pages. |
| [3.3.1: Error Identification](https://www.w3.org/TR/WCAG21/#error-identification) (A)  Input errors are clearly marked and described to the user. | Partially supports | In most instances, errors are identified and presented well visually. For many inputs, error messages are presented adjacently, visually distinguished via different text color (red) and border-bottom style.  Within the Competency context, error states due to invalid input are programmatically determinable in the demographics form for certificates. Test Results (i.e. after submitting a Test form) involve the presentation of graded answers/pedagogical review rather than the identification of input errors ahead of an immediate opportunity to correct them.  Within the Admin context, input validation may be conducted dynamically, e.g. for character limits, and presented adjacently as well. However, error states/messages may not be programmatically determinable nor announced to AT. When validation occurs upon submission, focus management may not be utilized for convenient error indication.  **Exceptions:**   * [Admin] Grade Checklist: Checklist modal error message – Summary error message displayed upon form submission – "Please correct the errors below before saving." – is insufficiently descriptive. While individual input errors may be visually identified via color and visible error messages (e.g. “Maximum of 1024 characters.”), the error states and messages are not programmatically determinable. |
| [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. | Supports | Labels or instructions are typically provided for form elements, most of which are programmatically associated with their inputs. For example, in the demographics form for certificates within with Competency context, required fields are clearly identified visually, in text, and programmatically (i.e. via red asterisks within field labels, the paragraph of instruction before the form, and required attributes on the input elements).  Note: see SC 1.3.1 for exceptions where visible labels may not be programmatically associated with inputs. |
| [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 | Error validation occurs, often before form submission. Error messages presented adjacent to incomplete or invalid fields assist in the identification of specific fields to correct within forms – and the explication of various field requirements, e.g. “Maximum of 1024 characters.”  Test Results (i.e. after submitting a Test form) involve the presentation of graded answers/pedagogical review rather than the identification of input errors ahead of an immediate opportunity to correct them. (However, additional attempts at Tests may potentially be undertaken.) |
| [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. | Partially supports | Some UI components communicate their state programmatically.  **Exceptions:**   * [Point of Care] Point of Care pages: Hamburger menu button – Hamburger menu button's aria-expanded value is not set dynamically to accord with expanded state of the slide-out panel. The button's accessible name ("menu") may be insufficiently descriptive of its function during the expanded state, when its activation dismisses the panel. (Main navigation collapses into hamburger menu only at higher zoom levels/narrower screen dimensions.) * [Point of Care] Point of Care pages: Search field – Input and associated suggestions list lack combobox/listbox roles and various other attributes (e.g. aria-haspopup) to support AT usability * [Point of Care] Browse, Search: Filter modal – Container for fullscreen modal lacks dialog role and aria-modal="true" attributes. (Filter section collapses into a button-activated modal only at higher zoom levels/narrower screen dimensions.) * [Point of Care] Browse, Search: Filter selection accordion buttons – Accordion controls do not programmatically communicate state, and label text may be insufficiently descriptive of included digits * [Point of Care] Browse, Search: Pagination navigation – Icon buttons for first/last page lack accessible names. * [Point of Care] Browse, Search: Active facet pill 'X' button – Icon button to remove active filter facet lacks an accessible name * Skills: Skills tabs – The list of links to select/activate tabbed content does not communicate state (e.g. selected tab) to AT, and tabbed content does not operate well overall as a manually activated tablist due to a lack of appropriate roles, states, and properties. The selection of tabs may be less functional for use with keyboard/AT. Within the Point of Care context, when tablist reflows at higher zoom levels/narrower screen dimensions, components may feature tab/tablist roles. However, active tab may not appropriately communicate expand/collapse control via name or state (e.g. aria-expanded attribute may be set on the expanded container rather than the control). * [Admin] Edit Skills Content: Tabs – Certain tabpanel content e.g. "Videos" may be incorporated via <iframe> but lack accessible names, i.e. descriptive title attributes * [Admin] Edit Skills Content: Rich text editor – Components may only have title attribute values for accessible name derivation – and may generally lack appropriate roles, states, and properties to be properly operable as a rich text editor menubar with AT * [Admin] View Checklist: "Learner Name" modal – Container lacks dialog role and aria-modal="true" attributes * [Admin] Grade Checklist: Checklist modal close 'X' button – Component lacks an appropriate accessible name – the label is currently the letter "X" * [Admin] Grade Checklist: Checklist modal – Container for modal overlay lacks dialog role, aria-modal="true" attributes, and an appropriate accessible name. (Container's main content is moreover an <iframe> that lacks an accessible name, i.e. descriptive title attribute.) |
| [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, although very uncommonly encountered, are not announced by assistive technology.  **Exceptions:**   * [Point of Care] Skills: "Link copied…" notification – Message is temporarily displayed within an overlay/toast container, but is not programmatically communicated to AT * [Admin] View Checklist: "Loading. Please Wait…" notification – While typically brief, interstitial loading messages (presented via overlays) are not announced to AT * [Admin] Grade Checklist: Checklist modal input maximum character error message – Error message "Maximum of 1024 characters." dynamically appears below textarea inputs when character limits are exceeded during text entry – this message is not announced to AT upon its appearance, nor is the error made programmatically determinable. |

### Multimedia

|  |  |  |
| --- | --- | --- |
| **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. | Supports (N/A) | Pre-recorded audio-only content is only present in the form of audio descriptions provided as alternatives to audiovisual multimedia. There is no pre-recorded video-only content. |
| [1.2.2: Captions (Prerecorded)](https://www.w3.org/TR/WCAG21/#captions-prerecorded) (A)  Provide captions for pre-recorded audio | Partially supports | Narration in audio (instructions relating to various procedures), comprising most of the audio content in multimedia, is typically captioned in each video. Most captions may be toggled on/off in the video player (Able Player), although a minor subset of multimedia content have hardcoded captions. Many videos additionally feature an optional synchronized, interactive transcript feature based on available captions.  **Exceptions:**   * Skills: Videos – Captions may not be available for spoken dialogue in live-action scenes. |
| [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 | Audio narration (also available in text via captions) is generally highly descriptive of the visual content within audiovisual multimedia. Multimedia content itself is often a media alternative for text outlining various procedures within the “Extended Text” of Skills. A subset of multimedia content (e.g. those featuring live-action scenes) may additionally feature appropriate audio description alternatives.  Note: Audio description may not be synchronized with video content (i.e. as an audio track within the video player) and only available via a discrete audio player instead.  **Exceptions:**   * Skills: Videos – While many videos are sufficient media alternatives for "Extended Text" outlines of procedures, there may be instances/portions of video containing supplemental information presented visually that lack suitable text alternatives or audio descriptions (e.g. information-dense 3D animation scenes). |
| [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 live audio in synchronized audio/video content. |
| [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 | A subset of audiovisual multimedia content (e.g. those featuring live-action scenes) has audio description alternatives available.  Note: Multimedia content itself is often a media alternative for text outlining various procedures within the “Extended Text” of Skills; much multimedia content features highly descriptive audio narration.  Note: Audio description may not be synchronized with video content (i.e. as an audio track within the video player) and only available via a discrete audio player instead.  **Exceptions:**   * Skills: Videos – Only a subset of audiovisual multimedia content (e.g. those featuring live-action scenes) has audio description available. |
| [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

|  |  |  |
| --- | --- | --- |
| **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 | No session time limits shorter than 20 hours are applicable to Skills content after initialization. (A session timeout for Skills may occur after ~48 hours.) The content delivery platform from which Skills content is launched may potentially set its own time limits for user inactivity, but Skills content that is already launched continues to be usable without a <20-hour time limit regardless. |
| [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 | Within the Point of Care context, all pages that are not part of a process may typically be accessed in multiple ways. While there is no comprehensive sitemap available, Skills and Patient Education pages may be reached via Search functionality, Browse indices, or the landing page. Topically relevant pages are additionally listed under the "Related" tab for each Skill.  Skills content in the Competency context typically represent self-contained pages/tasks (individual Skills) launched via a content delivery platform. The Admin context is also integrated within a content delivery platform, yet features browse/search functionality of its own to locate and initiate Checklist completion or Skills editing (i.e. tasks/processes). |
| [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 usually initiate unexpected actions or changes in context.  **Exceptions:**   * [Point of Care] Browse, Search: Filter selection – Selecting a radio option immediately applies the respective filter and resets keyboard focus to the beginning of the page * [Admin] View Checklist: "Select filters..." selection – Arrow key navigation of <select> immediately selects an option and initiates unexpected context changes (e.g. significant focus shift or modal activation) |
| [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. | Supports | Navigation menus are typically consistent across pages in the Point of Care and Competency contexts. Global navigation links, Skills content tabs, and supplementary links in the footer consistently occur in the same relative order where relevant, e.g. on each Skills page. The Admin context is integrated within a separate content delivery platform: several Admin overview views maintain consistency with that platform, yet pages common with Point of Care and Competency contexts share the familiar navigation menus. |
| [3.3.4: Error Prevention (Legal, Financial, Data)](https://www.w3.org/TR/WCAG21/#error-prevention-legaufinanciaudata) (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

|  |  |  |
| --- | --- | --- |
| **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 | 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. |

## Revised Section 508 Report

### Chapter 3: [Functional Performance Criteria](https://www.access-board.gov/ict/#chapter-3-functional-performance-criteria) (FPC)

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Conformance Level** | **Remarks** |
| 302.1 Without Vision | Partially supports | User interface and content are largely compatible – with points of exception – with screen readers, featuring meaningful semantic structure and consistency across many areas. Audiovisual multimedia features audio narration (e.g. instructions relating to various procedures) that is generally highly descriptive of the visual content – although not to the extent of audio description in every instance. Multimedia content itself is often a media alternative for text outlining various procedures within the “Extended Text” of Skills. A subset of multimedia content (e.g. those featuring live-action scenes) may additionally feature audio description alternatives. |
| 302.2 With Limited Vision | Supports | Style sheets separate presentation from content. Personal style sheets and Operating System contrast may be applied. Browser zoom (content and functionality preserved at 200%) and screen magnification applications are supported. Most pages feature reflow/responsive design and are usable at very high zoom states. The video player for audiovisual multimedia may be expanded to fullscreen mode. |
| 302.3 Without Perception of Color | Partially supports | Perception of color is not required to use almost all content – where color is involved, another visual method is utilized to clearly convey the same information. There are a few exceptions of text/components with insufficient color contrast. |
| 302.4 Without Hearing | Partially supports | Captions are typically provided for the audio narration (e.g. instructions relating to various procedures) that comprises most of the audio content in multimedia. However, captions may not be available for spoken dialogue in the live-action scenes of some multimedia content. Most captions may be toggled on/off in the video player (Able Player), although a minor subset of multimedia content have hardcoded captions. Many videos additionally feature an optional synchronized, interactive transcript feature based on available captions. Multimedia content itself is often a media alternative for text outlining various procedures within the “Extended Text” of Skills. |
| 302.5 With Limited Hearing | Supports | Independent volume control is provided in the video player (Able Player) for audiovisual multimedia. Captions are provided for the audio narration that comprises most of the audio content in multimedia. Many videos additionally feature an optional synchronized, interactive transcript feature based on available captions. Multimedia content itself is often a media alternative for text outlining various procedures within the “Extended Text” of Skills. |
| 302.6 Without Speech | Supports | There is no content that requires speech input. |
| 302.7 With Limited Manipulation | Partially supports | Visible labels are provided for some form elements for ease of selection. With some exceptions, content and interface are largely amenable to simple, standard keyboard operation. Most elements have logical and consistent accessible names, and may be operated via speech input. |
| 302.8 With Limited Reach and Strength | Supports | Does not typically apply; navigation and interactivity are typically simple and predictable along the conventions of web content, including the use of the keyboard (standard/simple keystrokes) with certain exceptions. |
| 302.9 With Limited Language, Cognitive, and Learning Abilities | Supports | Although content is largely an educational resource (e.g. assessment, instruction, reference) for specialist vocations, the interface is largely simple and consistent. Text is often structured in short paragraphs and lists, and erroneous input is clearly identified in most instances. In Skills, “Extended text” – representing comprehensive instructions and notes – is typically summarized and simplified in the “Quick sheet”. Admin educators may Edit Skills Content to customize educational material for various cognitive, language and learning abilities. Patient Education materials, available in plain English or Spanish, target a broad range of literacy levels. |

### Chapter 6: [Support Documentation and Services](https://www.access-board.gov/ict/#chapter-6-support-documentation-and-services)

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Conformance Level** | **Remarks** |
| 601.1 Scope | Heading cell – no response required | Heading cell – no response required |
| [602 Support Documentation](https://www.access-board.gov/ict/#602-support-documentation) | Heading cell – no response required | Heading cell – no response required |
| 602.2 Accessibility and Compatibility Features | Supports | This document (VPAT) provides details on the accessibility and compatibility features of Clinical Skills. Further details on accessibility and compatibility features may found on articles (e.g. Release Notes) within the [Learning and Competency Management Support Center](https://service.elsevier.com/app/home/supporthub/epm/). |
| 602.3 Electronic Support Documentation | See [WCAG 2.x section](#_602.3_Electronic_Support) | See information in WCAG 2.x section |
| 602.4 Alternate Formats for Non-Electronic Support Documentation | Supports | Support documentation as provided via the [Learning and Competency Management Support Center](https://service.elsevier.com/app/home/supporthub/epm/) is primarily in an electronic format, in the form of searchable HTML pages (articles) or supplementary PDF documents. (Support is additionally provided via email, chat, and phone options.) Please contact [accessibility@elsevier.com](mailto:accessibility@elsevier.com) to request alternate formats for support documentation, or for any questions on accessibility or assistive technology compatibility features in Clinical Skills. |
| [603 Support Services](https://www.access-board.gov/ict/#603-support-services) | Heading cell – no response required | Heading cell – no response required |
| 603.2 Information on Accessibility and Compatibility Features | Supports | This document (VPAT) provides details on the accessibility and compatibility features of Clinical Skills. Support channels can also provide additional information on accessibility and compatibility features. Please contact [accessibility@elsevier.com](mailto:accessibility@elsevier.com) for further questions on accessibility or assistive technology compatibility features in Clinical Skills. |
| 603.3 Accommodation of Communication Needs | Supports | Users may contact Learning and Competency Management Support via:   * [Email (web form)](https://service.elsevier.com/app/contact/supporthub/epm/) * [Chat (web interface)](https://service.elsevier.com/app/chat/chat_launch/supporthub/epm/) * [Phone](https://service.elsevier.com/app/phone/supporthub/epm/): +1 866 344 2088 (toll free for US & Canada; lines for other regions available as well)   Please contact [accessibility@elsevier.com](mailto:accessibility@elsevier.com) for further questions on accessibility or assistive technology compatibility features in Clinical Skills. |

#### 602.3 Electronic Support Documentation

Conformance Summary: [Learning and Competency Management Support Center](https://service.elsevier.com/app/home/supporthub/epm/)

| **WCAG 2.1 Success Criterion** | **Level** | **Evaluation** | **Remarks** |
| --- | --- | --- | --- |
| 1.1.1: Non-text Content | A | Supports | No non-text content on support pages |
| 1.2.1: Audio-only and Video-only (Prerecorded) | A | Supports (N/A) | No audio-only/video-only content |
| 1.2.2: Captions (Prerecorded) | A | Supports (N/A) | No multimedia on support pages |
| 1.2.3: Audio Description or Media Alternative | A | Supports (N/A) | No multimedia on support pages |
| 1.2.4: Captions (Live) | AA | Supports (N/A) | No multimedia on support pages |
| 1.2.5: Audio Description | AA | Supports (N/A) | No multimedia on support pages |
| 1.3.1: Info and Relationships | A | Partially supports | Some pages lack <h1>. Tables may lack headers. A couple of contact form fields may lack proper label association. Supplementary PDFs may lack semantic tags. |
| 1.3.2: Meaningful Sequence | A | Partially supports | Reading sequence is mostly logical for AT. “Most viewed answers” section in contact form occurs unexpectedly between form fields and Submit button. |
| 1.3.3: Sensory Characteristics | A | Supports | No content relies on sensory characteristics |
| 1.3.4: Orientation (2.1) | AA | Supports | Not restricted to a single orientation |
| 1.3.5: Identify Input Purpose (2.1) | AA | Supports | Contact form provides autocomplete attributes for relevant personal information fields |
| 1.4.1: Use of Color | A | Supports | Color is not used as the only visual means of conveying information. |
| 1.4.2: Audio Control | A | Supports (N/A) | No auto-playing audio |
| 1.4.3: Contrast (Minimum) | AA | Partially supports | Almost all text meets contrast requirements. Search field visible label (placeholder) and orange numbered list may lack sufficient contrast. |
| 1.4.4: Resize text | AA | Supports | Usable at 200% zoom |
| 1.4.5: Images of Text | AA | Supports | No images of text |
| 1.4.10: Reflow (2.1) | AA | Supports | Responsive design presents content in a single column at 400% zoom |
| 1.4.11: Non-Text Contrast (2.1) | AA | Supports | Non-text components typically meet contrast requirements. |
| 1.4.12: Text Spacing (2.1) | AA | Supports | No issues when minimum text spacing styles are applied |
| 1.4.13: Content on Hover or Focus (2.1) | AA | Supports (N/A) | No content appears on cover/focus |
| 2.1.1: Keyboard | A | Supports | All interactive elements are keyboard operable |
| 2.1.2: No Keyboard Trap | A | Supports | No keyboard trap |
| 2.1.4: Character Key Shortcuts (2.1) | A | Supports (N/A) | No character key shortcuts |
| 2.2.1: Timing Adjustable | A | Supports (N/A) | No session timeout |
| 2.2.2: Pause, Stop, Hide | A | Supports (N/A) | No auto-playing media |
| 2.3.1: Three Flashes or Below Threshold | A | Supports (N/A) | No flashing content |
| 2.4.1: Bypass Blocks | A | Supports | Skip links to search and main; pages have landmarks |
| 2.4.2: Page Titled | A | Supports | Pages have descriptive titles |
| 2.4.3: Focus Order | A | Partially supports | Logical focus order across most content. Toggling expansion in “Most viewed answers” in the contact form may move focus back to the start of the form. |
| 2.4.4: Link Purpose (In Context) | A | Partially supports | Almost all link text is clear/descriptive. Link “click here” to re-attempt search across all topics may be ambiguous. |
| 2.4.5: Multiple Ways | AA | Supports | Content may be located via browse, search, category indexes, ‘Related Articles’ |
| 2.4.6: Headings and Labels | AA | Supports | Headings and labels are descriptive and consistent |
| 2.4.7: Focus Visible | AA | Partially supports | Most links and components have good visible focus indicators. Contact form “Your role” radio buttons do not receive an initial visible focus. |
| 2.5.1: Pointer Gestures (2.1) | A | Supports (N/A) | No complex pointer gestures required |
| 2.5.2: Pointer Cancellation (2.1) | A | Supports | Interactivity allows for cancellation |
| 2.5.3: Label in Name (2.1) | A | Supports | The accessible names of components match visible labels |
| 2.5.4: Motion Actuation (2.1) | A | Supports (N/A) | No functionality responds to device motion |
| 3.1.1: Language of Page | A | Supports | Page language defined as en-GB |
| 3.1.2: Language of Parts | AA | Supports (N/A) | All page content matches default |
| 3.2.1: On Focus | A | Supports | No instances of unexpected actions on focus |
| 3.2.2: On Input | A | Supports | Component activation/input does not unexpectedly change context |
| 3.2.3: Consistent Navigation | AA | Supports | Navigation, search, ‘Related Articles’/’Recently Viewed’ sections are consistent across pages |
| 3.2.4: Consistent Identification | AA | Supports | Components with same functionality are identified consistently |
| 3.3.1: Error Identification | A | Supports | Contact form error message summary is clearly indicated and announced by AT; errors are associated with inputs |
| 3.3.2: Labels or Instructions | A | Supports | Labels and instructions are provided for forms, most of which are programmatically associated. |
| 3.3.3: Error Suggestion | AA | Supports | Incomplete/invalid fields are identified in contact form, along with suggestions for valid input |
| 3.3.4: Error Prevention (Legal, Financial, Data) | AA | Supports (N/A) | No submission requires legal or financial commitments |
| 4.1.1: Parsing | A | Supports | No duplicate IDs or other parsing errors |
| 4.1.2: Name, Role, Value | A | Supports | Components communicate state programmatically. |
| 4.1.3: Status Messages (2.1) | AA | Supports | Contact form error message summary is announced by AT |