VPAT Accessibility Conformance Report

(Based on ITI VPAT©)

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| **Name of Product** | **Transition to Practice** |
| **Date Last Updated** | **September 18, 2023** |
| Completed by | Nicholas Seow (Digital Accessibility Team) |
| **Applicable Standards/Guidelines** | This document rates Transition to Practice according to the W3C WCAG 2.1 A and AA requirements.  |
| **Contact for More Information** | Elsevier Digital Accessibility Teamaccessibility@elsevier.com |
| **Testing Tools and Methods** | * **Hands-on keyboard operation**
* **DevTools/Code inspection**
* **Mozilla Firefox 116 and Chrome 116 on Windows 11 22H2**
* **NVDA screen reader 2023.1**
* **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/)
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| **Document Sections** | This document distinguishes between the “Web Content” and “Professional Skills Curriculum” portions of the product – a separate conformance report for is provided for each. Each report includes all WCAG 2.1 A and AA checkpoints, which are further organized into 7 sections: * Visuals
* Keyboard
* Headings and Structure
* Labeling
* Multimedia
* Usability
* Mobile User Experience
 |
| **Pages Covered** | * **Web Content**
	+ **Learner:** Welcome, Reflection, Reflection Feedback, Journal Entry, Survey Entry, Success, Professional Skills, Clinical Practice, Transcript, Take Survey, View Certificate
	+ **Administrator:** Reports, Satisfaction, Participation, Survey Comments, Journal Entries, Cohort Summary; Admin, All Cohorts, Cohort Detail, All Learners, Invite Learners, All Profiles, Create New Profile, Import Profiles, Profile Management, Profile Detail, Learners on Alert; All Units
	+ Login, Logout
* **Professional Skills Curriculum:** Lesson Simulations & Post-Tests (taken in aggregate)
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| **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."**
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| **Notes/Terminology** | * **“AT” stands for Assistive Technology such as screen readers, voice input, etc.**
* **“Web Content” encompasses web pages and content on the Transition to Practice website in general. Users’ role – either Learners (Nurse Residents) or Administrators (Nurse Support Team Members) – determine which pages are available.**
* **“Professional Skills** **Curriculum” refers collectively to interactive Lessons that may feature three-dimensional animated graphic simulations and other multimedia content in a full-screen interface, as well as Post-Test multiple-choice quizzes. While accessed via browser, these web applications utilize technologies such as HTML5 Canvas and WebGL.**
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## Conformance Summary: Web Content

| **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 | Supports (N/A) |
| 1.2.3: Audio Description or Full Text Alternative | A | Supports (N/A) |
| 1.2.4: Captions (Live) | AA | Supports (N/A) |
| 1.2.5: Audio Description | AA | Supports (N/A) |
| 1.3.1: Info and Relationships | A | Partially supports |
| 1.3.2: Meaningful Sequence | A | 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 | 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 | 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 | Partially supports |
| 2.4.7: Focus Visible | AA | Does not support |
| 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 | Supports |
| 3.1.2: Language of Parts | AA | Supports |
| 3.2.1: On Focus | A | Supports |
| 3.2.2: On Input | A | Supports |
| 3.2.3: Consistent Navigation | AA | Partially Supports |
| 3.2.4: Consistent Identification | AA | Supports |
| 3.3.1: Error Identification | A | Partially 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 | Partially supports |
| 4.1.2: Name, Role, Value | A | Partially supports |
| 4.1.3: Status Messages (2.1) | AA | Partially supports |

## Conformance Summary: Professional Skills Curriculum

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

## Transition to Practice Web ContentWCAG 2.1 A and AA Success Criteria

### Visuals – Web Content

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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) | Partially supports | Some images and icons have appropriate text equivalents.**Exceptions:*** [Learner & Admin] All pages (except Transcript): Help '?' icon in header navigation – Icon graphic lacks a text alternative (e.g. child <title>, appropriate aria-labelledby attribute, and img role for the parent <svg> element)
* [Learner] Reflection: Icons indicating Survey/Journal Entry (next to date) – Icon graphics are arguably meaningful in the context of their link text, yet lack text alternatives
* [Learner] Journal Entry, Success: Progress indicator icons – Checkmarks and checked clipboard icons lack text alternatives (e.g. child <title>, appropriate aria-labelledby attribute, and img role for the parent <svg> element); AT users may have difficulty understanding the component as an indication of progress
* [Learner] View Certificate: Elsevier logo & image of signature – Images lack alt text
* [Admin] Import Profiles: Download icon button – The icon (indicating that the link destination is a downloadable file) lacks a sufficient text alternative (<svg> element only has a title attribute)
* [Admin] Satisfaction: "Overall Satisfaction" line chart – The chart, if taken to be a complex image, lacks a usable text alternative (neither accessible name/role nor fallback text for the <canvas> element). The table below the chart (and also the Excel and PDF alternatives available via Download Report) presents a different set of data than that represented by the chart.
* [Admin] Satisfaction: Icon 'i' for "Overall Satisfaction" toolip – The icon graphic lacks a text alternative (e.g. child <title>, appropriate aria-labelledby attribute, and img role for the parent <svg> element
* [Admin] Cohort Summary, Profile Detail: Charts – The charts lack usable text alternatives in general (neither accessible name/role nor fallback text for the <canvas> element). For some charts, an 80% threshold on the x-axis is notably marked with a dashed line but is not accompanied by an explanation in text. However, in Cohort Summary, tables representing equivalent data may be obtained in Excel or PDF formats via "Download Report".
* [Admin] Profile Detail: Status cell icons in "eLearning Performance" tab – Check and cross icons lack text alternatives (e.g. child <title>, appropriate aria-labelledby attribute, and img role for the parent <svg> element)
* [Admin] All Profiles, Profile Detail, Learners on Alert, pages in Reports: Icon in "Status" column – Icon graphics representing relative "Alert Level" lack text alternatives to communicate current alert "Status" as suggested by the table column header (icons are encapsulated by unlabelled buttons).
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| [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.**Exceptions:*** [Admin] All pages (except Admin & Reports): Cell text in tables – Cell text in tables may be interactive/links (e.g. Learner names), yet are only visually distinguished by a different color (blue against dark grey or red). The different colors do not achieve a minimum contrast ratio of 3:1. In the unfocused/unhovered state, apart from the color difference, they may appear similarly to other non-interactive cell text (e.g. no underlined style).
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| [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:*** [Learner] Journal Entry: Progress indicator (incomplete step) – Incomplete step indicator's digit text (dark grey) has insufficient contrast against its background (grey)
* [Learner] Journal Entry: Tags selection – Selected state of components under each question regarding tags, "Which of the options below is your answer most related to?" has white text that lacks sufficient contrast against its orange background
* [Learner] Survey Entry: "Survey Comments" character count – Text (grey) has insufficient contrast against its background (white)
* [Learner] Transcript: Header text – "Transition to Practice" header (orange) has insufficient contrast against background (white)
* [Learner] Professional Skills, Clinical Practice: "View Module" buttons – Button text (white) has insufficient contrast against its background (light blue); button focus state changes button background color (to orange), which maintains insufficient contrast with the text
* [Admin] All Cohorts: Cancel button in modal – Button text (light grey) has insufficient contrast against its background (white) – and gives the impression of a disabled component
* [Admin] All pages: Buttons – Selected state of several components feature white text that has insufficient contrast against orange backgrounds
* [Admin] Profile Detail: Header cell text for Module tables in "eLearning Performance" tab – Text (dark grey) has insufficient contrast against its background (light grey)
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| [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 | Supports | No images of text are used other than for logos or essential presentation.  |
| [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 within Transition to Practice utilize a responsive view, and may be zoomed to 400% without any horizontal scrolling, nor loss of functionality/content.Note: Data tables (on various Admin pages and Learner Transcript) may require horizontal scrolling at high zoom levels (although cell contents typically support reflow)**Exceptions:*** [Learner] View Certificate: Embedded certificate preview – A portion of the preview content may be obscured at high zoom levels as the embedded frame becomes proportionally smaller on screen – content within the frame does not reflow (and moreover does not allow for horizontal scrolling)
* [Admin] Journal Entries: Filter selection – The set of fields for filter selection does not reflow, and horizontal scrolling may be required to view e.g. "Tag", "From", or "To" fields at higher zoom levels
* [Admin] Learner Competency Progress, eLearning Completion: Report area sections – Items are arranged within flexible box containers but do not adequately reflow – horizontal scrolling may be required at high zoom levels, and content may overlap
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| [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 | Most non-text UI components and graphical objects have at least a 3:1 contrast ratio.**Exceptions:*** [Admin] All Profiles: "Profile Type" dropdown selection – Selection is indicated via a very light blue background color that has insufficient contrast to the white background of unselected options
* [Admin] Satisfaction: "Overall Satisfaction" line chart – Colors used for lines and fills (orange, shades of grey and blue) within the chart may lead to graphically depicted combinations that lack sufficient contrast
* [Admin] Cohort Summary, Profile Detail: Charts – Bar charts for competence scores may contain grey or orange bars that lack sufficient contrast against white backgrounds. In Cohor Summary, donut charts for "Total Compentencies Assessed" lack sufficient contrast between their grey and orange slices. Chart legends may also feature insufficient contrast in their grey or orange elements against the white background.
 |
| [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 uncommonly encountered – are not dismissable, hoverable, or persistent according to the criteria.**Exceptions:*** [Admin] Satisfaction: "Overall Satisfaction" line chart – Depending on the relative distance between marked intervals on the x-axis, informational tooltips for the corresponding data point on the lines/curves may not be properly hoverable, as they may inadvertently disappear upon pointer movement if the intervals are close together. The tooltips are also not dismissable without moving the pointer e.g. via Esc key.
* [Admin] Satisfaction: "Overall Satisfaction" table header tooltip – Explanatory tooltip is activated only upon pointer hover over the 'i' icon, and its additional content is not hoverable. Tooltip is not dismissable without moving the pointer e.g. via Esc key.
* [Admin] Cohort Summary, Profile Detail: Competency scoring charts – Informational tooltips for each bar within the charts are only activated upon hover within the visible area of each bar, rather than being properly hoverable themselves. The tooltips are also not dismissable without moving the pointer e.g. via Esc key.
 |
| [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 – Web Content

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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 | Supports | The correct reading sequence is logical, with the DOM order according with the visual order. |
| [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 page content and functionality are keyboard operable across most pages, although there are some instances where significant functionality is not operable via keyboard.**Exceptions**:* [Learner] Welcome: Main content area selection – Elements are not implemented as links nor buttons, and are not in the tabindex (i.e. not keyboard focusable)
* [Learner & Admin] All pages (except Transcript): Help & Account Settings in header navigation – Components are not keyboard focusable – they are implemented as <a> anchor links without href attributes rather than buttons. (Note: Account Settings is replaced by an icon button that is keyboard operable only at smaller screen sizes.)
* [Learner] Journal Entry: Tags selection – Each supplementary question regarding tags, "Which of the options below is your answer most related to?", is only displayed upon mouseclick activation of the preceding text input form; keyboard users. As the supplementary questions are required inputs for submission (the form's Submit button remains inactive until they are answered).
* [Learner] View Certificate: Embedded certificate preview – The embedded frame content cannot be reached via keyboard – a mouse click within the frame area is required to enable scrolling with the arrow keys. Keyboard tab focus is constrained to the Download and Close buttons.
* [Admin] All Profiles: "Reactivate Profile"/"Deactivate Profile" – Components are not keyboard focusable – they are implemented as <a> anchor links without href attributes rather than buttons
* [Admin] All Profiles: "Admin" selection in "Select Profile Type" modal – Components (undifferentiated containers/<div> elements with <h3> text) are not keyboard focusable
* [Admin] Reports: Main content area selection – Elements are not implemented as links nor buttons, and are not in the tabindex (i.e. not keyboard focusable)
* [Admin] Satisfaction, Participation, Cohort Summary: "Download Report" drop-down menu – The "Excel"/"PDF" links in the menu list are not keyboard focusable – <a> elements lack href attributes
* [Admin] Satisfaction: "Overall Satisfaction" line chart – The chart contains interactive elements such as hover content and selectable options within the legend, however, these components are unable to be activated via keyboard
* [Admin] Satisfaction: "Overall Satisfaction" table header tooltip – Explanatory tooltip is activated only upon pointer hover over the 'i' icon, and cannot be triggered via keyboard focus
* [Admin] Cohort Summary, Profile Detail: Competency scoring charts – The charts feature interactive elements such as hover content (significant additional information) and selectable bars within the Overview, however, these components are unable to be activated via keyboard
* [Admin] Cohort Summary, Profile Detail: "About this report" buttons – Components are not keyboard focusable – they are implemented as <a> anchor links without href attributes rather than buttons (activation opens a modal)
* [Admin] Cohort Summary, Profile Detail: Main tablist – The list of links to select/activate tabbed content is not keyboard operable nor generally keyboard focusable – they are implemented as <a> anchor links
* [Admin] Profile Detail: "Learn more…" links in "eLearning Performance" tab – Components are not keyboard focusable – they are implemented as <a> anchor links without href attributes; the "About this Module" modals are unreachable for keyboard users
 |
| [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.Note: launching Professional Skills Curriculum content initiates a change of context that may disable keyboard functionality; please see the [corresponding Keyboard section for Professional Skills Curriculum](#_Keyboard_–_Professional) for relevant guidance. |
| [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:*** [Learner] View Certificate: Modal – Container lacks proper focus management: focus is not trapped inside the container while it is activated
* [Admin] All Profiles: Fields and buttons above table – Focus order for the components does not match their visual placement: buttons to the left are reached before the inputs to the right, and the right button is reached before the left
* [Admin] All pages (except Admin & Reports): Modals & dialogs – Containers lack proper focus management: focus is not trapped inside the containers while activated
* [Admin] Cohort Summary, Profile Detail: Main tablist – Focus may be reset unexpectedly to the Breadcrumb (earlier in the page) upon the keyboard activation of a tab, i.e. a link within the list for selecting tabbed content, while using AT. Focus management is not utilized to facilitate keyboard/AT users navigating from the tablist to activated tabbed content.
* [Admin] Profile Detail: Modals in "Profile Management" tab – The containers notifying of unsaved changes to a profile or to confirm deactivation lack proper focus management: focus is not trapped inside a container while it is activated
 |
| [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 | Does not support | Some elements across the site have visible indications of focus, but there are significant instances where the lack of focus indication (sometimes involving the disabling of default focus styles via CSS) may hamper basic keyboard operability.**Exceptions:*** [Learner] All pages (except Welcome & Transcript): Header/footer links & components – Elements lack visible focus indicators
* [Learner] Reflection: Links within main content area – Elements lack visible focus indicators: default focus styles are disabled
* [Learner] Journal Entry: Tags selection – Selectable components under each question regarding tags, "Which of the options below is your answer most related to?", lack visible focus indicators.
* [Learner] Survey Entry: Radio buttons – Input elements lack visible focus/selection indicators
* [Learner] Logout: "Click here" button link – Button link lacks a visible focus indicator
* [Admin] All pages: Links & components within main content area – Many interactive elements lack visible focus indicators: default focus styles are disabled
* [Admin] All pages: Header/footer links & components – Elements lack visible focus indicators
 |
| [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 – Web Content

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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 | Partially supports | Headings are programmatically determinable in some areas of most pages across Learner and Administrator contexts to help distinguish content, although many pages lack a first heading or may otherwise have some deficiencies in logical heading order. Programmatically determinable lists are often used to group related items – for example, global navigation links are organized within a list structure. Table markup is utilized appropriately in many instances, especially for the tabular data on Reports pages in the Administrator context. Landmarks are defined appropriately in some areas, for example to demarcate the global navigation and footer.**Exceptions:*** [Learner] Reflection: Headings – Heading level is skipped (between <h1> and <h3>)
* [Learner] Reflection Feedback: Headings – Page lacks first and second heading level (<h1>, <h2>)
* [Learner] Reflection Feedback: Journal Entries & Comments – Text content in journal entry area lacks semantic markup, e.g. to make distinctions between questions, answers, and tags (which are visually differentiated). Tags may lack appropriate list markup.
* [Learner] Journal Entry: Step progress indicator – Static step indicator for single-page form lacks (ordered) list markup
* [Learner] Journal Entry: Tags selection – The multiple-choice selectable components under each question regarding tags, "Which of the options below is your answer most related to?", are not grouped (e.g. contained within a fieldset or an element with group role)
* [Learner] Survey Entry: Radio buttons – Input options for each question are not appropriately grouped i.e. contained within fieldsets.
* [Learner] Survey Entry: Headings – Page has a visually distinguishable main heading, but it is not defined as <h1>
* [Learner] Transcript: Headings – Skipped heading level (<h2>); and <h3> elements are arguably used only for presentational effect
* [Learner] Professional Skills: Headings – Several heading levels are used only for presentational effect: a skipped heading level between <h1> to <h4>, where <h4> should be paragraph text; several headings that do not accurately reflect structure and relationships (<h4> before <h3> for module/lesson numbers and titles, and <h5> used for lesson durations on module page)
* [Admin] All pages: Headings – Many pages lack or skip several programmatically determinable heading levels (e.g. <h1>, <h2>), although visually distinguishable main or secondary headings may be presented in most instances
* [Admin] Admin: Main content – Text content in main content area lacks semantic markup, e.g. to make distinctions between and define headings and lists (which are visually differentiated).
* [Admin] All pages (except Admin & Reports): Breadcrumb – Breadcrumb is not contained within a nav landmark with appropriate aria-label, and page hierarchy is not denoted with list markup
* [Admin] All Profiles, Profile Detail, Learners on Alert, pages in Reports: "Alert Level" selection – Input lacks a programmatic label: "Alert Level" is a heading
* [Admin] All Profiles: "Select Profile Type" modal – Components are a logically a set of related controls but are not implemented as such (e.g. a group of radio buttons), and instead are a series of undifferentiated containers/<div> elements. Within <div> elements, heading elements <h3> are used only for presentational effect, and do not accord with logical heading sequence.
* [Admin] All Profiles: "Select Profile Type" modal – Additional instructions/warning upon "Admin" selection is not programmatically communicated to AT
* [Admin] Import Profiles: Radio buttons under "Select a Role" – Related input elements are not appropriately grouped, i.e. contained within a fieldset with "Select a role" as the legend
* [Admin] Import Profiles: File upload input – Input lacks a programmatic label: "Choose a file" is a heading. The additional information on file size and format support presented after the input is also not programmatically associated.
* [Admin] All Cohorts, All Profiles: Table header – A <th> cell is empty (contains no text)
* [Admin] All pages (except Admin & Reports): Tables – Table headers lack scope attributes (tables may contain data that require disambiguation)
* [Admin] Profile Detail: Table in "eLearning Performance" tab – Several <th> cells are empty (contain no text). When an accordion panel for a Module is expanded, what appears to be a sub-table for Module data is inserted within the main table, in the form of additional table rows. These table rows are accompanied by their own header row of <th> elements. Scope attributes for the multi-level headers apply to data cells in a conflicting/compounding manner, leading to excessive verbosity for AT users. Data cells in the complex composite table may require header attributes for disambiguation – or, the Module tables should be presented separately.
* [Admin] Profile Detail: Headings in "eLearning Competency Progress" tab – Several heading elements e.g. <h1>, <h5> are used for presentational effect and disrupt the logical heading order
* [Admin] Profile Detail: "Feedback" tab entries – Text content lacks semantic markup, e.g. to make distinctions between prompts, answers/entries, and tags. Some of these relationships are presented visually, a heading structure exists, although the heading order may be incorrect (i.e. <h3> and <h4> are swapped). Tags may lack appropriate list markup.
* [Admin] Profile Detail: Previous alert history in "Alert Status" tab – Information is presented sequentially akin to a list, but lacks semantic list markup
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| [2.4.1: Bypass Blocks](https://www.w3.org/TR/WCAG21/#bypass-blocks) (A)Users can bypass repeated blocks of content. | Partially supports  | Most pages feature headings in some areas – and landmarks are defined for the global navigation and footer – allowing users using Assistive Technology some facility to jump to different areas of content quickly. **Exceptions:*** All: Page structure – General lack of methods to bypass repeated content such as header and navigation (e.g. "skip to main content" link, main page region)
 |
| [2.4.6: Headings and Labels](https://www.w3.org/TR/WCAG21/#headings-and-labels) (AA) Headings and labels are clear and consistent. | Partially supports | Headings and labels used are largely clear and descriptive. For example, most pages feature visually distinct (if not programmatically determinable) main and secondary headings. **Exceptions:*** [Learner] Reflection Feedback: "Send reply…" field – Label element encapsulates <textarea> and <button> – however the button text "Send" may not constitute a descriptive label for the input, nor does the field placeholder text "Send Reply…" suffice as a programmatically available label
* [Learner] Logout, Journal Entry, Success: Headings – Pages lack any headings for content
* [Learner] Transcript: Icon button in "Certificate" column – Icon button is labelled with a text alternative, "VIEW", that may be insufficiently descriptive for the change in context (activating the button opens the View Certificate preview screen)
* [Admin] Profile Detail: "Send reply…" field for response in "Feedback" tab – Label element encapsulates <textarea> and <button> – however the button text "Send" may not constitute a descriptive label for the input, nor does the field placeholder text "Send Reply…" suffice as a programmatically available label. If a response already exists for the entry, "Hide # response" may be the closest contextual section heading/label (for the button that expands the response panel) – this may not be sufficiently clear/descriptive in context to help understand the input label.
 |
| [3.1.1: Language of Page](https://www.w3.org/TR/WCAG21/#language-of-page) (A)The language of the page is specified | Supports | Across all pages, the language is 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. | Supports | Functionality to select a language/locality is only available on Login. The language of the main container is appropriately specified if a selection is made, e.g. lang="zh". |
| [4.1.1: Parsing](https://www.w3.org/TR/WCAG21/#parsing) (A)Use valid, error-free HTML | Partially supports | Almost all 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.**Exceptions:*** [Learner] Transcript: Element ids – Elements have duplicate id attributes: id="user-menu-flyout", id="user-menu-btn", id="user-menu-button-icon". The footer and several tr elements have null id values, i.e. id=""
* [Admin] All Profiles: "Search by Name or Email" form label – Label element encapsulates another – the child <label> is erroneously present and may interfere with communicating the correct label text to AT
* [Admin] All Units: Table – <table> element has empty value for id attribute: id=""
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### Labeling – Web Content

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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. | Does not support | The only pages with personal input fields are Login and Take Survey (while editing “Employment Profile”). Relevant fields on these pages lack autocomplete attributes. Profile Management pages in the Administrator context may contain inputs relating to personal information for individual Learners – these appropriately do not identify purpose for personal input. |
| [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 each page: a non-descriptive title "Elsevier" (or "TTP CE" for Transcript) is used for most pages across the site. |
| [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:*** [Learner] Logout: "Click here" button link – Label text is ambiguous and not descriptive about purpose/target; button is styled and functions similarly to a hyperlink
 |
| [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:*** [Learner] View Certificate: "Download" button – Button label text has a repetitive accessible name ("Download Download") due to the presence of an extraneous visually-hidden <span>
* [Learner & Admin] All pages: "User name" field – Visible field placeholder text (field has no other visible label) reads "User ID / Email" that does not accord with input's aria-label "User 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. | Supports | Most components are consistent across the site, 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, errors are typically validated before form submission, and error messages are presented adjacently, visually distinguished via different text color (red). Error messages are announced to AT in some instances – for example in the “Create New Cohort” & “Create New Unit” modals, and in the “Profile Management” tab in Profile Details. Several other error states are not programmatically determinable.**Exceptions:*** [Learner] Journal Entry: "This question is required." message – Error validation for incomplete required fields occurs before form submission, however the error message may only appear for certain fields – although all fields in the form are marked as required. In the context of its presentation after a text input and multiple-choice pair, the error message is ambiguous as to which question is required. The Submit button remains disabled until all required inputs are complete despite the occasional absence of the error message.
* [Learner] Survey Entry: Incomplete form – Submit Survey button remains disabled until all required inputs are complete despite the absence of any error message (validation for incomplete fields occurs before form submission).
 |
| [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:** * [Learner] Journal Entry: Input labels – Asterisk '\*' symbol is included within field labels for textarea inputs to denote required status (note: all fields on page are required) – however, it is not accompanied by a statement explaining that the asterisks correspond to required fields, or other method of disambiguation (e.g. aria-required attributes)
* [Learner] Survey Entry: "Survey Comments" textarea – Label element for the input is hidden via CSS display:none, making it unavailable to AT. Adjacent text potentially functions as a visible label, yet differs from the text of the label element. Character limit is not programmatically included in instructions.
* [Learner] Survey Entry: Incomplete form – Required inputs are not indicated, and the Submit Survey button remains disabled until all required inputs are complete despite the absence of any error message (validation for incomplete fields occurs before form submission).
* [Admin] All Cohorts, All Units: Input labels in 'Create New' modal – Asterisk '\*' symbol is included within field labels for inputs to denote required status (note: all fields are required) – however, it is not accompanied by a statement explaining that the asterisks correspond to required fields. An <input> element has the required attribute, but other components do not use an appropriate method of disambiguation (e.g. aria-required attributes).
* [Admin] Import Profiles: File upload input – Field requirement is not indicated, programmatically or otherwise – except for the form's "Create Profiles" button remaining disabled until a file for upload is selected
 |
| [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, typically before form submission. Error messages presented adjacent to incomplete or invalid fields assist in the identification of specific fields to correct within forms. The nature of content would largely not give rise to opportunities for error suggestions, but relevant suggestions are occasionally provided in text – for instance, concerning file type limitations in the Administrator context’s Import Profiles upload functionality.  |
| [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:*** [Learner] Reflection: "Journal Entry" & "Survey Entry" – <div> elements emulate hyperlinks with keyboard interactivity, but may not be recognized as links by AT as they lack appropriate role attributes (implementation as <a> elements would be preferable)
* [Learner] View Certificate: Modal – Container lacks dialog role and aria-modal="true" attributes
* [Admin] All Profiles: Skip to end/back' (table page navigation), 'ellipsis' (final column) icon buttons – Buttons lack accessible names – label are empty as icons do not have text alternatives
* [Admin] All Profiles: Magnifying glass' icon in "Search by Name or Email" field – The generic <div> containing the icon has an aria-label attribute (which is extraneous)
* [Admin] All Profiles, Profile Detail, Learners on Alert, pages in Reports: Icon button in "Status" column – Buttons lack accessible names – button labels are empty as constituent icons representing relative "Alert Level" & caret/arrow do not have text alternatives (buttons signify current alert status and also activate a popup container for selection).
* [Admin] All pages (except Admin & Reports): Modals & dialogs – Containers lack dialog role, and modals lack aria-modal="true" attributes
* [Admin] All Cohorts, All Profiles, All Units, Satisfaction, Participation: Tables – Tables have extraneous/confusing aria-label attribute
* [Admin] Cohort Summary, Profile Detail: Main 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 is less functional for use with keyboard/AT.
* [Admin] Satisfaction: "Overall Satisfaction" line chart – The chart <canvas> element lacks an accessible name or role
* [Admin] Cohort Summary, Profile Detail: Charts – Chart <canvas> elements lack accessible names or roles
* [Admin] Profile Detail: Expandable caret '^' buttons in "eLearning Performance" tab – Buttons lack accessible names – labels are empty as icons do not have text alternatives. Button activation toggles expandable accordion panels but do not utilize aria-expanded attributes to communicate state.
* [Admin] Profile Detail: Buttons for response panel in "Feedback" tab – Button activation toggles expandable accordion panels but do not utilize aria-expanded attributes to communicate state.
 |
| [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. | Partially supports | Status messages, although uncommonly encountered, are sometimes not announced by assistive technology. Error messages are announced to AT in several instances (for example via role="alert" in the “Create New Cohort” & “Create New Unit” modals, and in the “Profile Management” tab in Profile Details).**Exceptions:*** [Learner] Journal Entry: Step progress indicator – Progress along steps for the single-page form is updated dynamically with indications of completion based on input, but is not communicated to AT
* [Learner] Journal Entry: "This question is required." message – Error message indicating incomplete required field is presented visually after the field (validation occurs before form submission), but is not programmatically communicated to AT
* [Learner] Survey Entry: "Survey Comments" character count – Error message upon exceeding character limit is not programmatically communicated to AT
* [Learner] Transcript: Results count – Count of results within the table e.g. "Showing 3 of 3" is affected by filter (date) selection, but updated counts are not announced to AT
* [Learner & Admin] All pages: Loading (between pages) – Interstitial loading state (presented via "Loading…" text or animated graphic) is not announced to AT
* [Admin] Satisfaction, Participation, Survey Comments, Journal Entries: Filter selection status – Status text such as the enumeration of displayed results (e.g. "## learners", "# of # Journal Entries") may be updated dynamically on the page upon filter selection or modification, yet are not announced to AT.
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### Multimedia – Web Content

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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. | Supports (N/A) | There is no pre-recorded audio-only or video-only content. |
| [1.2.2: Captions (Prerecorded)](https://www.w3.org/TR/WCAG21/#captions-prerecorded) (A)Provide captions for pre-recorded audio | Supports (N/A) | There is no pre-recorded audio content. |
| [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 | Supports (N/A) | There is no pre-recorded synchronized audio/video content. |
| [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. | Supports (N/A) | There is no pre-recorded video content. |
| [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 – Web Content

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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 | Most pages are not subject to session time limits. Pages expecting input or form submission, such as Survey Entry, feature a session timeout for user inactivity. After a period of inactivity of ~20 minutes, a dialog is presented to ask if the user would like to extend the session and avoid the timeout (“Are you still there?”); a countdown of 1000 seconds is initiated and shown in the dialog. The dialog advises that the user may avoid the timeout via single mouseclick or keypress. Failure to respond by the end of the countdown results in the user being logged out of the session. Note: See [corresponding Professional Skills Curriculum section for this checkpoint](#_Usability_-_Shadow) for relevant guidance on time limits whenever such content is loaded.  |
| [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. | Partially supports | In either Learner or Administrator contexts, pages representing main areas of content (i.e. collating links to related sub-pages) may be reached via global navigation. The Administrator context features search and filter functionality to reach individual (Learner) Profile Detail pages in multiple areas across pages; several pages also present links to a subset of Profile Detail pages relevant to their content (e.g. Learners on Alert). Secondary navigation is present in various areas of the Administrator context in the form of breadcrumb trails representing page hierarchy. Neither Learner nor Administrator contexts feature global search functionality to index pages or content, nor a sitemap. **Exceptions:*** [Learner] Professional Skills: Links to content/sub-pages – The array of links facilitates sequential navigation to "drill down" a hierarchy of nested pages (e.g. "View Module", then "Start Lesson"), although there is a lack of any alternative method to browse the pages (e.g. table of contents or sitemap)
* [Learner] Welcome: Function as "home page" – Welcome page functions as an initial/main "home page" upon Learner login, presenting links to several main sections of content, but may not be easily reached again if the user navigates away (user will have to logout/login again to view Welcome again). The Reflection page then seems to take over as the "home page", although it only presents Reflection-specific content.
* [Admin] Admin, Reports: Function as "home page" – Admin functions as a default "home page", but only contains links specific to the Admin section of content. In general, reaching sub-pages within Reports requires first navigating to Reports via global navigation.
 |
| [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. | Supports | User input, such as changing the values of form elements, does not initiate unexpected actions or changes in context. |
| [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 in the Administrator role, and largely consistent across almost all pages in the Learner role. For example, Main navigation links in the header and supplementary links in the footer are always consistent across pages when the user is an Administrator, occurring in the same relative order.**Exception:*** [Learner] Transcript, Take Survey, View Certificate: Header navigation – Pages have a slightly different header from that in use across all other Learner pages, and it features only a subset of the regular main navigation links
 |
| [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 – Web Content

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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 | 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. |

## Professional Skills Curriculum: WCAG 2.1 A and AA Success Criteria

### Visuals – Professional Skills Curriculum

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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) | Partially supports | Significant portions of Professional Skills Curriculum content, particularly in Lessons with 3d simulation scenarios, are intended to create specific sensory experiences toward educational objectives. In such instances, descriptive identification of time-based visually and auditorily depicted scenarios are often provided in text, either via the captioned dialog of a Nurse Educator character, intertitle text sequences during scene changes, or headings/labels on screen. Lessons may very occasionally incorporate 3d simulation graphics or audio recordings as part of an assessment (along with headings/labels describing the purpose of the exercise), e.g. a visual inspection or auscultation of a body part.In some instances, graphic UI components may feature text labels on mouseover hover – e.g. icon buttons to interact with specific characters on screen. Note: The text equivalents and alternatives are presented on screen but are not programmatically determinable due to the technologies employed. Images, icons, or shapes on UI components may not always have appropriate text equivalents available on screen.**Exceptions:** * Feedback for correct/incorrect answers are displayed along with either green 'checkmark' or red 'X mark' icons, which are not accompanied by simple text alternatives e.g. "Correct" heading/label on screen
* Certain scenarios may require identification of icon buttons presented over scene backgrounds. Text labels for the icons are only presented upon mouseover hover.
 |
| [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.For example, Lesson Info guidance to locate components like the EHR within the left menu involves specific identification via text label (and demonstrative screenshot). In another instance, guidance is provided to locate the "orange question mark icon at low right corner". |
| [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 instance, colored icons (green/red/yellow) in the Lesson History and Options panels indicating answer feedback feature meaningful symbols such as checkmarks or X marks. Both the color and shape of a selected tab in the EHR is also distinct from the other unselected components in the tablist.**Exceptions:*** Dots representing page/panel progress in the Lesson Info modal only utilize color difference to indicate position
* Incorrectly selected options within a PICOT quiz section are only distinguished from correct ones by a change in component background color, although alert icon is also added to section headings when an incorrect option is present
 |
| [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:*** In EHR, patient name may lack sufficient contrast against its background (white/steel blue). On selected tab, text (dark grey) lacks sufficient contrast against background (orange). Close button text (white) lacks insufficient contrast against button background (orange).
* Selected options may be indicated with colorful elements containing text containing meaningful text, e.g. "1" within a green circle to indicate first an option selected in the correct order. Such text may lack sufficient contrast against backgrounds.
* Heading text (white) of Nurse Educator lecture slides may lack sufficient contrast against background (green)
* Headings/prompts (blue) in quizzes presented via virtual tablet may lack sufficient contrast against background (white)
* Answer key/confirmation text for Proposal Decisions (white) has insufficient contrast with container backgrounds (pink or green)
* In multiple choice quizzes presented over scenes (e.g. conversation with Technician), text (white) in containers (various colors with opacity) may lack sufficient contrast
 |
| [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. | Does not support | There is no facility to resize text in Curriculum content – neither browser nor Operating System zoom settings affect the automatic full-screen mode. |
| [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 | Supports (N/A) | The technologies utilized do not support such a distinction between text and images of text (content is not implemented via markup languages). |
| [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. | Does not support | The application automatically enters full-screen mode (during an initial phase and on resume) and employs a horizontally-oriented aspect ratio, generally meant to simulate human field of view/scale in Lessons. Horizontal and vertical scrolling of content is not relevant or possible while in full-screen mode. There is no responsive view for Curriculum content in general; browser zoom settings do not have any effect during full-screen mode. At moderately lower screen resolutions and narrower dimensions, interface and other components may shift in position to a limited extent, but the horizontal orientation of content is assumed (see SC 1.3.4). |
| [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 | Most non-text UI components and graphical objects have at least a 3:1 contrast ratio.**Exceptions:*** Dots representing page/panel progress in the Lesson Info modal have insufficient contrast between grey and blue
 |
| [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 (N/A) | Content is not implemented using markup languages, and text style properties may not be changed. Users are not provided with any alternative option to modify the spacing between characters, lines, and paragraphs. |
| [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 | Tooltips in Lesson content, e.g. icon button labels or character names in 3d simulation scenes, are typically not 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 applicable flashing content exists. |

### Keyboard – Professional Skills Curriculum

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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 | Does not support | The visual order of content as presented appears logical, but a correct reading sequence is not able to be programmatically determined due to the technologies employed (content is not implemented via markup languages). Assistive technology such as screen readers are not able to make sense of any Professional Skills Curriculum content. |
| [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 | Professional Skills Curriculum content does not support keyboard operation. Note: Keyboard functionality is rendered inoperable for the entire application upon initialization. |
| [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 (N/A) | Due to the lack of keyboard functionality, keyboard traps are not encountered in Professional Skills Curriculum content.Note: As noted under SC 2.1.1, typical keyboard functionality is disabled upon load of application. |
| [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) | Professional Skills Curriculum content does not utilize 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 | Supports (N/A) | Professional Skills Curriculum content does not feature any focusable elements due to the lack of keyboard operability. |
| [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 (N/A) | Professional Skills Curriculum content does not feature any focusable elements due to the lack of keyboard operability. There are visible mouseover hover states for most components (e.g. outlines/color changes) that provide indication of pointer location and interactivity during typical pointer operation. |
| [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) | Professional Skills Curriculum content does not feature any focusable elements due to the lack of keyboard operability. Typical pointer operation does not cause unexpected actions/changes of context, as clicked components usually result in the expected control activation. During Lessons with 3d simulations, certain modal/dialog containers on screen may be dismissed by clicking outside the container (in addition to using the close button) – an action logically akin to resetting context to the general Lesson scene/interface. |

### Headings and Structure – Professional Skills Curriculum

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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 | Partially supports | The technologies employed do not allow for programmatically determinable information and relationships, and opportunities to appropriately communicate relationships via text descriptions are sparse.However, text content is organized visually in a logical manner in general. For instance, headings feature consistent and logical styling in various interfaces and areas; standard text formatting conventions are used for lists; tables often have visually distinguishable headers. Significant scene changes along the Lesson simulation are presented visually, via intertitles/text sequences and animation – auditory cues are typically limited to the conclusion of speech.Exceptions:* Contexts/sections of content involving skeuomorphic modal or simulation views (Patient Vital Signs readout, virtual tablet) are largely distinguished via non-text visual and animation cues (sparse headings/labels).
 |
| [2.4.1: Bypass Blocks](https://www.w3.org/TR/WCAG21/#bypass-blocks) (A)Users can bypass repeated blocks of content. | Supports (N/A) | Professional Skills Curriculum content is not a set of web pages, so a mechanism to bypass repeated blocks of content is not applicable. |
| [2.4.6: Headings and Labels](https://www.w3.org/TR/WCAG21/#headings-and-labels) (AA) Headings and labels are clear and consistent. | Partially supports | Most headings and labels used are clear and descriptive across Professional Skills Curriculum content, especially in the main components of the interface framing simulation scenes, interfaces that simulate textual media (EHR), and various dialogs and modals.For example, the EHR features a tabbed interface which is clearly visually labelled, and its tabbed content has a logical heading order communicated via a consistent visual hierarchy.**Exceptions**:* Selectable objects/components in 3d simulation scenes may lack sufficiently descriptive labels (via mouseover tooltips), e.g. "Enlarge" to view a representation of a poster in greater detail
 |
| [3.1.1: Language of Page](https://www.w3.org/TR/WCAG21/#language-of-page) (A)The language of the page is specified | Supports (N/A) | The technologies employed do not allow for language to be specified or programmatically determined.  |
| [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. | Supports (N/A) | The technologies employed do not allow for language to be specified or programmatically determined. There may be brief parts of dialogue that do not match the default language captured within the transcript in the Lesson History panel as user progresses along scenario content. |
| [4.1.1: Parsing](https://www.w3.org/TR/WCAG21/#parsing) (A)Use valid, error-free HTML | Supports (N/A) | Professional Skills Curriculum content is not implemented via an applicable markup language. |

### Labeling – Professional Skills Curriculum

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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. | Supports (N/A) | No applicable form elements that collect information about the user are present in Professional Skills Curriculum content. |
| [2.4.2: Page Titled](https://www.w3.org/TR/WCAG21/#page-titled) (A)The page has a title describing its topic or purpose | Supports (N/A) | The technologies employed do not support a page/document title analogous to that of web pages. Discrete document titles are not relevant to the form of interactive content in Lessons (e.g. simulation scenarios).Note: the initial web page that launches Professional Skills Curriculum content lacks a descriptive title. |
| [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 | Professional Skills Curriculum content takes the form of largely self-contained applications (e.g. a Lesson’s simulation scenario) rather than sets of pages or documents, although some elements have interactivity somewhat analogous to hyperlinks. An identifiable purpose may often be determined from the link text or surrounding context of such elements.For example, numbered citations on various modals may take the form of linked digits preceded logically by text “Citations” – each such link leads directly to the respective citation within another “Resources” modal (list of references). In other instances – while there remains some ambiguity around the context changes they may initiate as links that open external content in a new tab – the “User Guide” and “Resources” button links within the left menu are descriptive about their destination content.**Exceptions:*** Supplementary information in Proposal Decision panels may contain links that are not sufficiently descriptive about purpose, e.g. "this chart"
 |
| [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 (N/A) | The technologies employed do not allow for programmatically determinable accessible names for UI components. Consequentially, and in conjunction with the lack of keyboard operability, these components are typically not usable with assistive technology. |
| [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 | While Professional Skills Curriculum content is neither a set of web pages nor much analogous to one, UI components are typically consistent within each Lesson, and across Lessons. Components are identified consistently (visually/symbolically/in text) where they perform the same function.For example, in Lessons featuring 3d simulations, the various main menu bar options on the left are largely persistent in the same order and position across scenes and have consistent visual labels; Lesson History and Options panels on the right also feature predictable conventions for components and icons. |
| [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 | Error validation often occurs during the constituent quiz exercises of Professional Skills Curriculum content, and immediate feedback is readily provided upon user input submission (typically pointer selection of multiple-choice components).For example, several Lesson scenarios present explanatory text upon option selection, including suggestions for correct answers when erroneous options are selected. In Post-Test multiple choice questions, incorrect selection similarly reveals error messages with educational explanations hinting at correct answers. Such error identification/feedback is typically provided in support of educational objectives – aggregate assessment scoring models for Lessons or Post-Tests may take any erroneous selections during the constituent quiz exercises into account.Note: Error states are not programmatically communicated to AT, nor is focus management used for convenient error indication, due to the technologies employed. |
| [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 components or elements analogous to form controls.The main conventions around user input are consistent, simple, and well-indicated. For example, during Lessons, dialogue and action options are presented within the Options panel on the right. Such scenarios are typically accompanied by a brief “Instructions” text container towards the top of the screen. In Post-Tests, each multiple-choice question features a set of clearly labeled radio options.In addition, the loading and introductory phases of each Lesson typically present contextual information regarding educational objectives, followed by instructions relating to specific features or components in the Lesson. For example, an introductory slide for a simulation scenario involving the recording of patient care plan information via virtual tablet might detail its requirements (e.g. complete selection of all relevant information) for correct submission and progress. These instructions may be reviewed at any time during the Lesson via the Lesson Info button.Note: The technologies employed do not allow for labels to be programmatically associated with their inputs. **Exceptions:** * Instructions presented during introduction screens/Lesson Info may not be sufficiently descriptive about when an answer or input will be submitted – e.g. checkboxes on a virtual clipboard sequence that validate immediately upon selection, rather than after a "Proceed" button is activated
 |
| [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 often occurs during the constituent quiz exercises of Professional Skills Curriculum content, and immediate feedback is readily provided upon user input submission (typically pointer selection of multiple-choice components).For example, several Lesson scenarios present explanatory text upon component selection, including suggestions for correct answers when erroneous options are selected. Past character dialogue and previously selected options may also be reviewed via the Lesson History panel, accompanied by supplementary feedback for correct/incorrect answers. In Post-Test multiple choice questions, incorrect selection similarly reveals error messages with educational explanations hinting at correct answers. Such error identification/feedback is typically provided in support of educational objectives – aggregate assessment scoring models for Lessons or Post-Tests may take any erroneous selections during the constituent quiz exercises into account.  |
| [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 | The technologies employed do not allow for the name, role, and value of components to be specified or communicated in programmatically determinable ways. Consequentially, and in conjunction with the lack of keyboard operability, these components are typically not usable by assistive technology. |
| [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. | Supports (N/A) | Status/dynamic messages are presented on screen occasionally – for instance as intertitle text upon scene change – however Professional Skills Curriculum content is not implemented via an applicable markup language that enables them to be programmatically determined (i.e. communicated to assistive technology). Some status content such as score tracking bars (e.g. “Workplace Civility”) is presented non-textually. The state of application itself during the initial loading phase is similarly presented visually via status text and progress bar, but not communicated to AT. |

### Multimedia – Professional Skills Curriculum

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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. | Supports (N/A) | There is no prerecorded audio-only or video-only content. |
| [1.2.2: Captions (Prerecorded)](https://www.w3.org/TR/WCAG21/#captions-prerecorded) (A)Provide captions for pre-recorded audio | Supports | Lessons (generally 3d simulation scenes, occasionally recorded video) typically include prerecorded audio content. Captions, including speaker labels, are typically provided on screen and synchronized with spoken dialogue. A supplementary form of captioning for the spoken dialog of virtual patients is also provided within the dynamically updating Lesson History panel – users may review/scroll up through this transcript of previous captioned dialogue.Note: Any captioning is not available to assistive technology.  |
| [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 | Does not support | Lesson content (3d simulation or video) – for example during the representation of actions or perspectival/scene changes – is not accompanied by audio description, nor sufficiently descriptive on-screen transcripts. Narration in available audio does not properly suffice for audio description. Non-specific scene descriptions may be presented in the form of intertitle text sequences, but they are not available to assistive technology. |
| [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. |
| [1.2.5: Audio Description (Prerecorded)](https://www.w3.org/TR/WCAG21/#audio-description-prerecorded) (AA)Provide an audio description of pre-recorded video. | Does not support | Lesson content (3d simulation or video) – for example during the representation of actions or perspectival/scene changes – is not accompanied by audio description; narration in available audio does not properly constitute audio description. |
| [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 | Lessons may have audio that plays automatically, for example during longer sequences of dialogue spoken by virtual characters (occasionally involving scene changes). Functionality to pause Lesson content entirely is available via the Pause button in the left menu bar: pausing the Lesson will pause all audio content. There is no functionality to control audio volume independently from Operating System settings. |
| [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. | Partially supports | Professional Skills Module content includes 3d animation simulations and auto-updating information in many Lessons. Such content may typically be considered essential. For example, user interaction is not permitted during animation/updates in the initial loading phase, providing a useful indication of progress. Animations of characters and environments in the 3d simulations are typically direct and brief (e.g. scene/perspective changes lasting less than five seconds, representations of actions initiated by users), or subtle and sustained (the nominal movements of resting/breathing). In either case they provide information essential to the simulations’ educational content relating to the physical environments and circumstances they are meant to represent. Note: Functionality to pause Lesson content, including any animated simulation content, is available via the Pause button in the left menu bar. However, doing so will pause the entire application context, limiting user interaction to either exiting or resuming the Lesson.**Exceptions:*** The dynamic transcript in the Lesson History automatically updates in synchronization with character dialogue or user selections, and has significant utility for students reviewing previous dialogue/actions in the scenario. However, there is no functionality to hide the section until desired, nor control the update frequency.
 |

### Usability – Professional Skills Curriculum

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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 (N/A) | There is no definitive session timeout for Professional Skills Curriculum content, or it is longer than 20 hours. Pausing the application state, a function available during Lesson content, is at the discretion of the user and has no effect on the session timeout. |
| [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 (N/A) | Professional Skills Curriculum content is neither a set of web pages nor analogous to one – for example, the linear form of (simulation) content within a Lesson aligns to its educational process/objective. |
| [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. | Supports | User input does not initiate unexpected actions or changes in context. Interactivity in Lesson content typically continues linear progress along scripted scenarios where potential changes in context are predictable or expected. |
| [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 Professional Skills Curriculum content. Consistency of main navigation is evident within each Lesson, and generally across Lessons.For example, the main menu bar options are always on the left, and persistent in the same order and position across scenes. |
| [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 – Professional Skills Curriculum

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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. | Partially Supports | Landscape orientation is assumed for Lesson content upon launch, and view/operation of content restricted to landscape throughout. In full-screen mode (automatically entered during initial phase and on resume), parts of the interface or content may be obscured if device orientation is switched. Landscape orientation is generally intended to simulate the human field of view/scale for 3d simulation content – yet the restriction applies across all Lesson interfaces/content, e.g. EHR information.Post-Test content does not restrict view nor operation to a single display orientation.Note: Transition to Practice considers mobile devices (phones and tablets) unsupported platforms for Professional Skills Curriculum: see the Transition to Practice Support Center articles “[Is the site accessible via a mobile device?](https://service.elsevier.com/app/answers/detail/a_id/31215/c/10543/supporthub/transition-practice/)” & “[What are the technical requirements for Transition to Practice?](https://service.elsevier.com/app/answers/detail/a_id/36078/c/10546/supporthub/transition-practice/)”. Mobile devices are shown a dialog noting the lack of support upon launch of lesson content; content will only continue loading upon user acknowledgement. **Exceptions:*** Buttons to progress beyond the initial phases before main Lesson content is loaded may be obscured/unreachable on displays with a portrait orientation, especially displays with narrower dimensions
* Landscape orientation may not be essential to information/content, e.g. EHRs, or static image scenes with side panels of text – however orientation continues to be enforced throughout Lessons
 |
| [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 | Partially supports | Almost all interactive content functions through the Up-Event, allowing users to potentially move their pointer off the component to cancel. In drag-and-drop interactions, for instance during the PICOT “Instructions” quiz, users are able to abort the action by returning draggable items to the initial area and releasing the pointer.**Exceptions:*** Button to resume a paused Lesson initiates on the Down-Event (resumption also initiates full-screen mode)
 |
| [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)

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| **Criteria** | **Conformance Level** | **Remarks** |
| 302.1 Without Vision | Does not support | Web: User interface and content are generally compatible – with several exceptions – with screen readers, featuring meaningful semantic structure and consistency across many areas.Professional Skills Curriculum: User interface and content are not compatible with screen readers: keyboard operability is not supported, and components and contents are not programmatically determinable. For some Lesson content (3d simulation or video), dialogic text presented visually in the Lesson History panel is accompanied by automatic narration or speech. However, in general, content neither provides audio descriptions nor descriptive transcripts in text that are available to AT. |
| 302.2 With Limited Vision | Partially supports | Web: Style sheets separate presentation from content. Personal style sheets and Operating System contrast can be applied. Browser zoom (content and functionality preserved at 200%) and screen magnification applications are supported. Most pages feature reflow/responsive design, although tabular content may require horizontal scrolling at higher browser zoom levels. Professional Skills Curriculum: Presentation is not separated from content, and personal styles and preferences may not be applied. No built-in zoom or text-size enlargement functionality is provided. The default mode is full-screen – exiting full-screen will pause content. Screen magnification applications are supported, although several component labels are only present in mouseover tooltips that are not hoverable. User interface and content are not compatible with screen readers. |
| 302.3 Without Perception of Color | Partially supports | Web: 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.Professional Skills Curriculum: Perception of color is not required to use most content, although there are exceptions where color is used as the sole means of conveying information and certain text/components with insufficient color contrast. Lesson 3d simulation content may be visually complex, but usually does not require color perception to distinguish or interpret represented phenomena during scenes – such content may also be accompanied by dialogue/text to establish context, if not general description. |
| 302.4 Without Hearing | Supports | Web: There is no content that requires hearing.Professional Skills Curriculum: Lessons may feature a significant amount of audio content in the form of dialogic speech – this is typically represented in text equivalents on screen in the form of captions and dynamic transcripts. Scene changes coinciding with a chime/notification sound have a distinct visual presentation via intertitles or other text. Content may very occasionally include minor assessment exercises such as simulated auscultation procedures that require the sense of hearing to distinguish and interpret auditory phenomena. |
| 302.5 With Limited Hearing  | Supports | Web: There is no content that requires hearing.Professional Skills Curriculum: Lessons may feature a significant amount of audio content in the form of dialogic speech – this is typically represented in text equivalents on screen in the form of captions and dynamic transcripts. Scene changes coinciding with a chime/notification sound have a distinct visual presentation via intertitles or other text. There is no independent volume control functionality. |
| 302.6 Without Speech | Supports | Web: There is no content that requires speech input.Professional Skills Curriculum: There is no content that requires speech input. |
| 302.7 With Limited Manipulation  | Partially supports | Web: Visible labels are provided for most 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.Professional Skills Curriculum: Content defaults to full-screen mode, where many components have generous target sizes. Lack of support for keyboard operability in general means that the use of a pointing device (i.e. mouse) is required. Some content (including some component labels) is only visible on mouseover hover. Occasionally, drag-and-drop interaction is required to complete an exercise. |
| 302.8 With Limited Reach and Strength | Supports | Web: Navigation and interactivity is typically simple and predictable along the conventions of web content, including the use of the keyboard (standard/simple keystrokes) with certain exceptions.Professional Skills Curriculum: While content assumes certain device requirements (desktop/pointing device), pointer operation is typically simple and conventional. |
| 302.9 With Limited Language, Cognitive, and Learning Abilities | Partially supports | Web: Interface is largely simple and consistent, with erroneous input clearly identified in most instances. Admin context may feature complex data tables and visualizations. No specific modes of content, presentation, or interactivity are provided for individuals with limited cognitive, language and learning abilities.Professional Skills Curriculum: Most content is a component of an assessment, presentation, or other educational exercise for specialist vocations. Content may require multiple phases of user interaction to continue linear progress along scripted scenarios. Erroneous input is often identified and accompanied by explanatory text to advise on the correct selections. Dynamic transcripts are provided for the spoken dialogue in simulation scenes. No specific modes of content, presentation, or interactivity are provided for individuals with limited cognitive, language and learning abilities. |

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

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| **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 | Details on accessibility and compatibility features are found on articles within the [Transition to Practice Support Center](https://service.elsevier.com/app/home/supporthub/transition-practice/). This document (VPAT) provides additional details on the accessibility and compatibility features of Transition to Practice. |
| 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 Transition to Practice Support Center is primarily in an electronic format, in the form of searchable HTML pages (articles), PDF documents, and video. (Support is additionally provided via email, chat, and phone options.) Please contact accessibility@elsevier.com to request alternate formats for support documentation, or for any questions on accessibility or assistive technology compatibility features in Transition to Practice. |
| [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 Transition to Practice. Details on accessibility and compatibility features are also found on articles within the [Transition to Practice Support Center](https://service.elsevier.com/app/home/supporthub/transition-practice/) such. Support channels (via email, chat, or phone) can also provide additional information on accessibility and compatibility features. Please contact accessibility@elsevier.com for further questions on accessibility or assistive technology compatibility features in Transition to Practice. |
| 603.3 Accommodation of Communication Needs | Supports | Users may contact the Transition to Practice support team via:* [Email (web form)](https://service.elsevier.com/app/contact/supporthub/transition-practice/)
* [Chat (web interface)](https://service.elsevier.com/app/chat/chat_launch/supporthub/transition-practice/)
* [Phone](https://service.elsevier.com/app/phone/supporthub/transition-practice/): +1 800 222 9570 (toll free for US & Canada)

Please contact accessibility@elsevier.com for further questions on accessibility or assistive technology compatibility features in Transition to Practice. |

#### 602.3 Electronic Support Documentation

Conformance Summary: [Transition to Practice Support Center](https://service.elsevier.com/app/home/supporthub/transition-practice/)

| **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 | Video overview features captioning |
| 1.2.3: Audio Description or Full Text Alternative | A | Does not support | Text alternatives for video overview may not be sufficiently descriptive |
| 1.2.4: Captions (Live) | AA | Supports (N/A) | No live video |
| 1.2.5: Audio Description | AA | Does not support | Video overview do not have audio descriptions |
| 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. PDFs are tagged, but not with complete semantic structure. |
| 1.3.2: Meaningful Sequence | A | Partially supports | Reading sequence is mostly logical for AT. “Most viewed answers” section in Email 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 Email contact form moves 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 |