

# VPAT Accessibility Conformance Report

(Based on ITI VPAT<sup>®</sup>)

Name of Product	<b>Clinical Learning Hub</b>
Date Last Updated	April 15, 2026
Completed by	Elsevier Digital Accessibility Team
Applicable Standards/Guidelines	This document rates Clinical Learning Hub according to the <a href="#">W3C WCAG 2.1 A and AA</a> requirements.
Contact for More Information	Elsevier Digital Accessibility Team <a href="mailto:accessibility@elsevier.com">accessibility@elsevier.com</a>
Testing Tools and Methods	<ul style="list-style-type: none"><li>• Hands-on keyboard operation</li><li>• DevTools/Code inspection</li><li>• Chrome 139.0.7258.157 on Windows 11 23H2</li><li>• NVDA screen reader 2025.1.2</li><li>• Colour Contrast Analyzer</li><li>• WAVE and Axe plugins</li><li>• <a href="#">W3C Web Accessibility Initiative (WAI) Pages</a></li><li>• <a href="#">Elsevier Accessibility Checklist</a></li></ul>
Document Sections	This review document includes all WCAG 2.1 A and AA checkpoints, organized into 7 logical sections: <ul style="list-style-type: none"><li>• Visuals</li><li>• Keyboard</li><li>• Headings and Structure</li><li>• Labeling</li><li>• Multimedia</li><li>• Usability</li><li>• Mobile User Experience</li></ul>
Pages/Areas Covered	<ul style="list-style-type: none"><li>• Sign in</li><li>• Header</li><li>• Footer</li><li>• Home</li><li>• Search</li><li>• Skills and Patient Education views</li><li>• Admin: Assignment progress</li><li>• Admin: Learning Progress</li><li>• Admin: People</li><li>• Admin: Manage assignments</li><li>• Admin: Customized lessons</li><li>• Admin: Customized skills</li><li>• My Learning</li><li>• Reflection</li></ul>
Terms	<ul style="list-style-type: none"><li>• <b>Supports:</b> The functionality of the product has at least one method that meets the criteria without known defects or meets with equivalent facilitation.</li><li>• <b>Partially supports:</b> Some functionality of the product does not meet the criteria.</li></ul>

	<ul style="list-style-type: none"><li>• <b>Does not support:</b> Majority of functionality of the product does not meet the criteria.</li><li>• <b>Supports (N/A):</b> According to W3C on conformance, "If there is no content to which a success criterion applies, the success criterion is satisfied."</li></ul>
Notes/Terminology	<ul style="list-style-type: none"><li>• "AT" stands for Assistive Technology such as screen readers, voice input, etc.</li></ul>

## Conformance Summary

WCAG 2.1 Success Criterion	Level	Evaluation
1.1.1: Non-text Content	A	Partially supports
1.2.1: Audio-only and Video-only (Prerecorded)	A	Partially supports
1.2.2: Captions (Prerecorded)	A	Partially supports
1.2.3: Audio Description or Full Text Alternative	A	Partially supports
1.2.4: Captions (Live)	AA	Supports (N/A)
1.2.5: Audio Description	AA	Partially supports
1.3.1: Info and Relationships	A	Partially supports
1.3.2: Meaningful Sequence	A	Partially supports
1.3.3: Sensory Characteristics	A	Supports (N/A)
1.3.4: Orientation (2.1)	AA	Supports
1.3.5: Identify Input Purpose (2.1)	AA	Supports
1.4.1: Use of Color	A	Partially supports
1.4.2: Audio Control	A	Supports (N/A)
1.4.3: Contrast (Minimum)	AA	Partially supports
1.4.4: Resize text	AA	Partially supports
1.4.5: Images of Text	AA	Partially supports
1.4.10: Reflow (2.1)	AA	Partially supports
1.4.11: Non-Text Contrast (2.1)	AA	Supports
1.4.12: Text Spacing (2.1)	AA	Supports
1.4.13: Content on Hover or Focus (2.1)	AA	Supports (N/A)
2.1.1: Keyboard	A	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	Supports
2.4.2: Page Titled	A	Partially supports
2.4.3: Focus Order	A	Partially supports
2.4.4: Link Purpose (In Context)	A	Partially supports
2.4.5: Multiple Ways	AA	Supports
2.4.6: Headings and Labels	AA	Supports
2.4.7: Focus Visible	AA	Partially supports
2.5.1: Pointer Gestures (2.1)	A	Supports (N/A)
2.5.2: Pointer Cancellation (2.1)	A	Supports (N/A)
2.5.3: Label in Name (2.1)	A	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	Partially supports
3.2.1: On Focus	A	Supports (N/A)

WCAG 2.1 Success Criterion	Level	Evaluation
3.2.2: On Input	A	Partially supports
3.2.3: Consistent Navigation	AA	Partially supports
3.2.4: Consistent Identification	AA	Partially supports
3.3.1: Error Identification	A	Supports
3.3.2: Labels or Instructions	A	Supports
3.3.3: Error Suggestion	AA	Supports
3.3.4: Error Prevention (Legal, Financial, Data)	AA	Supports (N/A)
4.1.1: Parsing	A	Supports
4.1.2: Name, Role, Value	A	Partially supports
4.1.3: Status Messages (2.1)	AA	Supports

## WCAG 2.1 A and AA Success Criteria

### Visuals

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.1.1: Non-Text Content</a> (A) Provide text alternatives for non-text content (e.g., images)</p>	Partially supports	<p>Some images and icons have appropriate text equivalents. However, many images required to understand or use main features of the product do not have adequate text equivalents.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Home:</b> The warning image icon has the file name as its alternative text.</li> <li>• <b>Skills and Patient Education views:</b> certain views with illustrations lack text equivalents.</li> <li>• <b>Customized Lessons:</b> Uploaded images and multimedia content lack accessible features such as alt text, transcripts, and captions.</li> <li>• <b>Customized Skills:</b> When editing a skill, some of the tables contain remove and edit buttons with no alternative text labels.</li> <li>• <b>My Learning:</b> Many decorative images contain alternative text, lessons with complex illustrations or images do not have images descriptions, there are multiple images of text with no alternative text, and there are images with inaccurate alternative text. For certain lessons, the buttons to go to the next or previous screen do not have text equivalent labels. Certain lessons contain image buttons to view the larger version of the image lack alternative text and the larger view of the image lack text equivalents to describe the images.</li> <li>• <b>Reflection:</b> Decorative images contain alternative text. The Error icons lack alternative text.</li> </ul>
<p><a href="#">1.3.3: Sensory Characteristics</a> (A) Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound</p>	Supports (N/A)	<p>There are no instructions or areas of content which rely solely on sensory characteristics.</p>
<p><a href="#">1.4.1: Use of Color</a> (A) Color is not used as the only visual means of conveying info</p>	Partially supports	<p>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.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• Several pages (Assignment Progress, Manage Assignments, My Learning, Reflection) use color alone to indicate links, which may affect accessibility for users with color vision deficiencies.</li> </ul>
<p><a href="#">1.4.3: Color Contrast (Minimum)</a> (AA) Text has enough contrast with the background (4.5:1 for</p>	Partially supports	<p>Text has sufficient contrast with its corresponding background in most areas.</p> <p><b>Exceptions:</b></p>

<p>small text and 3:1 for large text)</p>		<ul style="list-style-type: none"> <li>• <b>My Learning:</b> Starting a lesson displays red text (#FF0000) on a white background (#FFF), with a contrast ratio of 4:1. Some lessons include orange instructional text (#FF6000) on white, which has a contrast ratio of 2.8:1. In certain course types, the footer red text (#FF0000) on grey background (#535353) has a contrast ratio of 1.9:1.</li> </ul>
<p><a href="#">1.4.4: Resize Text</a> (AA) Text can be enlarged up to 200% without loss of functionality.</p>	Partially supports	<p>Text may be enlarged to 200% while preserving functionality of content in most instances.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>My Learning:</b> For certain courses, users cannot increase the text size to 200% using the "Resizer" option or browser zoom, as the resizer only zooms the main content and not menu items, and attempting to zoom on a 13-inch laptop screen prompts a warning to increase the window size.</li> </ul>
<p><a href="#">1.4.5: Images of Text</a> (AA) Text is used rather than images of text, except where the presentation of text is essential, such as logos</p>	Partially supports	<p>No images of text are used other than for logos or essential presentation in most areas.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills and Patient Education views:</b> In Skills, there are often illustrations that are purely images of text but lack text equivalents.</li> <li>• <b>My Learning:</b> In the type of lessons with Skills view, there are often illustrations that are purely images of text that lack text equivalents.</li> </ul>
<p><a href="#">1.4.10: Reflow</a> (AA) Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:</p> <ul style="list-style-type: none"> <li>• Vertical scrolling content at a width equivalent to 320 CSS pixels;</li> <li>• Horizontal scrolling content at a height equivalent to 256 CSS pixels.</li> </ul>	Partially supports	<p>Most pages utilize a responsive view where content reflows into a single column. In most instances pages may be zoomed to 400% without necessitating horizontal scrolling, nor loss of functionality/content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Search:</b> The filter at 1280px at 400% zoom is very difficult to see as it has sticky controls above and below this area. This considering the common 16:9 aspect ratio.</li> <li>• <b>Skills and Patient Education views:</b> When viewing a Skills page and zoomed in, the content requires two-dimensional scrolling, and there are two vertical scrollbars due to the content being inside an iframe.</li> <li>• <b>Assignment Progress:</b> Starting around 300% zoom, the content becomes unreadable as much of the text overlaps or is arranged vertically, making it difficult to read.</li> <li>• <b>Learner Progress:</b> Starting around 300% zoom, the content becomes unreadable as much of the text overlaps or is arranged vertically, making it difficult to read.</li> <li>• <b>People:</b> When creating a group, the pages do not reflow; content is lost or difficult to read, and some areas contain overflow containers with scrolling regions.</li> <li>• <b>Manage Assignments:</b> Starting around 300% zoom, the content becomes unreadable with overlapping text or vertical arrangements that hinder readability.</li> <li>• <b>Customized Skills:</b> Content does not reflow and requires two-dimensional scrolling.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>My Learning:</b> When viewing certain lesson types, users cannot zoom past 200% without content loss.</li> <li>• <b>Reflection:</b> The Reflection landing page cannot reflow up to 400% zoom without content overlapping the footer.</li> </ul>
<p><a href="#">1.4.11: Non-Text Contrast</a> (AA) User interface components and graphical objects have a contrast ratio of at least 3:1 against adjacent color(s).</p>	Supports	Non-text UI components and graphical objects have at least a 3:1 contrast ratio against surrounding colors.
<p><a href="#">1.4.12: Text Spacing</a> (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:</p> <ul style="list-style-type: none"> <li>• Line height (line spacing) to at least 1.5 times the font size;</li> <li>• Spacing following paragraphs to at least 2 times the font size;</li> <li>• Letter spacing (tracking) to at least 0.12 times the font size;</li> <li>• Word spacing to at least 0.16 times the font size.</li> </ul>	Supports	Users may adjust the text spacing of content on pages to the minimum baseline properties without causing loss of content or functionality.
<p><a href="#">1.4.13: Content on Hover or Focus</a> (AA) Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> <li>• Dismissible</li> <li>• Hoverable</li> </ul>	Supports (N/A)	No applicable instances of content that may appear on hover or focus.

<ul style="list-style-type: none"> <li>Persistent</li> </ul>		
<a href="#">2.3.1: Three Flashes or Below Threshold</a> (A) No more than three flashes in a 1-second period, or the flashes are below the defined thresholds	Supports (N/A)	No flashing content exists.

## Keyboard

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<a href="#">1.3.2: Meaningful Sequence</a> (A) The correct reading sequence can be programmatically determined	Partially supports	The correct reading sequence is typically logical and programmatically determinable, with the DOM order according with the visual order in most areas.  <b>Exceptions:</b> <ul style="list-style-type: none"> <li><b>My Learning:</b> In lessons containing carousels or sliders, the programmatic reading order of the navigation buttons does not match the visual order. Additionally, in lessons featuring “Skipped Questions” and “Skipped Actions” accordions, the programmatic order of these accordions does not align with their visual presentation on the screen.</li> </ul>
<a href="#">2.1.1: Keyboard</a> (A) All functionality is available from a keyboard, except for tasks such as drawing	Partially supports	Some standard web page content and functionality is keyboard operable across pages. However, there are multiple controls crucial to main functionality that do not provide keyboard operability.  <b>Exceptions:</b> <ul style="list-style-type: none"> <li><b>Learner Progress:</b> Theres extra tab focus on tables.</li> <li><b>Manage Assignments:</b> The Add and Remove buttons do not receive keyboard focus. Links in some tables are not keyboard focusable. There is extra tab focus around form groups.</li> <li><b>Customized Lessons:</b> There is an extra unnecessary “choose file” button available to keyboard only users. There is an extra tab focus on the form error summaries on non-interactive text.</li> <li><b>Customized Skills:</b> When using the search forms to search and add tags, these forms cannot be activated via keyboard. The buttons in the text editor are keyboard focusable but not keyboard operable.</li> <li><b>My Learning:</b> Some course lessons have unnecessary focus on every element within the lesson, regardless of whether the element is interactive. Additionally, certain carousel controls in the lessons are not keyboard focusable, hindering keyboard navigation.</li> </ul>
<a href="#">2.1.2: No Keyboard Trap</a> (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.

<p><a href="#">2.1.4: Character Key Shortcuts</a> (A)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Turn off</li> <li>• Remap</li> <li>• Active only on focus</li> </ul>	<p>Supports (N/A)</p>	<p>The site does not use any character key shortcuts.</p>
<p><a href="#">2.4.3: Focus Order</a> (A)</p> <p>Users can tab through the elements of a page in a logical order</p>	<p>Partially supports</p>	<p>The tab order is logical across the site and generally maintains the meaning and operability of content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>All pages:</b> When going to a new page focus is inconsistent, for example navigating from the home page to search focus moves to the logo link when the search page load. On other pages focus moves to the skip link which is not the first element on the page.</li> <li>• <b>Home:</b> When activating the clear form button, it is removed from the page and focus is not managed.</li> <li>• <b>Search:</b> There is extra tab focuses around the form groups.</li> <li>• <b>Skills and Patient Education views:</b> The copy to clipboard button when activated moves focus to the Favorite button unexpectedly.</li> <li>• <b>People:</b> When activating the remove all or add all buttons, focus does not move to a logical location where the first item of the newly updated content appears.</li> <li>• <b>Manage Assignments:</b> When activating the remove all or add all buttons, focus does not move to a logical location where the first item of the newly updated content appears. Additionally, upon completing the "Create an Assignment" flow, the screen updates but focus is not managed accordingly.</li> <li>• <b>My Learning:</b> When activating the copy to clipboard button focus shifts unexpectedly to the add favorites button.</li> <li>• <b>Reflection:</b> When an error is triggered focus does not move to the error summary that appears.</li> </ul>
<p><a href="#">2.4.7: Focus Visible</a> (AA)</p> <p>The page element with the current keyboard focus has a visible focus indicator</p>	<p>Partially supports</p>	<p>Most elements across the site have a decent visible indication of focus.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>People, Manage Assignments:</b> No visible indicator is provided when a user adds or removes item and focus shifts to a new element.</li> <li>• <b>Customized Lessons:</b> No focus indicator is provided when setting focus to the error summary.</li> </ul>

<p><a href="#">3.2.1: On Focus</a> (A) When a UI component receives focus, this does not trigger unexpected actions.</p>	Supports (N/A)	Focusable elements do not cause unexpected actions/changes of context when receiving focus.
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## Headings and Structure

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.3.1: Information and Relationships</a> (A) Info, structure, and relationships can be programmatically determined</p>	Partially supports	<p>Much content is distinguishable via semantic structure and relationships. A logical heading order reflecting page organization and content is programmatically determinable on many pages. List markup is used appropriately in many instances. Some input elements have programmatically determinable labels.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Header:</b> The list structure in the My Learning page’s dropdown does not have valid list markup.</li> <li>• <b>Home:</b> Some non-headings are marked as &lt;h4&gt; headings.</li> <li>• <b>Search:</b> The show more/less buttons are marked as &lt;h4&gt; headings. The links in the search results are also marked as list when not list.</li> <li>• <b>Skills and Patient Education view:</b> Skill have an extra invisible &lt;h1&gt; heading. The &lt;main&gt; element encompasses both the main and footer content. Related action buttons like "Add favorite" and "Print" are ungrouped, all headings are &lt;h1&gt; on patient views, and the language change button lacks a clear label indicating its select functionality.</li> <li>• <b>Assignment Progress:</b> There are complex nested tables with unlabeled table headings, the nested table columns have an extra column that is empty. Dropdowns are identified as read-only when actionable. Some table headings are not marked as &lt;th&gt; headings.</li> <li>• <b>Learner Progress:</b> There are complex nested tables with unlabeled table headings, the nested table columns have an extra column that is empty. Dropdowns are identified as read-only when actionable.</li> <li>• <b>People:</b> There are complex nested tables with unlabeled table headings, the nested table columns have an extra column that is empty. Dropdowns are identified as read-only when actionable. When there is a form error, visually the screen as a list of errors but that list is hidden and instead there’s visibly hidden text of the same content that is not a list.</li> <li>• <b>Manage Assignment:</b> Dropdowns are identified as read-only when actionable. Unnecessary list markup for non-list elements, extra legend elements that are visually hidden.</li> <li>• <b>Customize Lesson:</b> The table contains an empty column header. Instructional text below the Lesson Introduction textarea is not properly associated. The "Select one source for this lesson" radiogroup is not correctly grouped or marked as a heading.</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Customized Skills:</b> The visual name of the form groups are not used as the legends.</li> <li>• <b>My Learning:</b> Related forms within lessons are not grouped programmatically. Some non-heading text are marked as headings.</li> <li>• <b>Reflection:</b> The groups for the related form groups are not properly programmatically grouped. The visible labels are not associated with their forms. The inline error messages are not programmatically associated with their forms.</li> </ul>
<a href="#">2.4.1: Bypass Blocks</a> (A) Users can bypass repeated blocks of content.	Supports	There are skip links and if there are skip links to skip the header navigation. Some pages provide headings demarcating various content regions that allow AT users to jump to different areas of content.
<a href="#">2.4.6: Headings and Labels</a> (AA) Headings and labels are clear and consistent.	Supports	Headings and labels used are typically clear and descriptive. For example, most pages feature visually distinct and programmatically determinable main and secondary headings to help distinguish content.
<a href="#">3.1.1: Language of Page</a> (A) The language of the page is specified	Supports	The default page language is typically and appropriately defined as lang="en".
<a href="#">3.1.2: Language of Parts</a> (AA) Specify the language of text passages that are in a different language than the default language of the page.	Partially supports	There are no sections of text that do not match the default language of the page.  <b>Exceptions:</b> <ul style="list-style-type: none"> <li>• <b>Skills and Patient Education views:</b> When the language of Patient Education content is changed to Spanish there is not lang attribute defined to indicate that the main content has changed to Spanish.</li> </ul>
<a href="#">4.1.1: Parsing</a> (A) Use valid, error-free HTML	Supports	HTML and CSS typically pass concerning these four specific criteria: <ul style="list-style-type: none"> <li>(i) elements have complete start and end tags,</li> <li>(ii) elements are nested according to their specifications</li> <li>(iii) elements do not contain duplicate attributes</li> <li>(iv) any IDs are unique, except where the specifications allow these features.</li> </ul> <p>Note: There may be other general HTML validation errors outside the scope of this criterion. WCAG 2.1 Errata notes: "This Success Criterion should be considered as always satisfied for any content using HTML or XML."</p>

## Labeling

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<a href="#">1.3.5: Identify Input Purpose</a> (AA) The purpose of each input field collecting information about the user can be	Supports	The only pages featuring applicable form elements that collect such information is the sign in page. The appropriate autocomplete attributes are implemented in several fields to facilitate auto-fill.

<p>programmatically determined when:</p> <ul style="list-style-type: none"> <li>• The input field serves a purpose identified in the Input Purposes for User Interface Components section; and</li> <li>• The content is implemented using technologies with support for identifying the expected meaning for form input data.</li> </ul>		
<p><a href="#">2.4.2: Page Titled</a> (A) The page has a title describing its topic or purpose</p>	Partially supports	<p>A descriptive page title that identifies content/purpose is present for most pages.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• Clinical skills home and search pages have the &lt;title&gt; "ECL Point of care" and the pages under My Learning have the &lt;title&gt; "ECL Neuron".</li> </ul>
<p><a href="#">2.4.4: Link Purpose (In Context)</a> (A) The purpose of each link can be determined from the link text or surrounding context.</p>	Partially supports	<p>An identifiable purpose may be deduced for almost all links from the link text or surrounding context.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Header:</b> The homepage logo link varies between "Elsevier Clinical Skills" and "Elsevier Clinical Solutions" depending on the page, but both links navigate to the same home page.</li> <li>• <b>Search:</b> The links in the search results includes the name in their position in the list of results.</li> <li>• <b>Manage Assignments:</b> In the Manage Assignments create stepper, the "X" button is labeled "close dialog," but it functions as a back button to the previous browser page.</li> </ul>
<p><a href="#">2.5.3: Label in Name</a> (A) For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p>	Partially supports	<p>User interface components with visible text include that text consistently within the accessible name.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Sign-in:</b> The accessible label for the show/hide password doesn't match the visible label, for example the visible label is "Hide" but the accessible label is "show password".</li> </ul>
<p><a href="#">3.2.4: Consistent Identification</a> (AA) UI components used across the web site are identified consistently on every page.</p>	Partially supports	<p>Components are typically consistent across the site and identified consistently where they perform the same function across pages.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Header:</b> The header logo link is inconsistent, depending on what page you are on it is either "Elsevier Clinical Skills" or</li> </ul>

		<p>"Elsevier Clinical Solutions". They all go to the home page with "Elsevier Clinical Skills".</p> <ul style="list-style-type: none"> <li>• <b>Multiple pages:</b> The autosuggest search forms across the website are not designed or coded the same way which can make it hard to identify consistently. Lessons contain different navigation styles and layouts for the same function.</li> <li>• <b>Reflection:</b> The error message summary are not consistent within the Reflection forms.</li> </ul>
<p><a href="#">3.3.1: Error Identification</a> (A) Input errors are clearly marked and described to the user.</p>	Supports	Errors are identified and presented in text. For many inputs, errors are typically validated before form submission. Error messages that offer specific feedback are presented adjacently and visually distinguished via different text color (red).
<p><a href="#">3.3.2: Labels or Instructions</a> (A) Items requiring user input are clearly labeled or have clear instructions.</p>	Supports	<p>Labels or instructions are provided for form elements, most of which are programmatically associated with their inputs.</p> <p>Note: see SC 1.3.1 for exceptions where visible labels may not be programmatically associated with inputs.</p>
<p><a href="#">3.3.3: Error Suggestion</a> (AA) When the user makes an input error, give suggestions for valid input.</p>	Supports	The nature of content would largely not give rise to opportunities for error suggestions, but relevant helpful suggestions are occasionally provided in text.
<p><a href="#">4.1.2: Name, Role, Value</a> (A) For all UI components, the name, value, and role can be programmatically determined.</p>	Partially supports	<p>Some UI components communicate their state programmatically, and many have accessible names that are appropriately defined. Several ARIA attributes and roles are not present where appropriate.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Home:</b> The tooltips as aria-haspopup=dialog but does not open dialogs.</li> <li>• <b>Search:</b> There is visibly hidden text after the reset button that is identified as a separate button when it appears be part of the reset button label. There are extra unnecessary ARIA role="group" defined in the filters panel.</li> <li>• <b>Assignment Progress:</b> There are tables with empty extra empty column and unlabeled table headings. The dropdown forms have inappropriate state of read-only. Tooltips contain inappropriate aria-haspopup="dialog" attributes.</li> <li>• <b>Learner Progress:</b> The dropdown forms have inappropriate state of read-only. There are tables with empty extra empty column and unlabeled table headings. Tooltips contain inappropriate aria-haspopup="dialog" attributes.</li> <li>• <b>People:</b> The dropdown forms have inappropriate state of read-only.</li> <li>• <b>Manage assignments:</b> Tooltips contain inappropriate aria-haspopup="dialog" attributes. The dropdown forms have inappropriate state of read-only.</li> <li>• <b>Customized Skills:</b> Extra unnecessary role="groups" elements were provided. Incorrect role of button used for links. The</li> </ul>

		<p>pagination region is inappropriate labeled as “Skills List”. The autosuggest tagging search lack name state information.</p> <ul style="list-style-type: none"> <li>• <b>My Learning:</b> Hamburger menus in some courses lack names. Lessons with carousels, lack names for some of the slide controls and contain invalid roles such as role=“table.” Lessons with previous next buttons to navigate between pages have no names. Some lessons contain invalid use of role=“presentation” on interactive elements. Some course lessons contain invalid role=“menuitem” on navigation items. In lessons with the buttons to view an enlarger version of the image lack names. The My Learning landing page contains a left side nav that lack state of the current active link.</li> <li>• <b>Reflection:</b> The dialogs lack name and role. Misuse of multiple ARIA attributes are provided in the error states of the forms.</li> </ul>
<p><a href="#">4.1.3: Status Messages</a> (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.</p>	Supports	Status messages, while uncommonly encountered, are typically not announced by assistive technology.

## Multimedia

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.2.1: Audio-only or Video-only (Prerecorded)</a> (A) Provide alternatives for pre-recorded audio-only or video-only content.</p>	Partially supports	<p>There is no pre-recorded audio-only or video-only content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Customized Skills:</b> There does not seem to be options to allow users to provide accessibility features to the video content they upload such as transcript files, captions, audio description where applicable.</li> </ul>
<p><a href="#">1.2.2: Captions (Prerecorded)</a> (A) Provide captions for pre-recorded audio</p>	Partially supports	<p>No captions are provided for audiovisual content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Customized Skills:</b> There does not seem to be options to allow users to provide accessibility features to the video content they upload such as transcript files, captions, audio description where applicable.</li> </ul>
<p><a href="#">1.2.3: Audio Description or Media Alternative (Prerecorded)</a> (A) Provide alternatives for pre-recorded</p>	Partially supports	<p>Neither audio descriptions nor suitable textual alternatives are provided as alternatives for video in audiovisual content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills and Patient education views, My Learning:</b> Overall, the video content generally provides well-described audio of the</li> </ul>

synchronized audio/video		<p>visual content; however, in the "Anim-Hyper: Leopold Maneuvers" skill video, on-screen text for the 4th Maneuver was not narrated, indicating some inconsistencies in audio description coverage.</p> <ul style="list-style-type: none"> <li>• <b>Customized Lesson:</b> When creating a lesson, users can upload many file types but there does not seem to be a way to ensure that image and multimedia content have accessible features such as offering alt text to images uploaded or transcript and caption files for video media.</li> <li>• <b>Customized Skills:</b> There does not seem to be options to allow users to provide accessibility features to the video content they upload such as transcript files, captions, audio description where applicable.</li> </ul>
<a href="#">1.2.4: Captions (Live)</a> (AA) Provide captions for live audio in synchronized audio/video.	Supports (N/A)	There is no synchronized audio/video content nor live audio.
<a href="#">1.2.5: Audio Description (Prerecorded)</a> (AA) Provide an audio description of pre-recorded video.	Partially supports	<p>No audio descriptions are provided for video in audiovisual content.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Customized Skills:</b> There are no options to allow user to provide accessibility features to the Video content they upload such as transcript files, captions, audio description where applicable.</li> </ul>
<a href="#">1.4.2: Audio Control</a> (A) Audio can be paused and stopped, or the audio volume can be changed.	Supports (N/A)	No pages feature audio that plays automatically.
<a href="#">2.2.2: Pause, Stop, Hide</a> (A) Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information.	Supports (N/A)	There is no moving, scrolling, or auto-updating information for which the criterion is applicable.

## Usability

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<a href="#">2.2.1: Timing Adjustable</a> (A) Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended	Supports	The user session time is over 20 hours.

<p><a href="#">2.4.5: Multiple Ways</a> (AA) More than one way is available to navigate to other web pages.</p>	Supports	All pages (except steps/results of a process) may typically be located and accessed in multiple ways. For example, main navigation is consistently available across pages, and secondary navigation is often present in the form of breadcrumb trails representing page hierarchy. Global search functionality that comprehensively indexes content across the site allows users to find specific pages.
<p><a href="#">3.2.2: On Input</a> (A) Changing the setting of a checkbox, radio button, or other UI component does not trigger unexpected changes in context.</p>	Partially supports	<p>User input, such as changing the values of form elements, does not initiate unexpected actions or changes in context.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Customized Skills:</b> Searches update results automatically without notifications or instructions. Autosuggest search forms do not inform users that suggestions will appear as they type. When interacting with the checkbox filters under 'Specialties' and 'Categories,' the selected checkbox always moves to the top of the list, and when unchecked, it moves back down without informing users.</li> </ul>
<p><a href="#">3.2.3: Consistent Navigation</a> (AA) Navigation menus are in the same location and order on every web page.</p>	Partially supports	<p>Navigation menus are consistent across pages. For example, global navigation links in the header are consistent across pages, occurring in the same order; secondary navigation is consistently positioned across appropriate sets of pages.</p> <p><b>Exceptions:</b></p> <ul style="list-style-type: none"> <li>• <b>Header:</b> Depending on what page you are on the home page logo link is Either "Elsevier Clinical Skills" or "Elsevier Clinical Solutions". They all go to the home page with "Elsevier Clinical Skills"</li> </ul>
<p><a href="#">3.3.4: Error Prevention (Legal, Financial, Data)</a> (AA) For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted.</p>	Supports (N/A)	There are no submissions which require legal or financial commitments.

## Mobile User Experience

WCAG 2.1 Checkpoint	Conformance Level	Remarks
<p><a href="#">1.3.4: Orientation</a> (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.</p>	Supports	Pages do not restrict view and operation of content to a single orientation.

<p><a href="#">2.5.1: Pointer Gestures</a> (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.</p>	<p>Supports (N/A)</p>	<p>Pages do not utilize or require multipoint or path-based gestures for any functionality.</p>
<p><a href="#">2.5.2: Pointer Cancellation</a> (A) For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> <li>• No Down-Event</li> <li>• Abort or Undo</li> <li>• Up Reversal</li> <li>• Essential</li> </ul>	<p>Supports (N/A)</p>	<p>All interactive content functions through the Up-Event, allowing users to potentially move their pointer off the component to cancel.</p>
<p><a href="#">2.5.4: Motion Actuation</a> (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:</p> <ul style="list-style-type: none"> <li>• Supported Interface</li> <li>• Essential</li> </ul>	<p>Supports (N/A)</p>	<p>There is no content that utilizes device or user motion.</p>