

Laerdal Medical Accessibility Conformance Report WCAG Edition

(Based on VPAT® Version 2.5Rev)

Name of Product/Version:

RQI for NRP Skills

Report Date:

July 30, 2025

Product Description:

RQI for NRP Skills equips healthcare providers and teams with an evidence-based, effective approach for the care of newborns in need. RQI for NRP Skills is a quality improvement program utilizing self-directed learning in a low-dose, high frequency model. Skills are performed at the RQI for NRP Simulation Station on-site.

Contact Information:

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Notes:

The RQI for NRP Skills solution is currently being reimplemented using different software technology. This is intended to be released in 2025 and 2026. Recorded issues will be considered when reimplementing the solution. This report was created by Deque Systems Inc. upon completion of an accessibility evaluation performed between July 23, 2025 and July 29, 2025.

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Evaluation Methods Used:

A combination of automated and manual testing techniques was employed for the accessibility assessment.

- Manual assessment was performed using 138.0.7204.184 on Windows 11 and included exclusive use of the keyboard.
- Automated tools used included axe Auditor and the axe DevTools browser extension.
- Assistive technologies employed included NVDA v.2025.1.2.

Scope of Evaluation

The pages listed below were evaluated as part of the assessment on which this report is based.

Page Title	URL
Activity Complete	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Analyze Result Modal	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Ask A Question	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Assessment	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Check LED Modal	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Clean Up Station - Help Us Improve	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Clean Up Station - Rate Feedback	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Compare Timeline With NRP Algorithm	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Course Exercise - Audio	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Create & Sort Event Timeline	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Equipment Check	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Key Behavioral Skills	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Result	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Select Ventilation Device	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Start Course - OPPV Skills Baseline T-Piece (Virtual)	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Start Scenario	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
T- Piece Resuscitator	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Team Roles & Responsibilities	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464

Page Title	URL
Teamwork Event / Tutorial	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464
Watch Tip Video Modal	https://lcphnrptest.laerdalblr.in/scorm/launchlti/64464

In addition to the pages listed above, the following components that appear on multiple pages were tested as part of the assessment:

- Header
- Left Nav

Applicable Standards/Guidelines

This report covers the degree of conformance for the following accessibility standard/guidelines:

Standard/Guideline	Included In Report
Web Content Accessibility Guidelines 2.0	Level A (Yes) Level AA (Yes) Level AAA (No)
Web Content Accessibility Guidelines 2.1	Level A (Yes) Level AA (Yes) Level AAA (No)
Web Content Accessibility Guidelines 2.2	Level A (Yes) Level AA (Yes) Level AAA (No)

Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports:** Some functionality of the product does not meet the criterion.

- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can only be used in WCAG Level AAA criteria.

WCAG 2.2 Report

Note: When reporting on conformance with the WCAG 2.2 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.2 Conformance Requirements](#).

Table 1: Success Criteria, Level A

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Partially Supports	<p>Most non-text content has text alternatives or a text alternative that serves an equivalent purpose. The following exceptions exist:</p> <ul style="list-style-type: none"> ● A decorative image is not hidden from screen readers, so people who are blind and/or use a screen reader will have to navigate through unnecessary and duplicative text. This occurs on the following page: Analyze Result Modal. ● An image has a text alternative that is different from what the image represents, so people who are blind and/or use a screen reader will be given different information than sighted users. This occurs on the following pages: Activity Complete; Course Exercise - Audio. ● A complex image does not have a text alternative, so people who are blind and/or

Criteria	Conformance Level	Remarks and Explanations
		<p>use a screen reader will not be able to understand the information available in the image. This occurs on the following page: Compare Timeline With NRP Algorithm.</p> <ul style="list-style-type: none"> An image does not have a text alternative that contains essential text from the visual image, so people who are blind and/or use a screen reader will not understand the information available in the image. This occurs on the following component: Header.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Not Applicable	Prerecorded audio-only files are not present.
1.2.2 Captions (Prerecorded) (Level A)	Not Applicable	Prerecorded videos are not present.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Not Applicable	Prerecorded videos are not present, so the audio description is not required.
1.3.1 Info and Relationships (Level A)	Partially Supports	<p>Most information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. The following exceptions exist:</p> <ul style="list-style-type: none"> A group of form controls is not programmatically associated with their group label, so the purpose of individual controls in the group cannot be understood by people who are blind and/or use a screen reader. This occurs on the following page: Key Behavioral Skills. Text that visually functions as a heading is not marked up as a heading, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen

Criteria	Conformance Level	Remarks and Explanations
		<p>reader. This occurs on the following page: Assessment.</p> <ul style="list-style-type: none"> • Data is arranged visually like a complex data table with multiple rows of column headers and/or columns of row headers, but there is no programmatic markup to associate the headers with any data. People who are blind and/or use a screen reader will not be aware of the association between the table headers and their related data. This occurs on the following pages: Team Roles & Responsibilities; Equipment Check. • The first row of a table acts more like a caption rather than a header, misrepresenting the content of the first row as a header. People who are blind and/or use a screen reader may have difficulty discovering the structure and header relationships of the table. This occurs on the following pages: Team Roles & Responsibilities; Equipment Check. • Content that is visually presented as a list is not properly marked up as a list, so the structure of the list is not correctly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: Key Behavioral Skills; Compare Timeline With NRP Algorithm; Create & Sort Event Timeline.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> A set of radio buttons is not programmatically grouped, so the group label for the set of radio buttons will not be conveyed to people who are blind and/or use a screen reader, and they will not understand the purpose of the individual radio buttons. This occurs on the following page: Clean Up Station - Rate Feedback.
<p>1.3.2 Meaningful Sequence (Level A)</p>	<p>Partially Supports</p>	<p>The reading and navigation order of most content is logical and intuitive. The following exceptions exist:</p> <ul style="list-style-type: none"> Screen readers can read content outside the modal dialog, so people who are blind and/or use a screen reader may become disoriented or confused. This occurs on the following page: Watch Tip Video Modal. Some visually hidden content is announced by a screen reader, so people who are blind and/or use a screen reader may be misled or confused when hearing content that is not intended to be part of the reading order on the page. This occurs on the following pages: Compare Timeline With NRP Algorithm; Course Exercise - Audio. The order that the screen reader announces static content does not match the visual order of the content and changes the meaning of that content, so the intended meaning of the content will be lost or changed for people who are blind and/or use a screen reader. This occurs on

Criteria	Conformance Level	Remarks and Explanations
		<p>the following pages: Watch Tip Video Modal; Create & Sort Event Timeline.</p> <ul style="list-style-type: none"> The screen reader skips and does not announce informative static content (text or images), so the intended meaning of the content will be lost or changed for people who are blind and/or use a screen reader. This occurs on the following page: Start Course - OPPV Skills Baseline T-Piece (Virtual).
1.3.3 Sensory Characteristics (Level A)	Supports	Instructions to operate and/or understand content do not rely on sensory characteristics of components such as shape, color, size, and visual location.
1.4.1 Use of Color (Level A)	Supports	Color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements.
1.4.2 Audio Control (Level A)	Supports	A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays for more than 3 seconds.
2.1.1 Keyboard (Level A)	Partially Supports	<p>On most pages, all functionality is available using only the keyboard (unless that functionality cannot be accomplished in any known way using a keyboard). If shortcut keys and access keys are present, some may conflict with existing browser and screen reader shortcuts, and some functionality based on custom gestures may not be available when a screen reader is turned on. The following exceptions exist:</p> <ul style="list-style-type: none"> A function cannot be performed using only the keyboard, so people who use the keyboard alone to navigate and operate content cannot use this function. This

Criteria	Conformance Level	Remarks and Explanations
		<p>occurs on the following page: Start Course - OPPV Skills Baseline T-Piece (Virtual).</p> <ul style="list-style-type: none"> The content in a scrollable region cannot be accessed using a keyboard, so people who use a keyboard to navigate will not be able to view this content. This occurs on the following pages: Activity Complete; Compare Timeline With NRP Algorithm.
2.1.2 No Keyboard Trap (Level A)	Supports	Keyboard focus is never locked or trapped in a particular area, and the user can navigate to and from all navigable elements using only a keyboard.
2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2)	Supports	If a single-character key shortcut exists, then the single-character key shortcut can be turned off or remapped, or it is only active when the relevant user interface component is in focus.
2.2.1 Timing Adjustable (Level A)	Partially Supports	<p>In most cases, when a time limit exists, the user is given an option to turn off, adjust, or extend the time limit. The following exception exists:</p> <ul style="list-style-type: none"> Some content visually appears and disappears with no ability to adjust how long the content is visible, potentially preventing people who are blind, have low vision, or have mobility or cognitive disabilities from locating or reading the content. This occurs on the following pages: Course Exercise - Audio; Start Scenario.
2.2.2 Pause, Stop, Hide (Level A)	Partially Supports	On most pages, where moving, blinking, scrolling, or auto-updating information is present, that information can be paused, stopped, hidden, or otherwise controlled by the user. The following exception exists:

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> The user cannot pause, stop, or hide content that automatically moves, blinks, or scrolls, so people who cannot read text quickly, have attention deficit disorders or other cognitive disabilities, or use a screen reader may not be able to read or understand the content. This occurs on the following pages: Teamwork Event / Tutorial; Start Scenario.
2.3.1 Three Flashes or Below Threshold (Level A)	Not Applicable	The tested application does not contain flashing content.
2.4.1 Bypass Blocks (Level A)	Supports	A method is provided to skip navigation and other page elements that are repeated across web pages.
2.4.2 Page Titled (Level A)	Supports	Pages have descriptive and informative titles.
2.4.3 Focus Order (Level A)	Supports	The navigation order of interactive elements (such as links, buttons, or form elements) is logical and preserves meaning and operability.
2.4.4 Link Purpose (In Context) (Level A)	Supports	The purpose of each link can be determined from the link text alone or from the link text and its programmatic context.
2.5.1 Pointer Gestures (Level A 2.1 and 2.2)	Supports	All functionality that can be operated with a pointer can be operated with single-point actions.
2.5.2 Pointer Cancellation (Level A 2.1 and 2.2)	Supports	<p>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"> The action is not triggered on the down event. The action triggers on the up event, and a mechanism is available to abort the function before completion or to undo the function after completion. The up-event reverses any outcome of the preceding down-event.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> Completing the function on the down-event is essential.
2.5.3 Label in Name (Level A 2.1 and 2.2)	Supports	For each user interface component that includes a visible text label, the accessible name matches (or includes) the visible text in the label.
2.5.4 Motion Actuation (Level A 2.1 and 2.2)	Supports	Functionality that can be triggered by device motion or user motion detected by a device can be disabled, and the functionality can be operated without using motion.
3.1.1 Language of Page (Level A)	Supports	The language of each page is correct and can be determined programmatically.
3.2.1 On Focus (Level A)	Supports	When an element receives focus, a change in context (such as a substantial change to the page, the spawning of a pop-up window, or a change in focus) that may disorient the user does not occur.
3.2.2 On Input (Level A)	Supports	When a user inputs information or interacts with a control, it does not result in a substantial change to the page that could disorient the user unless the user is informed about the change ahead of time.
3.2.6 Consistent Help (Level A 2.2 only)	Supports	On web pages that contain help features (including human or automated contact options or self-help options), those features occur in the same order relative to other page content unless the user changes that order.
3.3.1 Error Identification (Level A)	Supports	For form controls where an input error is automatically detected, a text message or alert is provided that identifies the field/control where the error was detected and describes the error.
3.3.2 Labels or Instructions (Level A)	Supports	For form controls/input fields requiring user input, labels, instructions, and/or error messages are provided to identify the controls/input fields in the form so that users know what input data is expected.
3.3.7 Redundant Entry (Level A 2.2 only)	Supports	If information previously entered by, or provided to, the user is required to be entered again in the

Criteria	Conformance Level	Remarks and Explanations
		same process, that information is either automatically populated or available for the user to select unless the previously entered information is no longer valid or re-entering the information is essential or required to ensure security.
<p><u>4.1.1 Parsing</u> (Level A) WCAG 2.0 and 2.1 – Always answer ‘Supports’ WCAG 2.2 (obsolete and removed) - Does not apply</p>	<p>WCAG 2.0 and 2.1 – Always answer ‘Supports’</p> <p>WCAG 2.2 (obsolete and removed) - ‘Does not apply’</p>	<p>For WCAG 2.0 and 2.1, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata. This criterion was removed from WCAG 2.2.</p>
<p><u>4.1.2 Name, Role, Value</u> (Level A)</p>	<p>Does Not Support</p>	<p>The name, role, state, and/or value of most, if not all, user interface components cannot be programmatically determined. The following issues exist:</p> <ul style="list-style-type: none"> • The programmatic state of an element that reveals or hides content ("expanded" or "collapsed") is missing or is used incorrectly, so people who are blind and/or use a screen reader or other assistive technology will not be informed of the current state of the element or the state will be misrepresented. This occurs on the following pages: Clean Up Station - Help Us Improve; Clean Up Station - Rate Feedback; Start Course - OPPV Skills Baseline T-Piece (Virtual). • For an element that allows a user either to select or not select a single option (like a checkbox or radio buttons) or to select from among 2 or more options (like a select dropdown), the state (such as checked/unchecked or selected/not selected) is not conveyed to assistive

Criteria	Conformance Level	Remarks and Explanations
		<p>technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose of the element, the options available, and whether the element or an option is currently checked. This occurs on the following pages: T- Piece Resuscitator; Clean Up Station - Rate Feedback.</p> <ul style="list-style-type: none"> • A form field does not have a programmatic name, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose of the form field or what input it requires. This occurs on the following page: Clean Up Station - Help Us Improve. • An element is missing one or more required attributes in its HTML code that would provide its programmatic role, name, state, or another property to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or content of the element or how to interact with it. This occurs on the following page: Clean Up Station - Rate Feedback. • An element has an invalid attribute in its HTML code that is intended to provide its programmatic role, name, state, or another property to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or

Criteria	Conformance Level	Remarks and Explanations
		<p>content of the element or how to interact with it. This occurs on the following pages: Clean Up Station - Help Us Improve; Activity Complete; T- Piece Resuscitator; Clean Up Station - Rate Feedback; Watch Tip Video Modal; Team Roles & Responsibilities; Key Behavioral Skills; Teamwork Event / Tutorial; Result; Equipment Check; Compare Timeline With NRP Algorithm; Start Course - OPPV Skills Baseline T-Piece (Virtual); Analyze Result Modal; Assessment; Create & Sort Event Timeline; Course Exercise - Audio; Start Scenario.</p> <ul style="list-style-type: none"> • An element does not have an attribute in its HTML code that will provide its programmatic state (such as "checked"/"not checked") to assistive technology or the state assigned is not correct, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the current state of the element or how to interact with it. This occurs on the following page: Create & Sort Event Timeline. • A button does not have a programmatic name, so its name (such as "Submit" or "Cancel") is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the following pages: Clean Up Station - Help Us Improve; Clean Up Station - Rate Feedback.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • A form input element does not have a programmatic name, so people who are blind and/or use a screen reader or other assistive technology may not be able to determine the name of the element and may not understand its purpose or how to interact with it. This occurs on the following pages: Team Roles & Responsibilities; Equipment Check. • An element has an invalid attribute in its HTML code that is intended to provide its programmatic role, name, state, or another property to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or content of the element or how to interact with it. This occurs on the following page: Activity Complete. • An iframe does not have a programmatic title that is conveyed to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose or content of the iframe without browsing its content. This occurs on the following pages: Clean Up Station - Help Us Improve; Ask A Question; Activity Complete; T- Piece Resuscitator; Clean Up Station - Rate Feedback; Watch Tip Video Modal; Team Roles & Responsibilities; Key Behavioral Skills; Teamwork Event / Tutorial; Result; Equipment Check;

Criteria	Conformance Level	Remarks and Explanations
		<p>Compare Timeline With NRP Algorithm; Start Course - OPPV Skills Baseline T-Piece (Virtual); Analyze Result Modal; Assessment; Create & Sort Event Timeline; Course Exercise - Audio; Select Ventilation Device; Start Scenario.</p> <ul style="list-style-type: none"> An element has an invalid attribute in its HTML code that is intended to provide its programmatic role, name, state, or another property to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or content of the element or how to interact with it. This occurs on the following page: T- Piece Resuscitator. State: The disabled state of an element is not conveyed. This occurs on the following pages: Key Behavioral Skills; Compare Timeline With NRP Algorithm.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	Live multimedia files with audio are not present, so synchronized captions are not required.
1.2.5 Audio Description (Prerecorded) (Level AA)	Not Applicable	Prerecorded multimedia files are not present, so audio descriptions are not required.

Criteria	Conformance Level	Remarks and Explanations
1.3.4 Orientation (Level AA 2.1 and 2.2)	Supports	Orientation of the content is not locked to either landscape or portrait unless a specific orientation is essential for the functionality.
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2)	Supports	The purpose for each input field that collects an individual's personal data is programmatically defined based on the WCAG list of Input Purposes for User Interface Components.
1.4.3 Contrast (Minimum) (Level AA)	Partially Supports	<p>Most text and images of regular text have the required color contrast ratio with their backgrounds. The following exceptions exist:</p> <ul style="list-style-type: none"> • The color contrast ratio between text and its background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text. This occurs on the following pages: Activity Complete; Teamwork Event / Tutorial; Result. • The color contrast ratio on hover or focus between a control's text label and its background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text label of the control. This occurs on the following pages: Clean Up Station - Rate Feedback; Key Behavioral Skills; Teamwork Event / Tutorial.
1.4.4 Resize text (Level AA)	Does Not Support	<p>Most, if not all, content is not readable and functional when browser zoom is set to 200% of its initial size. The following issues exist:</p> <ul style="list-style-type: none"> • Content is lost, clipped, or obscured when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to that

Criteria	Conformance Level	Remarks and Explanations
		<p>content. This occurs on the following component: Header.</p> <ul style="list-style-type: none"> Functionality is lost when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to this functionality. This occurs on the following pages: Activity Complete; T- Piece Resuscitator; Clean Up Station - Rate Feedback; Team Roles & Responsibilities; Key Behavioral Skills; Teamwork Event / Tutorial; Result; Equipment Check; Compare Timeline With NRP Algorithm; Start Course - OPPV Skills Baseline T-Piece (Virtual); Check LED Modal; Assessment; Create & Sort Event Timeline; Select Ventilation Device. Text cannot be resized by 200%. This occurs on the following page: Start Course - OPPV Skills Baseline T-Piece (Virtual).
<p>1.4.5 Images of Text (Level AA)</p>	<p>Supports</p>	<p>When content can be presented visually using only text, an image of text is not used to present that text.</p>
<p>1.4.10 Reflow (Level AA 2.1 and 2.2)</p>	<p>Partially Supports</p>	<p>The content of most pages is viewable without scrolling horizontally when the viewport is set to 320 CSS pixels wide. The following exceptions exist:</p> <ul style="list-style-type: none"> When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content does not fit horizontally, so it cannot be viewed without scrolling. People with low vision who increase the size of text and other content using the browser

Criteria	Conformance Level	Remarks and Explanations
		<p>zoom may have difficulty accessing the content that can only be seen by horizontal scrolling. This occurs on the following page: Start Course - OPPV Skills Baseline T-Piece (Virtual).</p> <ul style="list-style-type: none"> When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content or functionality becomes unavailable, so people with low vision who increase the size of text and other content using the browser zoom will not be able to access all of the page's content and/or functionality. This occurs on the following pages: Header; Activity Complete; Clean Up Station - Rate Feedback; Team Roles & Responsibilities; Key Behavioral Skills; Teamwork Event / Tutorial; Result; Equipment Check; Compare Timeline With NRP Algorithm; Create & Sort Event Timeline.
<p>1.4.11 Non-text Contrast (Level AA 2.1 and 2.2)</p>	<p>Does Not Support</p>	<p>Most, if not all, boundaries and indicators of the visual state(s) of each active user component and any graphics required to understand content do not have a 3:1 color contrast ratio with adjacent color(s) or their background. The following issues exist:</p> <ul style="list-style-type: none"> The indicator for the state of an interactive element (like a checkbox or radio button) does not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty in perceiving the state of the interactive element. This occurs on the

Criteria	Conformance Level	Remarks and Explanations
		<p>following pages: T- Piece Resuscitator; Team Roles & Responsibilities; Equipment Check.</p> <ul style="list-style-type: none"> The focus indicator of an interactive element (like a button or input field) does not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving when the interactive element is receiving focus. This occurs on the following pages: Clean Up Station - Help Us Improve; Ask A Question; Activity Complete; T- Piece Resuscitator; Clean Up Station - Rate Feedback; Watch Tip Video Modal; Team Roles & Responsibilities; Key Behavioral Skills; Teamwork Event / Tutorial; Result; Equipment Check; Compare Timeline With NRP Algorithm; Start Course - OPPV Skills Baseline T- Piece (Virtual); Check LED Modal; Assessment; Create & Sort Event Timeline; Select Ventilation Device.
<p>1.4.12 Text Spacing (Level AA 2.1 and 2.2)</p>	<p>Supports</p>	<p>The spacing between letters, words, lines of text, and paragraphs can be adjusted with no loss of content or functionality.</p>
<p>1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)</p>	<p>Supports</p>	<p>When additional content is triggered by pointer hover or keyboard focus, that additional content can be dismissed and hovered over, and the content persists until the user dismisses it.</p>
<p>2.4.5 Multiple Ways (Level AA)</p>	<p>Supports</p>	<p>Multiple ways are available to find other pages on the site.</p>
<p>2.4.6 Headings and Labels (Level AA)</p>	<p>Partially Supports</p>	<p>Most headings and labels for form and interactive controls are informative. The following exceptions exist:</p>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • A label for a control or form input field does not convey the purpose of the control or input, so users may not understand what the control does or what data to enter, especially people with cognitive or learning disabilities and people who are blind and/or use a screen reader. This occurs on the following pages: Clean Up Station - Rate Feedback; Key Behavioral Skills; Teamwork Event / Tutorial. • A programmatic label for a control or form input field does not convey the purpose of the control or input, so people who are blind and/or use a screen reader may not understand what the control does or what data to enter. This occurs on the following page: Watch Tip Video Modal.
2.4.7 Focus Visible (Level AA)	Partially Supports	<p>In most cases, it is visually apparent which page element is currently receiving keyboard focus. The following exception exists:</p> <ul style="list-style-type: none"> • An interactive element (such as a link, button, or form input) does not have a visual focus indicator, so sighted people who use a keyboard to navigate content will not know when that element is receiving focus. This occurs on the following pages: Clean Up Station - Help Us Improve; Clean Up Station - Rate Feedback; Key Behavioral Skills; Compare Timeline With NRP Algorithm; Start Course - OPPV Skills Baseline T-Piece (Virtual).
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)	Supports	When a user interface component receives keyboard focus, the component is not entirely hidden due to author-created content.

Criteria	Conformance Level	Remarks and Explanations
2.5.7 Dragging Movements (Level AA 2.2 only)	Supports	All functionality that uses a dragging movement can be achieved by a single pointer without dragging, unless dragging is essential or the functionality is determined by the user agent and not modified by the author.
2.5.8 Target Size (Minimum) (Level AA 2.2 only)	Supports	The size of the target for each clickable control is at least 24 by 24 CSS pixels, except where the target size is determined by the user agent; there is a different control with equivalent functionality; the target is in line with text; the presentation of the target is essential to the function or otherwise exempted under the rule; or each control is spaced such that a 24-pixel circle placed around the bounding box of the control will not intersect any similar circle for another control.
3.1.2 Language of Parts (Level AA)	Supports	The language of each section of content that is different from the default language of the page is correctly identified and can be determined programmatically.
3.2.3 Consistent Navigation (Level AA)	Supports	Navigation patterns that are repeated on web pages are presented in the same relative order each time they appear and do not change order when navigating through the site.
3.2.4 Consistent Identification (Level AA)	Supports	Labels, names, and/or text alternatives for content that have the same functionality across multiple web pages are consistently identified.
3.3.3 Error Suggestion (Level AA)	Supports	If input errors are automatically detected, suggestions are provided in text for correcting the input in a timely and accessible manner before the data is submitted to the server.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Supports	If the user can change or delete legal transactions, financial transactions, student exam responses, or data transactions that are unrecoverable or unintentionally modify or delete data, the changes and/or deletions are reversible, verified, or confirmed.

Criteria	Conformance Level	Remarks and Explanations
3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only)	Supports	A cognitive function test (such as remembering a password or solving a puzzle) is not required for any step in an authentication process unless either another method is available that does not rely on a cognitive function test; help is available to assist the user in completing the test; or the test is to recognize objects or identify non-text content the user provided to the website.
4.1.3 Status Messages (Level AA 2.1 and 2.2)	Partially Supports	<p>In most cases, status messages can be programmatically determined and presented by assistive technologies without receiving focus. The following exception exists:</p> <ul style="list-style-type: none"> • A status message is not automatically announced by the screen reader, so people who are blind and/or use a screen reader or other assistive technology may completely miss the status message, or they may not hear it in a timely fashion. This occurs on the following pages: Clean Up Station - Help Us Improve; Teamwork Event / Tutorial; Course Exercise - Audio.

Table 3: Success Criteria, Level AAA

Notes: Not Applicable. Website was not assessed for WCAG 2.2 Level AAA conformance.