



RQI Partners Accessibility Conformance Report WCAG Edition

(Based on VPAT[®] Version 2.5)

Name of Product/Version:

RQI 1Stop and Laerdal Learning Platform (LLP)

Report Date:

20 August, 2025

Product Description:

RQI 1Stop and Laerdal Learning Platform provide the complete eLearning portion of courses in a self-paced manner, leveraging True Adaptive™ technology for an individualized learning experience, followed by an instructor-led event covering hands-on, case-based simulation and debriefing.

Contact Information:

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Notes:

RQI Partners is actively working to address all issues identified within the report by Winter of 2026. We will reassess the site and produce an updated report, including WCAG 2.2 success criteria, at that time. We are an active contributor and user of shared libraries, and as such, accessibility improvements will extend beyond our platform. This report was created by Deque Systems Inc. following an accessibility evaluation conducted between March 10, 2025, and March 28, 2025, and subsequent issue re-validation carried out in August 2025.

“Voluntary Product Accessibility Template” and “VPAT” are registered service marks of the Information Technology Industry Council (ITI)

Evaluation Methods Used:

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

- Manual assessment was performed using Chrome browser on Windows 10 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. 2024.2.

Scope of Evaluation

The pages in the following table were evaluated as part of the assessment on which this report is based.

Page Title	URL
Add a User to Group dialog	https://testeudas.laerdalblr.in/manage/users
Add Student Information	https://tcaccessibilityeupreprod.laerdalblr.in/manage/assign_product_status/451
Admin	https://testeudas.laerdalblr.in/admin
Assign Product dialog	https://tcaccessibilityeupreprod.laerdalblr.in/manage/license_list
Assign Students - PEARS Instructor Manual eBook	https://tcaccessibilityeupreprod.laerdalblr.in/manage/assign_product_status/451
Assignment Report	https://testeudas.laerdalblr.in/manage/assignment_report
Bulk Upload Students dialog	https://tcaccessibilityeupreprod.laerdalblr.in/manage/assign_product_status/451
Course Management	https://tcaccessibilityeupreprod.laerdalblr.in/admin/coursemanagement
Create Assignment - Add Learners Step 2	https://testeudas.laerdalblr.in/manage/assignments/add_assignments
Create Assignment - Assignment Details Step 1	https://testeudas.laerdalblr.in/manage/assignments/add_assignments
Create Class	https://tcaccessibilityeupreprod.laerdalblr.in/hctrainingcenter/classes/create-class
Create Course	https://tcaccessibilityeupreprod.laerdalblr.in/admin/addnewcourse
Create department	https://testeudas.laerdalblr.in/manage/save_unit?level=3
Create User	https://testeudas.laerdalblr.in/manage/user/create
Dashboard	https://tcaccessibilityeupreprod.laerdalblr.in/admin/dashboard

Page Title	URL
Dashboard page	https://testeudas.laerdalblr.in/admin/organizations/chooseDashboard
Delete User	https://testeudas.laerdalblr.in/manage/users
Ecard	https://tcaccessibilityeupreprod.laerdalblr.in/certificate/ecard/47488?sess=MTczODMwODQ0NQ==
Ecards tab	https://tcaccessibilityeupreprod.laerdalblr.in/manage/studentecardstc/339523
Edit - User Details	https://tcaccessibilityeupreprod.laerdalblr.in/manage/editstudenttc/339523
Edit Job title	https://testeudas.laerdalblr.in/manage/edit_jobtitles/12006/
Edit Notification Template	https://testeudas.laerdalblr.in/manage/edit_email_notification/2588
Edit Organization details	https://testeudas.laerdalblr.in/manage/edit_organization
Email Log dialog	https://tcaccessibilityeupreprod.laerdalblr.in/manage/view_product_status
Forgot Password	https://testeudas.laerdalblr.in/forgotpass
Help - Skill Performance Request	https://tcaccessibilityeupreprod.laerdalblr.in/viewdocument/78959
Help Center- Release Notes	https://testeudas.laerdalblr.in/vieworgdocument/80537
Help Center- Support Documents	https://testeudas.laerdalblr.in/vieworgdocument/92738
ILT Reports - Classes	https://tcaccessibilityeupreprod.laerdalblr.in/manage/ilt_classes_report
ILT Reports - Courses	https://tcaccessibilityeupreprod.laerdalblr.in/manage/ilt_report
Import Demographic data modal	https://testeudas.laerdalblr.in/manage/users
Learner - Status - Courses tab	https://tcaccessibilityeupreprod.laerdalblr.in/manage/view_product_status
Learner - Status - Ebooks tab	https://tcaccessibilityeupreprod.laerdalblr.in/manage/eBook_reports
Login	https://testeudas.laerdalblr.in/sap/login
Manage Admins - DND_Accessibility_TS	https://tcaccessibilityeupreprod.laerdalblr.in/manage/manage_ts_admins
Manage Email Suppression List	https://tcaccessibilityeupreprod.laerdalblr.in/admin/suppressionList
Manage products	https://tcaccessibilityeupreprod.laerdalblr.in/manage/license_list
Manage Training Sites	https://tcaccessibilityeupreprod.laerdalblr.in/manage/license_status
Manage User - User Details	https://testeudas.laerdalblr.in/manage/user/view/335781
My Account/Edit Account	https://testeudas.laerdalblr.in/my_account
My Programmers - Current Programs	https://testeudas.laerdalblr.in/mycourse
Newly Created Class	https://tcaccessibilityeupreprod.laerdalblr.in/hctrainingcenter/studentdetails/2338
Organization Report - Demography Report	https://testeudas.laerdalblr.in/manage/demographic_report
Organization settings - Demographic Settings	https://testeudas.laerdalblr.in/manage/demographic_settings

Page Title	URL
Organization Settings - job Title	https://testeudas.laerdalblr.in/manage/manage_jobtitles
Organization settings - Notifications	https://testeudas.laerdalblr.in/manage/manage_email_notifications
Organization settings - Organization tab	https://testeudas.laerdalblr.in/manage/view_organization
Progress Report	https://testeudas.laerdalblr.in/manage/progress_report
Reset Password dialog	https://testeudas.laerdalblr.in/manage/users
Select Assignment dialog	https://testeudas.laerdalblr.in/manage/users
Select Certified Language	https://testeudas.laerdalblr.in/certificate/ecard/35502?sess=MTczNDcxMTgwOA==
Select Learner dialog	https://testeudas.laerdalblr.in/manage/assignments/add_assignments
Training Center - Admin Login	https://tccessibilityeupreprod.laerdalblr.in/admin
Training Sites	https://tccessibilityeupreprod.laerdalblr.in/manage/manage_tc_students
Unit dialog	https://testeudas.laerdalblr.in/manage/users
User details tab	https://tccessibilityeupreprod.laerdalblr.in/manage/viewstudenttc/339523
User Management	https://tccessibilityeupreprod.laerdalblr.in/admin/manageuser
Users	https://testeudas.laerdalblr.in/manage/users
You have this certificate	https://testeudas.laerdalblr.in/certificate/ecard/35502?sess=MTczNDcxMTgwOA==

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

- Header
- Footer
- Training Center - Header
- Training Center - Footer
- Date Picker
- Super Coach - Header
- Super Coach - Footer
- Help center - Left navigation
- Pagination region 1
- Pagination region 2

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 be used only in WCAG Level AAA criteria.

WCAG 2.2 Report

Note: When reporting on conformance with the WCAG 2.2 Success Criteria, the criteria 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 alternate that serves an equivalent purpose. The following exceptions exist:</p> <ul style="list-style-type: none">• An image does not have a text alternative, so people who are blind and/or use a screen reader will not be able to access the information available in the image and if it is an active image, will not understand its function. This occurs on the following page: My Account/Edit Account.• Some images have a text alternative that is different than 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: Admin; You have this certificate; Help Center- Support Documents.• Some active images have a text alternative that does not convey the same purpose as the image. People who are blind and/or use a screen reader will be given different information than sighted users. This occurs in the following components: Training Center - Header; Pagination region 2.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • Text alternative for the informative image is missing. This occurs on the following pages: Project wide; My Programmers - Current Programs; User Management. • Text alternative does not include essential text in the active image. This occurs on the following page: Login. • Text alternative does not include essential text in the informative image. This occurs on the following pages: Ecard; Help Center-Release Notes.
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 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"> • Some heading levels are out of order, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: Help Center-Support Documents; Create Assignment - Assignment Details Step 1; Import Demographic data modal; Help - Skill Performance Request. • One or more data cells is incorrectly marked up as a header cell in some tables, so the table structure and the header/data relationship between the cell(s) and other cells in those tables will be incorrectly conveyed to people who are blind and/or use a screen reader. This

Criteria	Conformance Level	Remarks and Explanations
		<p>occurs on the following pages: Users; Newly Created Class; Learner - Status - Courses tab.</p> <ul style="list-style-type: none"> • Content that is visually presented as a list is not marked up as a list, so the presence and structure of the list are not conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following page: Create Assignment - Add Learners Step 2. • Some blocks of text are marked up as headings but are not headings, so the structure of the content is misrepresented to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: Dashboard page; Bulk Upload Students dialog; Newly Created Class. • 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 in the following component: Date Picker. • A group of navigation links is missing semantic markup, so people who are blind and/or use a screen reader may not understand how the links relate to each other or the page content. This occurs in the following components: Pagination region 2; Pagination region 1. • Some content that is visually presented as a list is not properly marked up as a list, so the

Criteria	Conformance Level	Remarks and Explanations
		<p>structures of those lists are not correctly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs in the following components: Training Center - Header; Header and following page: Manage Training Sites.</p> <ul style="list-style-type: none"> • Some 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 reader. This occurs on the following pages: Help Center- Support Documents; Organization settings - Demographic Settings; Organization settings - Notifications; Admin; My Programmers - Current Programs; Progress Report; Create Course; Edit Notification Template; You have this certificate. • Some layout tables are incorrectly marked up as data tables, so people who are blind and/or use a screen reader will perceive the tables as presenting relational data rather than simply positioning text on a page. This occurs in the following component: Header and following page: Dashboard page. • Some content that is visually presented as a list is not properly marked up as a list, so the structures of those lists are not correctly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following pages: Learner - Status - Ebooks tab; Assign Product dialog.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • Multiple elements' programmatic role requires one or more child element(s) but the child element(s) is/are missing, 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 element or its related content. This occurs on the following pages: Learner - Status - Ebooks tab; Assign Product dialog. • Group of checkboxes not associated with group label. This occurs on the following page: Create Course. • Some groups of form controls are not programmatically associated with their group label, so the purpose of individual controls in each group cannot be understood people who are blind and/or use a screen reader. This occurs on the following pages: Users; Create Class; Edit Organization details; Progress Report; Create department; Learner - Status - Courses tab; Assignment Report. • Group of radio buttons not associated with group label (5 instances). This occurs on the following pages: Organization settings - Demographic Settings; Organization settings - Notifications; Assign Product dialog; Create Assignment - Assignment Details Step 1; Create Course. • Data is arranged visually like a data table, but the programmatic table header markup for some tables is missing or incomplete. People who are blind and/or use a screen reader will

Criteria	Conformance Level	Remarks and Explanations
		<p>not be aware of the association between the headers for these tables and their related data. This occurs on the following pages: Learner - Status - Courses tab; You have this certificate; Ecard; User Management; Course Management; Help - Skill Performance Request.</p> <ul style="list-style-type: none"> • Content that is visually presented as a single table is marked up as more than one table element, so the table's structure and data relationships will be incorrectly conveyed to people who are blind and/or use a screen reader. This occurs on the following pages: Learner - Status - Courses tab; Assign Students - PEARS Instructor Manual eBook. • Some elements' programmatic role requires that the element have a parent element, but the parent element is missing, 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 element without the context provided by the parent. This occurs on the following pages: Learner - Status - Ebooks tab; Assign Product dialog; My Programmers - Current Programs. • Some HTML lists contain elements in the code that are not allowed in a programmatic list, so the structure and/or content of each list is not correctly conveyed to people who are blind and/or use a screen reader or other assistive technology. This occurs in the following component: Training Center - Header and following page: My Programmers - Current Programs

Criteria	Conformance Level	Remarks and Explanations
<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: Unit dialog. • 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: Learner - Status - Courses tab; Assign Product dialog. • 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 the following pages: My Programmers - Current Programs; Help Center- Support Documents. • The correct reading order of dynamically changing content is not programmatically determinable by screen readers, so people who are blind and/or use a screen reader may not be made aware of new or changed content that is dynamically added to a page. This occurs on the following page: Create Class.

Criteria	Conformance Level	Remarks and Explanations
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)	Partially Supports	<p>For most content, color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements. The following exceptions exist:</p> <ul style="list-style-type: none"> Color is used as the only method to convey the state (such as "checked," "pressed," or "selected") of some controls, so that information will not be available to people who are colorblind and people who are blind and/or use a screen reader. This occurs in the following components: Super Coach - Header; Header and following pages: Training Center - Admin Login; Course Management; Assignment Report; Create User; Add a User to Group dialog; Select Certified Language; Create Assignment - Assignment Details Step 1; Manage Email Suppression List; Ecard; Progress Report; You have this certificate; Users; Newly Created Class; User Management; Create Course.
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.

Criteria	Conformance Level	Remarks and Explanations
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 accesskeys 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"> Multiple functions cannot be performed using only the keyboard, so people who use the keyboard alone to navigate and operate content cannot use these functions. This occurs in the following components: Date Picker; Help center - Left navigation and following pages: My Programmers - Current Programs; Edit Notification Template; Learner - Status - Courses tab; Users; Newly Created Class; Assign Students - PEARS Instructor Manual eBook; Training Center - Admin Login; You have this certificate; Reset Password dialog; Progress Report; Login; Ecard; Create Course; Create User; Organization settings - Demographic Settings; Add a User to Group dialog; Organization settings - Notifications; Course Management; Help Center- Support Documents.
2.1.2 No Keyboard Trap (Level A)	Supports	Keyboard focus is never locked or trapped in a particular area, and the user is able to 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)	Supports	If a time limit exists, the user is given options to turn off, adjust, or extend that time limit.

Criteria	Conformance Level	Remarks and Explanations
2.2.2 Pause, Stop, Hide (Level A)	Supports	Moving, blinking, scrolling, or auto-updating information can be paused, stopped, hidden, or otherwise controlled by the user.
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)	Partially Supports	<p>On most pages, a method is provided to skip navigation and other page elements that are repeated across web pages. The following exceptions exist:</p> <ul style="list-style-type: none"> • The page does not have at least one element or feature (like a skip link, heading structure, HTML5 sectioning elements, or ARIA landmarks) to allow a user to skip repeated content (such as main navigation), so people who use the keyboard to navigate content or use a screen reader must navigate through repeated content on every page. This occurs on the following pages: Admin; Ecard.

Criteria	Conformance Level	Remarks and Explanations
<p>2.4.2 Page Titled (Level A)</p>	<p>Partially Supports</p>	<p>Most pages have descriptive and informative titles. The following exceptions exist:</p> <ul style="list-style-type: none"> Page TITLE element does not identify purpose of page (38 instances). This occurs on the following pages: Help - Skill Performance Request; Manage Training Sites; Manage Admins - DND_Accessibility_TS; Assign Students - PEARS Instructor Manual eBook; You have this certificate; Login; Create Class; Manage Email Suppression List; Dashboard page; Dashboard; Create Course; User details tab; Newly Created Class; Course Management; Learner - Status - Ebooks tab; Create department; User Management; Create Assignment - Assignment Details Step 1; Organization settings - Demographic Settings; Edit Organization details; Organization Report - Demography Report; Ecards tab; Create User; Organization Settings - job Title; Manage products; Assignment Report; Organization settings - Notifications; Edit Job title; Manage User - User Details; Help Center- Support Documents; Progress Report; Users; Edit - User Details; Help Center- Release Notes; Organization settings - Organization tab; Learner - Status - Courses tab; ILT Reports - Courses; ILT Reports - Classes.
<p>2.4.3 Focus Order (Level A)</p>	<p>Partially Supports</p>	<p>The navigation order of most interactive elements (such as links, buttons, or form elements) is logical and preserves meaning and operability. The following exceptions exist:</p>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • The focus order is not logical and presents content in an order that misrepresents its meaning or operability, so people who use a keyboard, switch control, or other assistive technology to navigate content may become disoriented or confused. This occurs on the following pages: Progress Report; Create Class. • Keyboard focus or touch screen swiping goes to multiple elements that are hidden or empty, so people who use the keyboard to navigate content (including screen reader users) may become disoriented or confused. This occurs on the following pages: Learner - Status - Courses tab; Select Certified Language; Dashboard; My Programmers - Current Programs. • Keyboard focus is not confined within multiple modals, so people who use the keyboard to navigate content (including screen reader users) will be able to navigate outside of the modal, which may cause them to become disoriented. This occurs on the following pages: Assign Product dialog; Unit dialog. • Keyboard focus is not moved to a modal when the modal opens, so people who use the keyboard to navigate content (including screen reader users) may not be able to use the modal and in some cases may not know it is present on the page. This occurs on the following page: Unit dialog. • When a modal closes, keyboard focus is not returned to the control that opened the modal or to another logical location, so people who use the keyboard to navigate content (including

Criteria	Conformance Level	Remarks and Explanations
		<p>screen reader users) may become disoriented on the page. This occurs on the following pages: Email Log dialog; Unit dialog; Assign Product dialog; Select Assignment dialog; Reset Password dialog; Add a User to Group dialog; Delete User.</p> <ul style="list-style-type: none">• Keyboard focus is lost or misplaced as a result of user interaction or content update or refresh, so people who use the keyboard to navigate content (including screen reader users) will become disoriented. This occurs on the following page: Learner - Status - Courses tab.

Criteria	Conformance Level	Remarks and Explanations
<p>2.4.4 Link Purpose (In Context) (Level A)</p>	<p>Partially Supports</p>	<p>The purpose of most links can be determined from the link text alone or from the link text and its programmatic context. The following exceptions exist:</p> <ul style="list-style-type: none"> • The purpose of multiple links is not made clear by each link's text or the context provided by the content that immediately surrounds it, so people who are blind and/or use a screen reader will not know where each link goes. This occurs in the following component: Header and following pages: Newly Created Class; Manage Training Sites; Manage Admins - DND_Accessibility_TS; Learner - Status - Courses tab; Dashboard page; Organization Report - Demography Report; Manage products. • Multiple links have identical link text but different destinations, and the context provided by the content that immediately surrounds each link does not provide any clarification, so people who are blind and/or use a screen reader will not know or may be confused about where each link goes. This occurs on the following pages: Course Management; Create Assignment - Add Learners Step 2; Newly Created Class; Progress Report; Create Course; Organization settings - Notifications; Organization Settings - job Title; User Management; Ecards tab; Assign Students - PEARS Instructor Manual eBook; Organization Report - Demography Report
<p>2.5.1 Pointer Gestures (Level A 2.1 and 2.2)</p>	<p>Supports</p>	<p>All functionalities that can be operated with a pointer can be operated with single-point actions.</p>

Criteria	Conformance Level	Remarks and Explanations
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. • Completing the function on the down-event is essential.
2.5.3 Label in Name (Level A 2.1 and 2.2)	Partially Supports	<p>For most user interface components that include visible text labels, the accessible name matches (or includes) the visible text in the label. The following exceptions exist:</p> <ul style="list-style-type: none"> • Multiple interactive elements (such as links, buttons, or form inputs) do not have an accessible name because their visible labels are not programmatically associated with the elements, so people who use speech input to navigate and operate content will not be able to access those elements. This occurs in the following components: Super Coach - Footer; Header and following pages: Create Course; Edit Notification Template; Users; You have this certificate; Dashboard page; Reset Password dialog; Create Assignment - Assignment Details Step 1; Manage products; Ecard; Assignment Report; Learner - Status - Courses tab; Organization settings - Notifications; Assign Product dialog; Progress Report; Edit - User Details. • The accessible name of multiple interactive elements (such as links, buttons, or form inputs)

Criteria	Conformance Level	Remarks and Explanations
		<p>does not contain the visible label, so people who use speech input to navigate and operate content will not be able to access those elements. This occurs in the following components: Training Center - Header; Super Coach - Header and following pages: Organization settings - Demographic Settings; Select Learner dialog; Training Center - Admin Login; Newly Created Class; Create Assignment - Assignment Details Step 1; Admin; Assign Students - PEARS Instructor Manual eBook; Login; Create Class.</p>
<p>2.5.4 Motion Actuation (Level A 2.1 and 2.2)</p>	<p>Supports</p>	<p>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.</p>
<p>3.1.1 Language of Page (Level A)</p>	<p>Supports</p>	<p>The language of each page is correct and can be determined programmatically.</p>
<p>3.2.1 On Focus (Level A)</p>	<p>Supports</p>	<p>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.</p>
<p>3.2.2 On Input (Level A)</p>	<p>Supports</p>	<p>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.</p>
<p>3.2.6 Consistent Help (Level A 2.2 only)</p>	<p>Supports</p>	<p>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.</p>

Criteria	Conformance Level	Remarks and Explanations
3.3.1 Error Identification (Level A)	Partially Supports	<p>For most 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. The following exceptions exist:</p> <ul style="list-style-type: none"> • Form field with error not identified (2 instances). This occurs on the following pages: Learner - Status - Ebooks tab; Learner - Status - Courses tab.

Criteria	Conformance Level	Remarks and Explanations
<p>3.3.2 Labels or Instructions (Level A)</p>	<p>Partially Supports</p>	<p>For most 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. The following exceptions exist:</p> <ul style="list-style-type: none"> • Visible label missing (14 instances). This occurs in the following components: Header; Training Center - Header and following pages: Course Management; Create Course; Learner - Status - Courses tab; Admin; Users; Create Assignment - Add Learners Step 2; You have this certificate; Newly Created Class; Manage Admins - DND_Accessibility_TS; Dashboard page; Create Class; Login. • Some labels of elements are not persistent (always visible on the page), so each element's purpose may be difficult to discover. This occurs in the following component: Help center - Left navigation and following pages: Assignment Report; Create User; ILT Reports - Courses; Learner - Status - Courses tab; Manage products; Create Assignment - Assignment Details Step 1; Users; Help Center- Release Notes; Select Assignment dialog; User Management; Add a User to Group dialog; My Programmers - Current Programs; Organization Report - Demography Report; Learner - Status - Ebooks tab; Progress Report; Manage Training Sites; Create department. • Select or dropdown control missing a visible label. This occurs on the following page: Ecard.

Criteria	Conformance Level	Remarks and Explanations
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 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.
4.1.1 Parsing (Level A)	Supports	For the WCAG 2.0, 2.1, EN 301 549, and Revised 508 Standards, 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.
4.1.2 Name, Role, Value (Level A)	Does Not Support	<p>The name, role, state, and value of most user interface components can be programmatically determined. The following exceptions exist:</p> <ul style="list-style-type: none"> • Multiple form input elements do 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 each element and may not understand its purpose or how to interact with it. This occurs on the following pages: Create Assignment - Add Learners Step 2; Users; Ecard. • Multiple links do not have discernible text, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the destination or function of each link. This occurs in the following components: Super Coach - Footer; Training Center - Footer; Training Center - Header; Header. • Multiple buttons do not have a programmatic name, so each button's name (such as "Submit" or "Cancel") is not conveyed to screen readers

Criteria	Conformance Level	Remarks and Explanations
		<p>and other assistive technologies and will not be available to people who use those technologies. This occurs on the following pages: ILT Reports - Classes; Manage Training Sites; Newly Created Class; Manage Admins - DND_Accessibility_TS; ILT Reports - Courses; User Management; Course Management.</p> <ul style="list-style-type: none"> Multiple buttons do not have a programmatic name, so each button's 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: Assignment Report; Manage Email Suppression List. Multiple buttons do not have a programmatic role, so each button's role (usually button, but sometimes link or something else) is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs in the following component: Date Picker and following pages: ILT Reports - Classes; Reset Password dialog; Learner - Status - Courses tab; Manage products; You have this certificate; Create Assignment - Add Learners Step 2; Course Management; Progress Report; ILT Reports - Courses; Manage Training Sites; Training Center - Admin Login; Help Center- Support Documents; User Management; Manage Admins - DND_Accessibility_TS; Ecard; Email Log dialog.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • Multiple elements are missing one or more required attributes in their HTML code that would provide that element's 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 each element or how to interact with it. This occurs on the following pages: Learner - Status - Ebooks tab; Assign Product dialog. • A select 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 understand the purpose of the select control. This occurs on the following pages: Create department; Edit Organization details; Users; Create Class; Course Management; Assignment Report; Create Assignment - Assignment Details Step 1; Create User; Progress Report; Newly Created Class; Assign Product dialog. • Footer section is present in between the page. This occurs on the following page: Create Course. • Multiple form input elements do 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 each element and may not understand its purpose or how to interact with it. This occurs on the following pages: Assign Product dialog; Learner - Status - Ebooks tab.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • Footer section is placed in between the table (2 instances). This occurs on the following pages: Course Management; User Management. • Multiple links do not have discernible link text, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the destination or function of each link. This occurs on the following pages: Dashboard page; Create Class. • Multiple buttons do not have a programmatic role and name, so each button's role (usually button, but sometimes link or something else) and its name (such as "Submit" or "Cancel") are not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs in the following component: Date Picker and following pages: Organization settings - Demographic Settings; Login; Create Course. • 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: Edit Notification Template. • Multiple elements have 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

Criteria	Conformance Level	Remarks and Explanations
		<p>are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or content of each element or how to interact with it. This occurs on the following pages: Help Center-Release Notes; Assignment Report; Progress Report; Ecard; Select Certified Language; You have this certificate; Edit Notification Template.</p> <ul style="list-style-type: none"> • An element is missing or has an incorrect 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 content or how to interact with it. This occurs on the following page: Newly Created Class. • A progressbar 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 the information it conveys. This occurs on the following page: Progress Report. • Multiple form fields are missing 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 each form field or what input it requires. This occurs on the following pages: You have this certificate; Create Class. • The HTML code for a link or button is nested inside the code of another link or button, so assistive technologies may not be able to

Criteria	Conformance Level	Remarks and Explanations
		<p>determine the function of the element. This occurs on the following page: Dashboard.</p> <ul style="list-style-type: none"> • State: The disabled state of an element is not conveyed (10 instances). This occurs in the following component: Pagination region 2 and following pages: Create Assignment - Add Learners Step 2; Progress Report; Import Demographic data modal; Learner - Status - Courses tab; Newly Created Class; Assignment Report; Select Assignment dialog. • A custom checkbox element does not have a programmatic role and/or its current state (checked or not checked) is not conveyed programmatically, so people who are blind and/or use a screen reader or other assistive technology will not be aware that the element is a checkbox or if the checkbox is checked. This occurs on the following page: Newly Created Class. • For some elements that allow 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 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 each element, the options available, and whether the element or an option is currently checked. This occurs in the following components: Pagination region 1; Date Picker; Super Coach - Header; Pagination

Criteria	Conformance Level	Remarks and Explanations
		<p>region 2 and following pages: Edit Notification Template; Ecards tab; ILT Reports - Courses; Edit Organization details; Organization settings - Notifications; Organization settings - Demographic Settings; Dashboard; Learner - Status - Ebooks tab; Organization Settings - job Title; Create department; Organization settings - Organization tab; Learner - Status - Courses tab; Organization Report - Demography Report; Create Assignment - Add Learners Step 2; User Management; Manage User - User Details; Manage Email Suppression List; Create Course; Course Management; Create Assignment - Assignment Details Step 1; Progress Report.</p> <ul style="list-style-type: none"> • The content of multiple tooltips cannot be accessed using a screen reader, so people who are blind and others who use a screen reader will not be able to read this content. This occurs on the following pages: Organization settings - Demographic Settings; Learner - Status - Courses tab. • An element that appears and functions like a switch control does not have the required attributes in its HTML code needed to provide its programmatic role, name, state, and other properties 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 element's name, purpose, or current state (such as "On" or "Off") or how to interact with it. This occurs on the following page: Organization settings - Notifications.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> Multiple elements that appear and function like a combobox do not have the required attributes in its HTML code needed to provide its programmatic role, name, state, and other properties 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 each element or how to interact with it. This occurs on the following pages: Create Assignment - Assignment Details Step 1; Create User; Assignment Report; Edit Organization details; Learner - Status - Courses tab; You have this certificate; Create department; Select Certified Language; Progress Report; Add a User to Group dialog; Ecard; Users; Organization Report - Demography Report; Manage Training Sites. The programmatic state of some elements that reveal or hide 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 each element or the state will be misrepresented. This occurs in the following components: Super Coach - Header; Header; Help center - Left navigation and following pages: ILT Reports - Courses; Manage products; Assignment Report; Users; Manage Training Sites; Select Assignment dialog; Progress Report; Learner - Status - Ebooks tab; Create Course; Learner - Status - Courses tab; ILT Reports - Classes.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • Elements that are focusable or contain one or more focusable elements are programmatically hidden, so people who use the keyboard to navigate as well as people who are blind and/or use a screen reader or other assistive technology will not be able to perceive or interact with the elements. This occurs on the following pages: Learner - Status - Courses tab; Progress Report; Assignment Report. • Date Picker: Date picker is missing appropriate roles and/or attributes. This occurs in the following component: Date Picker. • Some elements that appear and function like a modal dialog do not have the required attributes in its HTML code needed to provide its programmatic role, name, state, and other properties 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 each element or how to interact with it. This occurs on the following pages: Assign Product dialog; Email Log dialog; Unit dialog; Training Sites. • The index of radio buttons is not correctly announced by the screen reader (2 instances). This occurs on the following pages: Create Assignment - Assignment Details Step 1; Organization settings - Demographic Settings. • Multiple breadcrumb regions are missing one or more required attributes in their HTML code that provides the programmatic role, name, state, or another property of the region and its

Criteria	Conformance Level	Remarks and Explanations
		<p>contents 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 current state or how to interact with each region and its contents. This occurs on the following pages: My Account/Edit Account; My Programmers - Current Programs.</p> <ul style="list-style-type: none"> Multiple elements do not have an attribute in their 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 in the following component: Header and following pages: Assignment Report; Users; Ecard

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.
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)	Partially Supports	<p>The purpose of most input fields that collect an individual's personal data are programmatically defined based on the WCAG list of Input Purposes for User Interface Components. The following exceptions exist:</p> <ul style="list-style-type: none"> • No programmatic purpose is provided for some input elements (like text input fields), so browsers or assistive technology are not able to automatically suggest information to fill in the inputs. This occurs on the following pages: Reset Password dialog; Forgot Password; Login. • The programmatic purpose provided for an input element (like a text input field) is not accurate, so information automatically suggested by the browser or assistive technology to fill in the input will be incorrect. This occurs on the following page: Login
1.4.3 Contrast (Minimum) (Level AA)	Does Not Support	Most text and images of regular text have the required color contrast ratio with their backgrounds. The following exceptions exist:

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li data-bbox="1377 151 2003 1076">• 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 in the following component: Date Picker and following pages: Manage Admins - DND_Accessibility_TS; Users; Delete User; Dashboard page; Assignment Report; Import Demographic data modal; Learner - Status - Courses tab; Create User; ILT Reports - Classes; Manage Training Sites; Progress Report; Organization Settings - job Title; Add a User to Group dialog; Create Assignment - Assignment Details Step 1; My Account/Edit Account; My Programmers - Current Programs; Manage Email Suppression List; Learner - Status - Ebooks tab; Create Course; Select Assignment dialog; Email Log dialog; Organization Report - Demography Report; ILT Reports - Courses; Unit dialog; Edit Notification Template; Manage products; Training Center - Admin Login; Select Certified Language; Select Learner dialog; Assign Product dialog. <li data-bbox="1377 1092 2003 1487">• The color contrast ratio between large text and its background is less than 3:1, so people who are colorblind or have low vision may have difficulty reading the text. Large text is text over 18 points (24 pixels) or 14 points (19 pixels) if bold. This occurs on the following pages: Add Student Information; Dashboard; Bulk Upload Students dialog; Assign Students - PEARS Instructor Manual eBook; Edit Job title; Organization settings - Notifications.

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> • The color contrast ratio between placeholder text in multiple inputs and each input's background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the placeholder text. This occurs in the following component: Help center - Left navigation and following pages: Add a User to Group dialog; Edit Organization details; Progress Report; Create User; Help Center- Release Notes; Assign Students - PEARS Instructor Manual eBook; My Programmers - Current Programs; Organization settings - Demographic Settings; Select Learner dialog; Manage Email Suppression List; Learner - Status - Courses tab; Learner - Status - Ebooks tab; Create department; ILT Reports - Courses; Manage Admins - DND_Accessibility_TS; Create Assignment - Assignment Details Step 1; User Management; Users; Organization Report - Demography Report; Manage Training Sites; Create Class; Assignment Report; Create Course; Course Management. • The color contrast ratios on hover or focus between the text labels of some controls and their background are less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text label of each control. This occurs in the following component: Date Picker and following pages: Learner - Status - Ebooks tab; Dashboard page; Help Center- Support Documents; Training Center - Admin Login; Manage Email Suppression List; Dashboard; My Account/Edit Account; Help -

Criteria	Conformance Level	Remarks and Explanations
		<p>Skill Performance Request; My Programmers - Current Programs; Course Management.</p> <ul style="list-style-type: none"> The color contrast ratio between text and its background is less than 4.5:1 (or less than 3:1 for large text), so people who are colorblind or have low vision may have difficulty reading the text. This occurs in the following components: Training Center - Header; Super Coach - Header; Header and following pages: Organization settings - Notifications; Delete User; Progress Report; Create User; Create Course; Create Class; Edit Organization details; Bulk Upload Students dialog; Admin; Organization settings - Organization tab; Reset Password dialog; Ecards tab; Manage Email Suppression List; User details tab; Dashboard page; Users; Learner - Status - Courses tab; Assignment Report; Edit Notification Template; Edit - User Details; Newly Created Class; Create Assignment - Add Learners Step 2; Add Student Information; Organization settings - Demographic Settings; My Programmers - Current Programs; ILT Reports - Classes; Assign Product dialog; Manage products; Create Assignment - Assignment Details Step 1; Manage Training Sites; Manage User - User Details; Manage Admins - DND_Accessibility_TS; Assign Students - PEARS Instructor Manual eBook; Create department; Training Sites; Dashboard; Help - Skill Performance Request; Organization Settings - job Title; Email Log dialog; User Management; Learner - Status - Ebooks tab; Help Center- Support Documents; Edit Job title;

Criteria	Conformance Level	Remarks and Explanations
		<p>Organization Report - Demography Report; Unit dialog; My Account/Edit Account; ILT Reports - Courses; Course Management; Login.</p> <ul style="list-style-type: none"> • Large control text lacks 3:1 contrast ratio on hover or focus. This occurs on the following : Bulk Upload Students dialog.
<p>1.4.4 Resize text (Level AA)</p>	<p>Partially Supports</p>	<p>Most content is readable and functional when browser zoom is set to 200% of its initial size. The following exceptions 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 content. This occurs in the following components: Training Center - Header; Super Coach - Header and following pages: Assign Students - PEARS Instructor Manual eBook; Organization settings - Notifications; ILT Reports - Classes; Select Certified Language; Ecard; User Management; Users; Course Management. • 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: My Programmers - Current Programs; Learner - Status - Ebooks tab; You have this certificate; Learner - Status - Courses tab. • The ability to zoom or scale the screen has been disabled, so people who have low vision and need to enlarge text to read it cannot do so. This occurs on the following pages: You have this certificate; Select Certified Language; Ecard
<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 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 in the following components: Training Center - Header; Super Coach - Header and following pages: Add a User to Group dialog; Assignment Report; ILT Reports - Classes; ILT Reports - Courses; Manage Email Suppression List; Progress Report; Learner - Status - Ebooks tab; Course Management; Select Learner dialog; Ecard; Create Assignment - Add Learners Step 2; Learner - Status - Courses tab; Edit Notification Template; User Management. • When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content overlaps and cannot be seen or understood, so the overlapping content is not available to people with low vision who increase the size of text and other content using the browser zoom. This occurs in the following component: Date Picker and following pages: Progress Report; You have this certificate; Users; My Programmers - Current Programs; Assign Product dialog; Learner - Status - Ebooks tab; Select Certified
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Criteria	Conformance Level	Remarks and Explanations
		Language; Learner - Status - Courses tab; Manage Training Sites; Training Sites.
<p>1.4.11 Non-text Contrast (Level AA 2.1 and 2.2)</p>	Does Not Support	<p>Most of the boundaries and indicators of the visual state(s) of each active user component and any graphics required to understand content have a 3:1 color contrast ratio with adjacent color(s) or their background. The following exceptions exist:</p> <ul style="list-style-type: none"> Some icons (or parts of an icon required to understand its content) do not have a 3:1 color contrast ratio with the background or adjacent colors, so people who are colorblind or have low vision may not be able understand the information presented by each icon. This occurs in the following component: Training Center - Header and following pages: Learner - Status - Courses tab; Course Management; Manage Admins - DND_Accessibility_TS; Assign Product dialog; Users; Manage products; Create Class; Create Assignment - Add Learners Step 2; Email Log dialog; Progress Report; ILT Reports - Courses; Learner - Status - Ebooks tab; Newly Created Class; User Management; Organization Settings - job Title; Select Learner dialog; Create Course; Manage Email Suppression List; Organization Report - Demography Report; Create department; Assignment Report; Select Assignment dialog; Create User; ILT Reports - Classes; Manage Training Sites; Training Sites. The focus indicators of some interactive elements (like buttons or input fields) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or

Criteria	Conformance Level	Remarks and Explanations
		<p>have low vision may have difficulty perceiving when each interactive element is receiving focus. This occurs in the following components: Super Coach - Header; Date Picker and following pages: Manage products; Dashboard; My Programmers - Current Programs; You have this certificate; Ecard; Select Certified Language; Login; User Management; Course Management; Progress Report; Learner - Status - Courses tab; Edit Notification Template; Select Assignment dialog; Create Course; Users; My Account/Edit Account; Select Learner dialog; Manage Training Sites; Assignment Report; Training Center - Admin Login.</p> <ul style="list-style-type: none"> • The indicators for the state of some interactive elements (like checkboxes or radio buttons) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving the state of the interactive elements. This occurs on the following pages: Create Class; Create User; Newly Created Class. • The visual boundaries of some interactive elements (like a radio button or input fields) do not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving the boundaries of the interactive element. This occurs in the following component: Help center - Left navigation and following pages: ILT Reports - Courses; Create Assignment - Add Learners Step 2; Users; Login; Learner - Status - Courses tab; Add Student Information; Progress

Criteria	Conformance Level	Remarks and Explanations
		<p>Report; Newly Created Class; Assign Students - PEARS Instructor Manual eBook; Assign Product dialog; Training Center - Admin Login; Manage Admins - DND_Accessibility_TS; Forgot Password; Learner - Status - Ebooks tab; Create department; Course Management; Organization settings - Notifications; Organization settings - Demographic Settings; Assignment Report; Add a User to Group dialog; Create User; Create Course; Organization Report - Demography Report; Create Class; User Management; Organization Settings - job Title; My Programmers - Current Programs; Edit Job title; Reset Password dialog; Create Assignment - Assignment Details Step 1; Select Learner dialog; Edit Organization details; Manage Training Sites; Edit Notification Template; Edit - User Details.</p>

Criteria	Conformance Level	Remarks and Explanations
<p>1.4.12 Text Spacing (Level AA 2.1 and 2.2)</p>	<p>Partially Supports</p>	<p>For most content, the spacing between letters, words, lines of text and paragraphs can be adjusted with no loss of content or functionality. The following exceptions exist:</p> <ul style="list-style-type: none"> • When text spacing is adjusted to help people with vision, reading and cognitive disabilities, some content cannot be seen because it is cut off. This occurs on the following page: User Management. • When text spacing is adjusted to help people with vision, reading, and/or cognitive disabilities, some or all of the content cannot be read because it overlaps with other content. This occurs on the following pages: Select Assignment dialog; Learner - Status - Courses tab; Course Management.

Criteria	Conformance Level	Remarks and Explanations
<p>1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)</p>	Partially Supports	<p>In most cases 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. The following exceptions exist:</p> <ul style="list-style-type: none"> • Content that appears on mouse hover (such as tooltips, drop-down menus, or popups) disappears when the mouse pointer is moved over that content, meaning people with disabilities, especially people with low vision who need to magnify text, may not be able to read the additional content. This occurs on the following pages: Learner - Status - Courses tab; Create Course; Organization settings - Demographic Settings. • Content that appears on mouse hover or keyboard focus (such as tooltips, drop-down menus, or popups) is not dismissible, so it obscures all or part of the original content on the page. This occurs on the following pages: Learner - Status - Courses tab; Organization settings - Demographic Settings.
<p>2.4.5 Multiple Ways (Level AA)</p>	Supports	Multiple ways are available to find other pages on the site.

Criteria	Conformance Level	Remarks and Explanations
<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> <ul style="list-style-type: none"> • Multiple buttons have identical programmatic labels but different functionality, and there is not programmatic context, so people who are blind and/or use a screen reader will not know or may be confused or misled about what each button does. This occurs on the following pages: Ecard; Create Course; Progress Report. • Programmatic label does not convey purpose of control (23 instances). This occurs on the following pages: My Programmers - Current Programs; Assignment Report; Add Student Information; Assign Product dialog; Learner - Status - Courses tab; Manage Training Sites; Users; Add a User to Group dialog; Organization settings - Notifications; Progress Report; Assign Students - PEARS Instructor Manual eBook; Edit Organization details; Create Class; Create Assignment - Assignment Details Step 1; Select Assignment dialog; Newly Created Class; Create User; Learner - Status - Ebooks tab; Training Sites.

Criteria	Conformance Level	Remarks and Explanations
<p>2.4.7 Focus Visible (Level AA)</p>	<p>Partially Supports</p>	<p>In most cases, it is visually apparent which page element is currently receiving keyboard focus. The following exceptions exist:</p> <ul style="list-style-type: none"> Multiple interactive elements (such as links, buttons, or form inputs) do not have a visual focus indicator, so sighted people who use a keyboard to navigate content will not know when those elements are receiving focus. This occurs in the following components: Super Coach - Header; Training Center - Header; Super Coach - Footer and following pages: Select Learner dialog; Edit Organization details; Users; Add Student Information; Manage Email Suppression List; Create Course; Course Management; Bulk Upload Students dialog; User Management; Manage Admins - DND_Accessibility_TS; Create Assignment - Add Learners Step 2; Learner - Status - Courses tab; You have this certificate; Assign Product dialog; Organization settings - Organization tab; Add a User to Group dialog; Manage Training Sites; Admin; Select Certified Language; Manage products; Newly Created Class; Create Class; Dashboard; Training Sites; Login; Email Log dialog.

Criteria	Conformance Level	Remarks and Explanations
<p>2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)</p>	<p>Partially Supports</p>	<p>When most user interface components receive keyboard focus, each component is not entirely hidden due to author-created content. The following exceptions exist:</p> <ul style="list-style-type: none"> Multiple focused elements are completely covered by other author-created content, which may cause people who use the keyboard to navigate content to become disoriented. This occurs on the following pages: Assignment Report; Users; Select Assignment dialog; Assign Product dialog; Manage Training Sites; User Management; Learner - Status - Courses tab; Create Course; Progress Report; Course Management.
<p>2.5.7 Dragging Movements (Level AA 2.2 only)</p>	<p>Partially Supports</p>	<p>Most 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. The following exceptions exist:</p> <ul style="list-style-type: none"> Some functionality relies on a dragging movement with no single-pointer, single touch alternative, making it difficult or impossible for persons with motor difficulties and users of assistive technology to perform the gesture. This occurs on the following page: Edit Notification Template.

Criteria	Conformance Level	Remarks and Explanations
<p>2.5.8 Target Size (Minimum) (Level AA 2.2 only)</p>	<p>Partially Supports</p>	<p>The size of the target for most clickable controls 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. The following exceptions exist:</p> <ul style="list-style-type: none"> • A target's hit area does not meet minimum 24x24 pixel size or spacing. making it difficult for users with hand tremors and those who have difficulty with fine motor movement to activate them accurately. This occurs on the following page: Learner - Status - Courses tab.
<p>3.1.2 Language of Parts (Level AA)</p>	<p>Partially Supports</p>	<p>On most pages, 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. The following exceptions exist:</p> <ul style="list-style-type: none"> • Portions of content on multiple pages that are in a different language from the rest of the content on the page are not programmatically assigned the language for the portion of content, so screen readers may mispronounce those parts of the content. This occurs in the following component: Header and following pages: Create Course; You have this certificate; Dashboard page; Login; Course Management; Ecard.

Criteria	Conformance Level	Remarks and Explanations
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 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.
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 Web site.

Criteria	Conformance Level	Remarks and Explanations
<p>4.1.3 Status Messages (Level AA 2.1 and 2.2)</p>	<p>Partially Supports</p>	<p>In most cases, status messages can be programmatically determined and presented by assistive technologies without receiving focus. The following exceptions exist:</p> <ul style="list-style-type: none"> Some status messages are 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 messages or they may not hear them in a timely fashion. This occurs in the following component: Help center - Left navigation and following pages: User Management; Users; Login; Select Learner dialog; Assignment Report; Manage Admins - DND_Accessibility_TS; Create User; Add Student Information; Select Assignment dialog; Assign Students - PEARS Instructor Manual eBook; Progress Report; Course Management; Edit - User Details; Add a User to Group dialog; Import Demographic data modal; Edit Job title; Email Log dialog; Learner - Status - Courses tab; Create Assignment - Assignment Details Step 1; Create Course; Bulk Upload Students dialog; Learner - Status - Ebooks tab; Create department; Reset Password dialog; ILT Reports - Courses; Organization Report - Demography Report; Organization Settings - job Title; Newly Created Class; ILT Reports - Classes; Select Certified Language; Create Class; Delete User; Manage products; Organization settings - Notifications; My Programmers - Current Programs; Assign Product dialog; Edit Organization details; Manage Email Suppression List; Manage Training Sites; Organization settings - Demographic Settings

Table 3: Success Criteria, Level AAA

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

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Include your company legal disclaimer here, if needed