



Laerdal Medical - Accessibility Conformance Report WCAG Edition

(Based on VPAT® Version 2.5)

Name of Product/Version:

RQI and HC Skills

Report Date:

23rd July 2025

Product Description:

RQI and HC Skills equip healthcare providers and teams with an evidence-based, effective approach for resuscitation training. Skills is a quality improvement program utilizing self-directed learning in a low-dose, high frequency model. Skills are performed at the Simulation Station on-site.

Contact Information:

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Notes:

The RQI and HC Skills solution is currently being reimplemented using different software technology. This is intended to be released in 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 07/11/2025 and 07/21/2025.

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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 Chrome/NVDA on Windows 11 and extensive use of keyboard.
- Automated tools used included the Deque axe browser extension & Deque axe Auditor.

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
Adult and Child Compressions - Assessment	https://cdn-skills.contentservice.net/preview/provider/aha/index.html?manifest=rqi-skills-2021-q1-q3&lang=en-US
Annual Baseline / Adult and Child Compressions - Welcome	https://cdn-skills.contentservice.net/preview/provider/aha/index.html?manifest=rqi-skills-2021-entry-and-prep&lang=en-US
Annual Baseline / Overview	https://cdn-skills.contentservice.net/preview/provider/aha/index.html?manifest=rqi-skills-2021-entry-and-prep&lang=en-US
Assessment - Adult and Child Compressions	https://cdn-skills.contentservice.net/preview/provider/aha/index.html?manifest=rqi-skills-2021-q1-q3&useVirtualManikin&lang=en-US
Core Skills - RQI Welcome Video	https://cdn-skills.contentservice.net/preview/provider/aha/index.html?manifest=rqi-skills-2021-standalone-welcome&lang=en-US
Hands-On Session	https://cdn-skills.contentservice.net/preview/responder_aha/index.html?manifest=responder-part-2&lang=en-US
Let's Begin	https://cdn-skills.contentservice.net/preview/provider/aha/index.html?manifest=rqi-skills-2021-entry-and-prep&useVirtualManikin&lang=en-US
Let's Begin - Annual Baseline	https://cdn-skills.contentservice.net/preview/provider/aha/index.html?manifest=rqi-skills-2021-entry-and-prep&lang=en-US
Let's Check Your Knowledge	https://cdn-skills.contentservice.net/preview/responderpart1_aha/normal/index.html?manifest=responder-part-1&lang=en-US
Responding AHA - Activity	https://cdn-skills.contentservice.net/preview/responderpart1_aha/normal/index.html?manifest=responder-part-1&lang=en-US
Result - Analyze	https://cdn-skills.contentservice.net/preview/provider/aha/index.html?manifest=rqi-skills-2021-q1-q3&useVirtualManikin&lang=en-US

Page Title	URL
Troubleshooting Modal	https://cdn-skills.contentservice.net/preview/provider/aha/index.html?manifest=rqi-skills-2021-entry-and-prep&lang=en-US

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

- Header

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
<p>1.1.1 Non-text Content (Level A)</p>	<p>Partially Supports</p>	<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 has 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 page: Assessment - Adult and Child Compressions. • Text alternative for the informative image is missing. This occurs on the following page: Result - Analyze. • Images must have alternative text. This occurs on the following page: Adult and Child Compressions - Assessment. • Text alternative does not match dynamically changing informative image. This occurs on the following page: Assessment - Adult and Child Compressions.
<p>1.2.1 Audio-only and Video-only (Prerecorded) (Level A)</p>	<p>Partially Supports</p>	<p>Most prerecorded audio-only files (such as mp3 files and audio podcasts) have a descriptive text transcript. The following exception exists:</p> <ul style="list-style-type: none"> • No text or audio description available for video-only content. This occurs on the

Criteria	Conformance Level	Remarks and Explanations
		following page: Let's Begin - Annual Baseline.
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 exception exists:</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: Let's Begin.
1.3.2 Meaningful Sequence (Level A)	Supports	The reading and navigation order is logical and intuitive.
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)	Supports	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, they do not conflict with existing browser and screen reader shortcuts, and functionality based on custom gestures is available when a screen reader is turned on.
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

Criteria	Conformance Level	Remarks and Explanations
		and from all navigable elements using only a keyboard.
2.1.4 Character Key Shortcuts (Level A 2.1)	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 page: Assessment - Adult and Child Compressions.
2.2.2 Pause, Stop, Hide (Level A)	Partially Supports	<p>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:</p> <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 page: Let's Begin - Annual Baseline.
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.

Criteria	Conformance Level	Remarks and Explanations
2.4.2 Page Titled (Level A)	Supports	Pages have descriptive and informative titles.
2.4.3 Focus Order (Level A)	Partially Supports	<p>The navigation order of most interactive elements (such as links, buttons, or form elements) is logical and preserves meaning and operability. The following exception exists:</p> <ul style="list-style-type: none"> 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 screen reader users) may become disoriented on the page. This occurs on the following pages: Troubleshooting Modal; View Demo Modal.
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)	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)	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)	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)	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.

Criteria	Conformance Level	Remarks and Explanations
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 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 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.

Criteria	Conformance Level	Remarks and Explanations
<p>4.1.2 Name, Role, Value (Level A)</p>	<p>Partially Supports</p>	<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"> • 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: Header; Hands-On Session; Responder AHA - Activity; View Demo Modal; Let's Check Your Knowledge. • 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 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: View Demo Modal; Assessment - Adult and Child Compressions; Core Skills - RQI Welcome Video. • 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

Criteria	Conformance Level	Remarks and Explanations
		<p>to understand the name, purpose, or content of the element or how to interact with it. This occurs on the following page: Responder AHA - Activity.</p> <ul style="list-style-type: none"> <li data-bbox="1381 321 2003 654">• A progress bar 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 pages: Hands-On Session; Responder AHA - Activity; Let's Check Your Knowledge. <li data-bbox="1381 699 2003 1029">• 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: Core Skills - RQI Welcome Video.

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)	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)	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 page: Result - Analyze. • 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 color blind or have low vision may have difficulty reading the text. This occurs on the following pages: Hands-On Session; Responder AHA - Activity; Let's Check Your Knowledge.
1.4.4 Resize text (Level AA)	Partially Supports	<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 on the following pages: Hands-On Session; Responder AHA - Activity; Let's Check Your Knowledge.

Criteria	Conformance Level	Remarks and Explanations
		<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: Troubleshooting Modal; View Demo Modal.
1.4.5 Images of Text (Level AA)	Partially Supports	<p>On most pages, when content can be presented visually using only text, an image of text is not used to present that text. The following exception exists:</p> <ul style="list-style-type: none"> Text on the page is text embedded in an image instead of actual text. An image of text is difficult to zoom or otherwise modify, so people who have low vision and need to enlarge text to read it may not be able to read the text. People with other disabilities that need to modify text to read it also may not be able to read this text. This occurs on the following page: Adult and Child Compressions - Assessment.
1.4.10 Reflow (Level AA 2.1)	Does not Support	<p>The content of most, if not all, pages is not viewable without scrolling horizontally when the viewport is set to 320 CSS pixels wide. The following issues 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 zoom may have difficulty accessing the content that can only be seen by horizontal scrolling. This occurs on the following pages: Annual Baseline / Adult and Child Compressions - Welcome; Troubleshooting Modal; View Demo

Criteria	Conformance Level	Remarks and Explanations
		<p>Modal; Assessment - Adult and Child Compressions; Let's Begin; Result - Analyze; Adult and Child Compressions - Assessment; Annual Baseline / Overview.</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; Hands-On Session; Annual Baseline / Adult and Child Compressions - Welcome; Let's Begin - Annual Baseline; Responder AHA - Activity; Let's Check Your Knowledge. • 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 on the following pages: Let's Begin - Annual Baseline; Annual Baseline / Overview.
<p>1.4.11 Non-text Contrast (Level AA 2.1)</p>	<p>Does not Supports</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>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li data-bbox="1402 149 2005 516">• An image or graphic (like a chart) or part of the image/graphic required to understand its content does 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 the image/graphic. This occurs on the following pages: Hands-On Session; Responder AHA - Activity; Let's Check Your Knowledge. <li data-bbox="1402 555 2005 1149">• 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: Header; Annual Baseline / Adult and Child Compressions - Welcome; Let's Begin - Annual Baseline; Troubleshooting Modal; Responder AHA - Activity; View Demo Modal; Assessment - Adult and Child Compressions; Let's Begin; Result - Analyze; Core Skills - RQI Welcome Video; Adult and Child Compressions - Assessment; Annual Baseline / Overview.
<p data-bbox="96 1156 571 1198">1.4.12 Text Spacing (Level AA 2.1)</p>	<p data-bbox="970 1156 1213 1198">Partially Supports</p>	<p data-bbox="1327 1156 2005 1295">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 exception exists:</p> <ul style="list-style-type: none"> <li data-bbox="1402 1334 2005 1494">• When text spacing is adjusted to help people with vision, reading, and/or cognitive disabilities, the spacing for some or all text on the page does not adjust. This occurs on the following page:

Criteria	Conformance Level	Remarks and Explanations
		Assessment - Adult and Child Compressions.
1.4.13 Content on Hover or Focus (Level AA 2.1)	Supports	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.
2.4.5 Multiple Ways (Level AA)	Supports	Multiple ways are available to find other pages on the site.
2.4.6 Headings and Labels (Level AA)	Supports	Headings and labels for form and interactive controls are informative.
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 page: Let's Begin.
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.
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.

Criteria	Conformance Level	Remarks and Explanations
3.1.2 Language of Parts (Level AA)	Partially Supports	<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 exception exists:</p> <ul style="list-style-type: none"> A portion of content on a page that is in a different language from the rest of the content on the page is not programmatically assigned the language for that portion of content, so screen readers may mispronounce that part of the content. This occurs on the following pages: Header; Hands-On Session; Responder AHA - Activity; View Demo Modal; Let's Check Your Knowledge.
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

Criteria	Conformance Level	Remarks and Explanations
		test is to recognize objects or identify non-text content the user provided to the Web site.
4.1.3 Status Messages (Level AA 2.1)	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 page: Assessment - Adult and Child Compressions.

Table 3: Success Criteria, Level AAA

Notes: Level AAA success criteria are not within the scope of this conformance evaluation.

Legal Disclaimer

TBD