Oxford University Press Accessibility Conformance Report
Based on Voluntary Product Accessibility Template® (VPAT®)[1]

VPAT Version 2.0 Beta 2

Name of Product: OUP Bibliographies

Date: 21st June 2018

Contact information:

Notes:

Standards/Guidelines

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

Standard/Guideline	Included In Report
Web Content Accessibility Guidelines 2.0, at http://www.w3.org/TR/2008/REC-WCAG20-20081211/	Level A ☑ Level AA☑ Level AAA❑
Section 508 as published in 2017, at http://www.Section508.gov	❑
EN 301 549 Accessibility requirements suitable for public procurement of ICT products and services in Europe, at http://mandate376.standards.eu/standard	❑

Table Information

For each of the standards, the criteria are listed by chapter in a table. The structures of the tables are: the first column contains the criteria being evaluated, the second column describes the level of conformance of the product with regard to the criteria and the third column contains any additional remarks and explanations regarding the product.

- By default the table information is showing. This information can be hidden by clicking "Click to show or hide table data". This allows users to hide information so they see only the sections they need.
- When sections of criteria do not apply, or deemed by the customer as not applicable, the section is noted as such and the rest of that table may be removed for that section.
- When multiple standards are being recorded in this document, the duplicative sections are noted and responded to only one time. The duplicate entry will note the cross reference to the data.

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 criteria without known defects or meets with equivalent facilitation.
- **Supports with Exceptions**: Some functionality of the product does not meet the criteria.
- **Does Not Support**: Majority of functionality of the product does not meet the criteria.
- **Not Applicable**: The criteria are not relevant to the product.
- **Not Evaluated**: The product has not been evaluated against the criteria. This can be used only with WCAG 2.0 Level AAA.

WCAG 2.0 Report -
Click to show or hide WCAG table data (section headings will remain)

Tables 1 and 2 also documents conformance with:

- EN 301 549: Chapter 9 - Web, Chapter 10 - Non-Web documents, Section 11.2.1- Non-Web Software (excluding closed functionality), and Section 11.2.2 - Non-Web Software (closed functionality).

Table 4 documents the WCAG conformance statements:
- WCAG
- EN 304 549: Chapter 9 - Web

Table 1: Conformance Criteria, Level A - *Click to show or hide table data*

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A) Also applies to: EN 301 549 Criteria • 9.2.1 (Web) • 10.2.1 (non-web document) • 11.2.1.1 (Software) • 11.2.2.1 (Closed Functionality Software) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Does not support	Fieldset's tags (<fieldset>) are used to group related form fields, for example, multiple answers to a question. The first element within a fieldset should be a legend tag (<legend>). The legend provides a label for the fieldset group. If fieldset are missing or used inappropriately, for example a fieldset without a corresponding legend, then screen readers will not easily be able to understand the grouping. The 'Advanced Search' page contains a fieldset that is missing a legend; another example of this can be viewed on the 'Browse Subjects' page). This issue is present throughout multiple pages of the website. Providing a descriptive form field label will allow users to know what information to enter in a form field. Where a series of form fields relate to similar information, the context of the form fields needs to be included in the field description.

Criteria	Conformance Level	Remarks and Explanations
		There are numerous form fields that do not have an associating label tag, making it difficult for certain users to understand the purpose of a field, such as on the 'Homepage'. Other examples were found on the 'Frantz Fanon - Literary and Critical Theory' page and) and the 'Advanced Search' page.
		In addition, there are two 'login' buttons present on the 'African American Studies' page, as these buttons perform different functions, they should be uniquely labelled. There were multiple pages that had unlabelled form fields present throughout the website.
		Providing a descriptive form field label will allow users to know what information to enter in a form field. There a number of instances where form labels are not correctly associated with form fields (orphaned), making it difficult for certain users to understand how to complete the form.
		An example of a page that contains an orphaned form label can be seen on the 'Frantz Fanon - Literary and Critical Theory' page . This issue was present on multiple pages tested.
		Providing a user with a clear indication of which form fields are mandatory will improve the accuracy of form data. On accessing the 'Login' page, there is no indication that any of the fields are mandatory (see Figure 21 and Figure 22), when the form is submitted without the required fields a cue is provided indicating

Criteria	Conformance Level	Remarks and Explanations
		which fields are mandatory, however, the cue used is a colour change which may not be perceived by some users, for example those with low vision or colour blindness etc. (See Figure 23). There is a form on the 'Sign Up' page, that indicates that form fields are mandatory to a screen reader user by announcing them as 'First name edit required', and 'Email address required' etc. with the unrequired form field announced as 'Last name edit'. However, a sighted user would reasonably expect there to be instructions present indicating the requirements or a '*' at the end of the form label, such as 'FIRST NAME*' etc. Although mandatory fields are indicated to the user, it is only after the form has been submitted that this is conveyed to the user and it is only in a form of a colour change. This makes it more difficult for users, especially screen readers and those with colour blindness or low vision to successfully complete forms. All images must contain a valid alternative text to allow screen readers to hear the description of the image. If an item is used for decoration, a null alt attribute should be included (alt=""), to hide the items from Screen Reading software. It will cause less confusion, while making the website more usable and accessible as a result.

Criteria	Conformance Level	Remarks and Explanations
		Furthermore, an image with a null ALT attribute should not have a TITLE or ARIA label attributes, as it can impact on screen reader users as follows: JAWS: Ignores all images with ALT="". NVDA: Reads some images with ALT="" and a TITLE or ARIA label. WindowEyes: Reads images with ALT="" and a TITLE or ARIA label. VoiceOver: Reads images with ALT="" and a TITLE or ARIA label. There are a number of instances where images are missing alternative text, such as the 'Oxford Bibliographies' page. Another example of missing alternative text can be viewed on the 'Advanced Search' page. There are also linked images that are missing alternative text; examples of this can be viewed on the 'the 'Music – N' page. Non-HTML documents, such as Adobe Acrobat (PDF) files, were encountered. In order for users to access the content contained within non-HTML documents, these documents should be accessible or have an accessible alternative.

Criteria	Conformance Level	Remarks and Explanations
		The PDF documents examined had issues that prevented certain users from being able to access the content. A number of PDFs did not contain a headings structure, making it difficult for screen reader users to understand and navigate the structure of the document. There were several inaccessible 'PDF' files found on the website, examples of this can be viewed on the 'Oxford Bibliographies Contributor Guidelines June 2017 PDF' Another example of an inaccessible 'PDF' can be viewed on the 'Introduction-The-Italian-Humanists.pdf. (Please note that these are automated tests). CAPTCHA has been used for many years but are a barrier for users of assistive technology if not implemented correctly. It is essential that the CAPTCHA does not rely on using only one method of access, for example manually inputting a code, but it should offer an alternative, such as an audio CAPTCHA (as you have), however, after accessing the 'Play' button, no audio was announced, additionally, no file was downloaded after clicking the download link. This prevented a screen reader user from registering on the website.

1.2.1 Audio-only and Video-only (Prerecorded) (Level A)
Also applies to:
EN 301 549 Criteria
    • 9.2.2 (Web)
    • 10.2.2 (non-web document)
    • 11.2.1.2 (Software)
    • 11.2.2.2 (Closed Software)
	Supports	N/A

Criteria	Conformance Level	Remarks and Explanations
2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		
1.2.2 Captions (Prerecorded) (Level A) Also applies to: EN 301 549 Criteria • 9.2.3 (Web) • 10.2.3 (non-web document) • 11.2.1.3 (Software) • 11.2.2.3 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	N/A
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A) Also applies to: EN 301 549 Criteria • 9.2.4 (Web) • 10.2.4 (non-web document) • 11.2.1.4 (Software) • 11.2.2.4 (Closed Software) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	N/A
1.3.1 Info and Relationships (Level A) Also applies to: EN 301 549 Criteria • 9.2.7 (Web) • 10.2.7 (non-web document) • 11.2.1.7 (Software) • 11.2.2.7 (Closed Software)	Does not support	Screen reader and other assistive technology users have the ability to navigate web pages by heading structure. This means that the user can read or jump directly to top level elements (`<h1>`), next level elements (`<h2>`), third level elements (`<h3>`), and so on. Viewing or

Criteria	Conformance Level	Remarks and Explanations
2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		listening to this outline should give them a good idea of the contents and structure of the page. The 'Oxford Bibliographies - Your Best Research Starts Here' page, contains a heading structure that starts at level 3 missing out headings at levels 1 and 2. The 'Login' page is another example of a page with an incorrect heading structure, there are missing headings at levels I and 3. There are also pages on the website that do not contain a heading structure. There are multiple pages on the website that contain an illogical heading structure. Screen reader and other assistive technology users have the ability to navigate web pages by structure. This means that the user can read or jump directly to top level elements (`<h1>`), next level elements (`<h2>`), third level elements (`<h3>`), and so on. Viewing or listening to this outline should give them a good idea of the contents and structure of the page. There are empty headings on some pages. This may mean that screen reader users spend time looking for content that is not there. The 'Oxford Bibliographies - Your Best Research Starts Here' page contains an empty heading. This is also the case on the 'Communication - Authoritative Research

Criteria	Conformance Level	Remarks and Explanations
		Guide 'page. There were empty headings on several of the pages tested throughout the website.

Fieldset's tags (<fieldset>) are used to group related form fields, for example, multiple answers to a question. The first element within a fieldset should be a legend tag (<legend>). The legend provides a label for the fieldset group. If fieldset are missing or used inappropriately, for example a fieldset without a corresponding legend, then screen readers will not easily be able to understand the grouping.

The 'Advanced Search' page contains a fieldset that is missing a legend. Another example of this can be viewed on the 'Browse Subjects' page. This issue is present throughout multiple pages of the website.

Providing a descriptive form field label will allow users to know what information to enter in a form field. Where a series of form fields relate to similar information, the context of the form fields needs to be included in the field description.

There are numerous form fields that do not have an associating label tag, making it difficult for certain users to understand the purpose of a field, such as on the 'Homepage'. Other examples were found on the 'Frantz Fanon - Literary and Critical Theory' page and the 'Advanced Search' page.
In addition, there are two 'login' buttons present on the 'African American Studies' page, as these buttons |

Criteria	Conformance Level	Remarks and Explanations
		perform different functions, they should be uniquely labelled. There were multiple pages that had unlabelled form fields present throughout the website. Providing a descriptive form field label will allow users to know what information to enter in a form field. There a number of instances where form labels are not correctly associated with form fields (orphaned), making it difficult for certain users to understand how to complete the form. An example of a page that contains an orphaned form label can be seen on the 'Frantz Fanon - Literary and Critical Theory' page. This issue was present on multiple pages tested. When using tables to convey data it is important to mark-up the table correctly to help screen reader users better navigate and understand the content. However, when a table is used purely for layout purposes, the labelling should be removed as it can make it confusing and more difficult to use for screen readers. There is a table used on the 'Childhood Studies' page for layout purposes, however, the table is not correctly marked up; the table should be marked up with role="presentation". Another example of this can be viewed on the 'Oxford Bibliographies - Your Best Research Starts Here' page.

Criteria	Conformance Level	Remarks and Explanations
		This issue is present on multiple webpages throughout the website.

There is a frame present on the site that does not contain a descriptive title. When a screen reader user hears a list of frames, the user needs to know the purpose of each one. When frame titles are not present, screen readers look for other sources of information, such as the frame's name attribute or file name. Sometimes these other sources of information are not very helpful at all. If a frame is given a name or filename of "default.htm" (or something equally non-descriptive), there is really no way to know what each frame contains, other than by having the screen reader read through the content.

There are pages on the website that contain frames that do not contain a 'title', examples of this can be viewed on the 'Classics - Authoritative Research Guide - Oxford Bibliographies' page and the 'Criminology - Authoritative Research Guide' page.

Alternative content must also be provided for browsers that do not support frames. For example <iframe src='file.htm'>Alternative content</iframe>

Note: Shaw Trust Accessibility Services realise that the content of frames are usually provided by a third party and are very difficult to alter. However, there should be some form of labelling within the frame to display some |

Criteria	Conformance Level	Remarks and Explanations
		content to users or browsers that cannot display the frames' content.
1.3.2 Meaningful Sequence (Level A) Also applies to: EN 301 549 Criteria • 9.2.8 (Web) • 10.2.8 (non-web document) • 11.2.1.8 (Software) • 11.2.2.8 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	Pass
1.3.3 Sensory Characteristics (Level A) Also applies to: EN 301 549 Criteria • 9.2.9 (Web) • 10.2.9 (non-web document) • 11.2.1.9 (Software) • 11.2.2.9 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	Pass
1.4.1 Use of Color (Level A) Also applies to: EN 301 549 Criteria • 9.2.10 (Web) • 10.2.10 (non-web document) • 11.2.1.10 (Software) • 11.2.2.10 (Closed Software) – Does not apply 2017 Section 508	Does not support	Colour should not be the only way that a user is informed of a change on a web page, users who are blind, colour blind or have another visual impairment, may not be able to see a change has occurred; alternatives to just using colour as a means of conveying information to a user with a visual impairment include

Criteria	Conformance Level	Remarks and Explanations
• 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		text alternatives, such as a text message and an audible message. There is some content present that only uses colour as a means of conveying information to a user. Colour should not be the only way of informing a user of a change, or as a way of requesting information or an action from a user. The 'Sign Up' page requires a user to complete form fields that are indicated by colour alone. The mandatory form fields are announced to a screen reader user; however, a sighted user may not be able to differentiate between the colour differences in the mandatory form fields to that of the non-mandatory form field.
1.4.2 Audio Control (Level A) Also applies to: EN 301 549 Criteria • 9.2.11 (Web) • 10.2.11 (non-web document) • 11.2.1.11 (Software) • 11.2.2.11 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	N/A
2.1.1 Keyboard (Level A) Also applies to: EN 301 549 Criteria • 9.2.15 (Web) • 10.2.15 (non-web document)	Supports	Pass

Criteria	Conformance Level	Remarks and Explanations

• 11.2.1.15 (Software)
• 11.2.2.15 (Closed Software)
2017 Section 508
  • 501 (Web)(Software)
  • 504.2 (Authoring Tool)
  • 602.3 (Support Docs)		

2.1.2 No Keyboard Trap (Level A)
Also applies to:
EN 301 549 Criteria
  • 9.2.16 (Web)
  • 10.2.16 (non-web document)
  • 11.2.1.16 (Software)
  • 11.2.2.16 (Closed Software) – Does not apply
2017 Section 508
  • 501 (Web)(Software)
  • 504.2 (Authoring Tool)
  • 602.3 (Support Docs)
	Supports	Pass

2.2.1 Timing Adjustable (Level A)
Also applies to:
EN 301 549 Criteria
  • 9.2.17 (Web)
  • 10.2.17 (non-web document)
  • 11.2.1.17 (Software)
  • 11.2.2.17 (Closed Software) – Does not apply
2017 Section 508
  • 501 (Web)(Software)
  • 504.2 (Authoring Tool)
  • 602.3 (Support Docs)
	Supports	N/A

2.2.2 Pause, Stop, Hide (Level A)
Also applies to:
EN 301 549 Criteria
  • 9.2.18 (Web)
  • 10.2.18 (non-web document)
	Supports	N/A

Criteria	Conformance Level	Remarks and Explanations
• 11.2.1.18 (Software) • 11.2.2.18 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		
2.3.1 Three Flashes or Below Threshold (Level A) Also applies to: EN 301 549 Criteria • 9.2.19 (Web) • 10.2.19 (non-web document) • 11.2.1.19 (Software) • 11.2.2.19 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	N/A
2.4.1 Bypass Blocks (Level A) Also applies to: EN 301 549 Criteria • 9.2.20 (Web) • 10.2.20 (non-web document) – Does not apply • 11.2.1.20 (Software) – Does not apply • 11.2.2.20 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs	Does not support	The purpose of skip navigation is to provide a mechanism to bypass blocks of material that are repeated on multiple web pages by skipping directly to the main content of the web page. There is no visible skip to content link present on the site, which means lengthy and repeated navigation for screen reader and keyboard only users. This link should be visible and the first link that can be 'tabbed to' on the page. There is a 'Jump to main content' link on the pages tested; however, the link is hidden. Screen reader users can access the link easily, for example through the 'links list' in JAWS; however, keyboard only users would

Criteria	Conformance Level	Remarks and Explanations
		expect to see the link on a webpage, or when 'tabbing'; through the page, for the link to become visible.

When 'Skip' Navigation is present, but not functioning correctly, screen reader users have to listen to content on pages visited on the website, and keyboard only users would have to tab through all the links until they arrive at the main content of the page. Ideally, the 'skip' to content link should take the user to just above the header of the main content at the top left-hand side.

There is currently a 'Jump to main content' link on the pages tested, however, activating the link does not take the user to the main content of the page; examples of this can be found on the 'Cyber Security - International Relations' page, where the user is taken to the 'export Citations' graphic.

There is a frame present on the site that does not contain a descriptive title. When a screen reader user hears a list of frames, the user needs to know the purpose of each one. When frame titles are not present, screen readers look for other sources of information, such as the frame's name attribute or file name. Sometimes these other sources of information are not very helpful at all. If a frame is given a name or filename of "default.htm" (or something equally non-descriptive), there is really no way to know what each frame contains, other than by having the screen reader read through the content. |

Criteria	Conformance Level	Remarks and Explanations
		There are pages on the website that contain frames that do not contain a 'title', examples of this can be viewed on the 'Classics - Authoritative Research Guide - Oxford Bibliographies' page and the 'Criminology - Authoritative Research Guide' page. Alternative content must also be provided for browsers that do not support frames. For example <iframe src='file.htm'>Alternative content</iframe> Note: Shaw Trust Accessibility Services realise that the content of frames are usually provided by a third party and are very difficult to alter. However, there should be some form of labelling within the frame to display some content to users or browsers that cannot display the frames' content.

2.4.2 Page Titled (Level A)
Also applies to:
EN 301 549 Criteria
    • 9.2.21 (Web)
    • 10.2.21 (non-web document)
    • 11.2.1.21 (Software) - Does not apply
    • 11.2.2.21 (Closed Software) – Does not apply
2017 Section 508
    • 501 (Web)(Software)
    • 504.2 (Authoring Tool)
    • 602.3 (Support Docs)
	Supports	Pass

2.4.3 Focus Order (Level A) Also applies to: EN 301 549 Criteria • 9.2.22 (Web)	Supports	Pass

Criteria	Conformance Level	Remarks and Explanations
• 10.2.22 (non-web document) • 11.2.1.22 (Software) • 11.2.2.22 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		
2.4.4 Link Purpose (In Context) (Level A) Also applies to: EN 301 549 Criteria • 9.2.23 (Web) • 10.2.23 (non-web document) • 11.2.1.23 (Software) • 11.2.2.23 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Does not support	The text of a link should provide a clear description of the link and the link's purpose. Providing descriptive link text will allow users to easily determine the function of the link and make educated decisions to click the link or not. When a link is empty, screen readers will create the text of a link from the URL. This is not always understandable by a user. There are empty links on the 'Linguistics' page and the 'Buczacz - Jewish Studies' page. This issue was found on multiple pages throughout the website. This could cause unnecessary confusion for screen reader users. If there are hyperlinks present on a website that are contained within a paragraph, these are programmatically determinable when read in this context and are easily understood by a screen reader software user. If a screen reader software user displays a 'links list' then some links that are easily understood within the context of a paragraph, can become harder

Criteria	Conformance Level	Remarks and Explanations
		to understand, depending on what is announced by the screen reader program. The 'Policy brief by OBO author' page contains a 'Read More' link that is not enclosed within the paragraph that it visually relates to.
3.1.1 Language of Page (Level A) Also applies to: EN 301 549 Criteria • 9.2.27 (Web) • 10.2.27 (non-web document) • 11.2.1.27 (Software) • 11.2.2.27 (Closed Software) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	Pass
3.2.1 On Focus (Level A) Also applies to: EN 301 549 Criteria • 9.2.29 (Web) • 10.2.29 (non-web document) • 11.2.1.29 (Software) • 11.2.2.29 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	Pass
3.2.2 On Input (Level A) Also applies to: EN 301 549 Criteria • 9.2.30 (Web)	Supports	Pass

Criteria	Conformance Level	Remarks and Explanations
• 10.2.30 (non-web document) • 11.2.1.30 (Software) • 11.2.2.30 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		
3.3.1 Error Identification (Level A) Also applies to: EN 301 549 Criteria • 9.2.33 (Web) • 10.2.33 (non-web document) • 11.2.1.33 (Software) • 11.2.2.33 (Closed Software) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	Pass
3.3.2 Labels or Instructions (Level A) Also applies to: EN 301 549 Criteria • 9.2.34 (Web) • 10.2.34 (non-web document) • 11.2.1.34 (Software) • 11.2.2.34 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Does not support	Fieldset's tags (<fieldset>) are used to group related form fields, for example, multiple answers to a question. The first element within a fieldset should be a legend tag (<legend>). The legend provides a label for the fieldset group. If fieldset are missing or used inappropriately, for example a fieldset without a corresponding legend, then screen readers will not easily be able to understand the grouping. The 'Advanced Search' page contains a fieldset that is missing a legend; another example of this can be viewed on the 'Browse Subjects' page. This issue is present throughout multiple pages of the website.

Criteria	Conformance Level	Remarks and Explanations
		Providing a descriptive form field label will allow users to know what information to enter in a form field. Where a series of form fields relate to similar information, the context of the form fields needs to be included in the field description.
		There are numerous form fields that do not have an associating label tag, making it difficult for certain users to understand the purpose of a field, such as on the 'Homepage'. Other examples were found on the 'Frantz Fanon - Literary and Critical Theory' page and the 'Advanced Search' page.
		In addition, there are two 'login' buttons present on the 'African American Studies' page, as these buttons perform different functions, they should be uniquely labelled.
		There were multiple pages that had unlabelled form fields present throughout the website.
		Providing a user with a clear indication of which form fields are mandatory will improve the accuracy of form data. On accessing the 'Login' page, there is no indication that any of the fields are mandatory, when the form is submitted without the required fields a cue is provided indicating which fields are mandatory, however, the cue used is a colour change which may not be perceived by some users, for example those with low vision or colour blindness etc.

Criteria	Conformance Level	Remarks and Explanations
		There is a form on the 'Sign Up' page. that indicates that form fields are mandatory to a screen reader user by announcing them as 'First name edit required', and 'Email address required' etc. with the unrequired form field announced as 'Last name edit'. However, a sighted user would reasonably expect there to be instructions present indicating the requirements or a '*' at the end of the form label, such as 'FIRST NAME*' etc.

Although mandatory fields are indicated to the user, it is only after the form has been submitted that this is conveyed to the user and it is only in a form of a colour change. This makes it more difficult for users, especially screen readers and those with colour blindness or low vision to successfully complete forms.

When user controls are used on a page their function should be predictable, i.e. check boxes are used to select and option buttons are used to submit a completed form.

When user controls are used for a non-standard function, the function of these controls should be advised to the user before they use the controls.

If a user is not aware that the page has been refreshed, the user could lose focus on the page and cause them to have to tab through the entire page to get back to where they were prior to the page refresh. |

Criteria	Conformance Level	Remarks and Explanations
		When a user lands on the 'Articles per page' drop down control or the 'Sort by' dropdown box and attempts to make a selection, the page refreshes, taking the user to the start of the page without warning; this can be time consuming and disorienting for some users, especially, non-mouse users. An example of this can be viewed on the 'African American Studies' page. This issue is also present further down the page. Additionally, when a user is navigating through the webpage and lands on the 'Search across all sources 'search' facility, a user has to press the 'Esc' key to move away from the area, this could be problematic for some users who may not be aware of how to move away from the area. This issue is present on multiple pages throughout the website.
4.1.1 Parsing (Level A) 　Also applies to: 　EN 301 549 Criteria 　　• 9.2.37 (Web) 　　• 10.2.37 (non-web document) 　　• 11.2.1.37 (Software) 　　• 11.2.2.37 (Closed Software) 　2017 Section 508 　　• 501 (Web)(Software) 　　• 504.2 (Authoring Tool) 　　• 602.3 (Support Docs)	Does not support	Some pages have markup errors and parsing errors that may impact on assistive technologies and may cause screen readers to miss content. Markup errors like missing end tags mean screen readers may skip important content. Duplicate ID errors are known to cause problems for assistive technologies when they are trying to interact with content. Duplicate values of type ID can be problematic for screen reader users that rely on this attribute to accurately convey relationships between different parts of content to users.

Criteria	Conformance Level	Remarks and Explanations
		For example, a screen reader may use ID values to identify the applicable header content for a data cell within a data table, or an input control to which a given label applies. If these values are not unique, the screen reader will be unable to programmatically determine which headers are associated with the data cell or which control is associated with which label or name.
4.1.2 Name, Role, Value (Level A) Also applies to: EN 301 549 Criteria • 9.2.38 (Web) • 10.2.38 (non-web document) • 11.2.1.38 (Software) • 11.2.2.38 (Closed Software) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Does not support	Fieldset's tags (<fieldset>) are used to group related form fields, for example, multiple answers to a question. The first element within a fieldset should be a legend tag (<legend>). The legend provides a label for the fieldset group. If fieldset are missing or used inappropriately, for example a fieldset without a corresponding legend, then screen readers will not easily be able to understand the grouping. The 'Advanced Search' page contains a fieldset that is missing a legend; another example of this can be viewed on the 'Browse Subjects' page. This issue is present throughout multiple pages of the website. Providing a descriptive form field label will allow users to know what information to enter in a form field. Where a series of form fields relate to similar information, the context of the form fields needs to be included in the field description.

Criteria	Conformance Level	Remarks and Explanations
		There are numerous form fields that do not have an associating label tag, making it difficult for certain users to understand the purpose of a field, such as on the 'Homepage'. Other examples were found on the 'Frantz Fanon - Literary and Critical Theory' page and the 'Advanced Search' page. In addition, there are two 'login' buttons present on the 'African American Studies' page, as these buttons perform different functions, they should be uniquely labelled. There were multiple pages that had unlabelled form fields present throughout the website. Providing a descriptive form field label will allow users to know what information to enter in a form field. There a number of instances where form labels are not correctly associated with form fields (orphaned), making it difficult for certain users to understand how to complete the form. An example of a page that contains an orphaned form label can be seen on the 'Frantz Fanon - Literary and Critical Theory' page. This issue was present on multiple pages tested. Providing a user with a clear indication of which form fields are mandatory will improve the accuracy of form data. On accessing the 'Login' page, there is no indication that any of the fields are mandatory, when the form is submitted without the required fields a cue is provided indicating which fields are mandatory,

Criteria	Conformance Level	Remarks and Explanations
		however, the cue used is a colour change which may not be perceived by some users, for example those with low vision or colour blindness etc. There is a form on the 'Sign Up' page, that indicates that form fields are mandatory to a screen reader user by announcing them as 'First name edit required', and 'Email address required' etc. with the unrequired form field announced as 'Last name edit'. However, a sighted user would reasonably expect there to be instructions present indicating the requirements or a '*' at the end of the form label, such as 'FIRST NAME*' etc. Although mandatory fields are indicated to the user, it is only after the form has been submitted that this is conveyed to the user and it is only in a form of a colour change. This makes it more difficult for users, especially screen readers and those with colour blindness or low vision to successfully complete forms. Some pages have markup errors and parsing errors that may impact on assistive technologies and may cause screen readers to miss content. Markup errors like missing end tags mean screen readers may skip important content.

Table 2: Conformance Criteria, Level AA - *Click to show or hide table data*

Notes:

Criteria	Conformance Level	Remarks and Explanations

1.2.4 Captions (Live) (Level AA)
Also applies to:
EN 301 549 Criteria
   • 9.2.5 (Web)
   • 10.2.5 (non-web document)
   • 11.2.1.5 (Software)
   • 11.2.2.5 (Closed Software) – Does not apply
2017 Section 508
   • 501 (Web)(Software)
   • 504.2 (Authoring Tool)
   • 602.3 (Support Docs)
	Supports	N/A

1.2.5 Audio Description (Prerecorded) (Level AA)
Also applies to:
EN 301 549 Criteria
   • 9.2.6 (Web)
   • 10.2.6 (non-web document)
   • 11.2.1.6 (Software)
   • 11.2.2.6 (Closed Software) – Does not apply
2017 Section 508
   • 501 (Web)(Software)
   • 504.2 (Authoring Tool)
   • 602.3 (Support Docs)
	Supports	N/A

1.4.3 Contrast (Minimum) (Level AA)
Also applies to:
EN 301 549 Criteria
   • 9.2.12 (Web)
   • 10.2.12 (non-web document)
   • 11.2.1.12 (Software)
   • 11.2.2.12 (Closed Software) – Does not apply
2017 Section 508
   • 501 (Web)(Software)
   • 504.2 (Authoring Tool)
   • 602.3 (Support Docs)
	Does not support	The combination of text and background colour should be set to create an easy to read website. Using colours that are similar for the background and foreground can cause blocks of text to become difficult to read. Alternative stylesheets can be used to change the appearance of the page and provide an alternative with a stronger contrast.
		
		If the text size is at least18 point if not bold and 14 point if bold, the minimum colour contrast ratio should be at

Criteria	Conformance Level	Remarks and Explanations
		least 3:1, if the text is less than 18 point if not bold and less than 14 point if bold, the minimum colour contrast ratio should be at least 4.5:1. The 'Harold Bloom - Literary and Critical Theory' page contains insufficient colour contrast between the white text 'bloom, Harold' and the green background. Other example of this can be viewed on the 'Paul de Man - Literary and Critical Theory' page, where the white text against the green background fails the minimum colour contrast ratio and the 'Ecocriticism - Literary and Critical Theory' page. The red text against the white background of the 'Frankfurt School - Literary and Critical Theory' page has insufficient colour contrast. The green text 'Find more forthcoming articles' against the grey background fails the minimum colour contrast test on the ' Frankfurt School - Literary and Critical Theory' page. Throughout the site there are combinations of colours that fall below the minimum contrast levels that make the text difficult to read.

1.4.4 Resize text (Level AA)
    Also applies to:
    EN 301 549 Criteria
        • 9.2.13 (Web)
        • 10.2.13 (non-web document)
	Supports	Pass

Criteria	Conformance Level	Remarks and Explanations
• 11.2.1.13 (Software) • 11.2.2.13 (Closed Software) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		
1.4.5 Images of Text (Level AA) Also applies to: EN 301 549 Criteria • 9.2.14 (Web) • 10.2.14 (non-web document) • 11.2.1.14 (Software) • 11.2.2.14 (Closed Software) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	N/A
2.4.5 Multiple Ways (Level AA) Also applies to: EN 301 549 Criteria • 9.2.24 (Web) • 10.2.24 (non-web document) – Does not apply • 11.2.1.24 (Software) – Does not apply • 11.2.2.24 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) – Does not apply to non-web software • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs	Supports	Pass
2.4.6 Headings and Labels (Level AA) Also applies to: EN 301 549 Criteria • 9.2.25 (Web) • 10.2.25 (non-web document)	Does not support	Screen reader and other assistive technology users have the ability to navigate web pages by heading structure. This means that the user can read or jump directly to top level elements (`<h1>`), next level elements (`<h2>`),

Criteria	Conformance Level	Remarks and Explanations
• 11.2.1.25 (Software) • 11.2.2.25 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		third level elements (`<h3>`), and so on. Viewing or listening to this outline should give them a good idea of the contents and structure of the page. The 'Oxford Bibliographies - Your Best Research Starts Here' page, contains a heading structure that starts at level 3 missing out headings at levels 1 and 2. The 'Login' page is another example of a page with an incorrect heading structure, there are missing headings at levels I and 3. There are also pages on the website that do not contain a heading structure. There are multiple pages on the website that contain an illogical heading structure. Screen reader and other assistive technology users have the ability to navigate web pages by structure. This means that the user can read or jump directly to top level elements (`<h1>`), next level elements (`<h2>`), third level elements (`<h3>`), and so on. Viewing or listening to this outline should give them a good idea of the contents and structure of the page. There are empty headings on some pages. This may mean that screen reader users spend time looking for content that is not there. The 'Oxford Bibliographies - Your Best Research Starts Here' page contains an empty heading; this is also the

Criteria	Conformance Level	Remarks and Explanations
		case on the 'Communication - Authoritative Research Guide 'page.

There were empty headings on several of the pages tested throughout the website. |

2.4.7 Focus Visible (Level AA)
Also applies to:
EN 301 549 Criteria
   • 9.2.26 (Web)
   • 10.2.26 (non-web document)
   • 11.2.1.26 (Software)
   • 11.2.2.26 (Closed Software) – Does not apply
2017 Section 508
   • 501 (Web)(Software)
   • 504.2 (Authoring Tool)
   • 602.3 (Support Docs)
	Supports	Pass

3.1.2 Language of Parts (Level AA)
Also applies to:
EN 301 549 Criteria
   • 9.2.28 (Web)
   • 10.2.28 (non-web document)
   • 11.2.1.28 (Software) – Does not apply
   • 11.2.2.28 (Closed Software) – Does not apply
2017 Section 508
   • 501 (Web)(Software)
   • 504.2 (Authoring Tool)
   • 602.3 (Support Docs)
	Supports	Pass

3.2.3 Consistent Navigation (Level AA) Also applies to: EN 301 549 Criteria • 9.2.31 (Web)	Supports	Pass

Criteria	Conformance Level	Remarks and Explanations
10.2.31 (non-web document) – Does not apply 11.2.1.31 (Software) – Does not apply 11.2.2.31 (Closed Software) – Does not apply 2017 Section 508 501 (Web)(Software) – Does not apply to non-web software 504.2 (Authoring Tool) 602.3 (Support Docs) – Does not apply to non-web docs		
3.2.4 Consistent Identification (Level AA) Also applies to: EN 301 549 Criteria 9.2.32 (Web) 10.2.32 (non-web document) – Does not apply 11.2.1.32 (Software) – Does not apply 11.2.2.32 (Closed Software) – Does not apply 2017 Section 508 501 (Web)(Software) – Does not apply to non-web software 504.2 (Authoring Tool) 602.3 (Support Docs) – Does not apply to non-web docs	Supports	Pass
3.3.3 Error Suggestion (Level AA) Also applies to: EN 301 549 Criteria 9.2.35 (Web) 10.2.35 (non-web document) 11.2.1.35 (Software) 11.2.2.35 (Closed Software) – Does not apply 2017 Section 508 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs)	Supports	Pass
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) Also applies to: EN 301 549 Criteria 9.2.36 (Web)	Supports	N/A

Criteria	Conformance Level	Remarks and Explanations
• 10.2.36 (non-web document) • 11.2.1.36 (Software) • 11.2.2.36 (Closed Software) – Does not apply 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		

Table 3: Conformance Criteria, Level AAA - *Click to show or hide table data*

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.6 Sign Language (Prerecorded) (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
1.2.7 Extended Audio Description (Prerecorded) (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
1.2.8 Media Alternative (Prerecorded) (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
1.2.9 Audio-only (Live) (Level AAA) Also applies to: EN 301 549 Criteria– Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
1.4.6 Contrast Enhanced (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply	Not Evaluated	

Criteria	Conformance Level	Remarks and Explanations
2017 Section 508 – Does not apply		
1.4.7 Low or No Background Audio (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
1.4.8 Visual Presentation (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
1.4.9 Images of Text (No Exception) Control (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
2.1.3 Keyboard (No Exception) (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
2.2.3 No Timing (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
2.2.4 Interruptions (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
2.2.5 Re-authenticating (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
2.3.2 Three Flashes (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	

Criteria	Conformance Level	Remarks and Explanations
2.4.8 Location (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
2.4.9 Link Purpose (Link Only) (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
2.4.10 Section Headings (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
3.1.3 Unusual Words (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
3.1.4 Abbreviations (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
3.1.5 Reading Level (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
3.1.6 Pronunciation (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
3.2.5 Change on Request (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
3.3.5 Help (Level AAA)	Not Evaluated	

Criteria	Conformance Level	Remarks and Explanations
Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply		
3.3.6 Error Prevention (All) (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	

Table 4: WCAG Conformance Requirements - *Click to show or hide table data*

Notes:

Criteria	Conformance Level	Remarks and Explanations
1. Conformance Level Also applies to: EN 301 549 Criteria • 9.3 (Web) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	None	The website met 10 of the 18 (56%) applicable success criteria required for level A conformance and 7 of the 9 (78%) applicable success criteria required for level AA conformance. In order to be awarded a Level AA accreditation,100% conformance with level A success criteria and level AA must be achieved.
2. Full pages Also applies to: EN 301 549 Criteria • 9.3 (Web) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	None	No full pages fully pass an Conformance Level
3. Complete processes Also applies to: EN 301 549 Criteria	None	When a Web page is one of a series of Web pages presenting a process (i.e., a sequence of steps that need to be completed in order to accomplish an activity), all

Criteria	Conformance Level	Remarks and Explanations
• 9.3 (Web) 2017 Section 508 • 501 (Web)(Software) • E207.3 (Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		Web pages in the process must conform at the specified level. Conformance is not possible at a particular level if any page in the process does not conform at that level or better. At present, not all pages in the process confirm to a particular level.
4. Only Accessibility-Supported Ways of Using Technologies Also applies to: EN 301 549 Criteria • 9.3 (Web) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	None	Content is provided in a way that is supported and compatible with assistive technology.
5. Non-Interference Also applies to: EN 301 549 Criteria • 9.3 (Web) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	None	Technology is not used in a way that is not accessibility supported

2017 Section 508 Report -
Click to show or hide 2017 Section 508 tables (section headings will remain)

Notes:

Chapter 6: Support Documentation and Services - *Click to show or hide table data*

Notes:

Criteria	Conformance Level	Remarks and Explanations
601.1 Scope		
602 Support Documentation		
602.2 Accessibility and Compatibility Features		
602.3 Electronic Support Documentation	See [WCAG 2.0](#) section	
602.4 Alternate Formats for Non-Electronic Support Documentation		
603 Support Services		
603.2 Information on Accessibility and Compatibility Features		
603.3 Accommodation of Communication Needs		

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