

xford University Press Accessibility Conformance Report

Based on Voluntary Product Accessibility Template® (VPAT®)¹

VPAT Version 2.0 Beta 2

Name of Product: OUP ford English Dictionary

Date: 31st May 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 <input checked="" type="checkbox"/> Level AA <input checked="" type="checkbox"/> Level AAA <input type="checkbox"/> |
| Section 508 as published in 2017, at http://www.Section508.gov | <input type="checkbox"/> |
| EN 301 549 Accessibility requirements suitable for public procurement of ICT products and services in Europe, at http://mandate376.standards.eu/standard | <input type="checkbox"/> |

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 |
|--|-------------------------|---|
| <p>1.1.1 Non-text Content (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.1 (Web) • 10.2.1 (non-web document) • 11.2.1.1 (Software) • 11.2.2.1 (Closed Functionality Software) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | <p>Does not support</p> | <p>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.</p> <p>There is no fieldset present on the 'Oxford English Dictionary Online Gift Subscription Order Form' page.</p> <p>There are multiple pages where there is a fieldset present that is missing a legend; examples of this can be viewed on the 'Homepage' Another example of this can be viewed on the 'Help' page.</p> <p>Providing a descriptive form field label will allow users to know what information to enter in a form field.</p> <p>Where a series of form fields relate to similar</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|----------|-------------------|---|
| | | <p>information, the context of the form fields needs to be included in the field description.</p> <p>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 'eventful, adj' page, the 'Oxford English Dictionary Online Gift Subscription Order Form' page and the 'Advanced search' page.</p> <p>Providing descriptive button labelling 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.</p> <p>The 'login' page contains two 'Sign In' buttons that correctly point to different locations as they are part of two separate forms on the page; however, the buttons can be problematic for screen reader users who may not realize this. If the buttons were included in the corresponding fieldset, that would give greater context to their functionality.</p> <p>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</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|----------|-------------------|--|
| | | <p>making the website more usable and accessible as a result.</p> <p>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:</p> <p>JAWS: Ignores all images with ALT="".</p> <p>NVDA : Reads some images with ALT="" and a TITLE or ARIA label.</p> <p>WindowEyes : Reads images with ALT="" and a TITLE or ARIA label.</p> <p>VoiceOver: Reads images with ALT="" and a TITLE or ARIA label.</p> <p>There are instances where images are missing alternative text, such as the 'Email Updates' page and the 'Subscriber services' page.</p> <p>Describing the content of images is very important to give users with a visual impairment a similar experience of a website as sighted visitors. Without a valid alternative text, Screen Reading software will use the filename of the image to try and describe the content of the image. Missing out alternative text or using a non-descriptive alternative text can cause confusion for screen reader users.</p> <p>There were a number of instances where images had non-descriptive alt text such as on the 'Homepage' and the 'eventful, adj' page, these show examples of images</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| | | <p>with alt text that fails to provide a clear description of what the image contains. Screen reader users will not be able to understand the images or access any information contained within the images.</p> <p>When adjacent links go to the same location (such as a linked product image and an adjacent linked product name that go to the same product page) this results in additional navigation and repetition for keyboard and screen reader users.</p> <p>If possible, combine the redundant links into one link and remove any redundant text or alternative text (for example, if a product image and product name are in the same link, the image can usually be given alt="").</p> <p>When testing the website, it was found that there are instances where there are links and image links present in close proximity; this can cause problems for screen reader users, examples of this can be viewed on the 'Homepage', the text link and 'company 'logo' on the 'Login' page and the text link and 'icon' on the 'The entry display' page, additionally, the 'link icon' contains a null alternative text.</p> <p>Screen reader users can find duplicated links confusing, and keyboard users find that duplicated links present extra links to navigate to.</p> |
| <p>1.2.1 Audio-only and Video-only (Prerecorded) (Level A) Also applies to:</p> | Supports | N/A |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--------------------------|
| EN 301 549 Criteria <ul style="list-style-type: none"> • 9.2.2 (Web) • 10.2.2 (non-web document) • 11.2.1.2 (Software) • 11.2.2.2 (Closed Software) 2017 Section 508 <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | | |
| <u>1.2.2 Captions (Prerecorded)</u> (Level A) Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | N/A |
| <u>1.2.3 Audio Description or Media Alternative (Prerecorded)</u> (Level A) Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> • 9.2.4 (Web) • 10.2.4 (non-web document) • 11.2.1.4 (Software) • 11.2.2.4 (Closed Software) 2017 Section 508 <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | N/A |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--|
| <p>1.3.1 Info and Relationships (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.7 (Web) • 10.2.7 (non-web document) • 11.2.1.7 (Software) • 11.2.2.7 (Closed Software) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Does not support | <p>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 listening to this outline should give them a good idea of the contents and structure of the page.</p> <p>The 'Email Updates' page does not contain a heading structure.</p> <p>There are missing headings on some of the pages tested; an example of this can be viewed on the 'Homepage'.</p> <p>There is an incorrect heading structure on the 'eventful, adj' page, where the first heading is at level 2 followed by a heading at level 1.</p> <p>There are multiple pages on the website that contain an illogical heading structure.</p> <p>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.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|----------|-------------------|--|
| | | <p>There is no fieldset present on the 'Oxford English Dictionary Online Gift Subscription Order Form' page.</p> <p>There are multiple pages where there is a fieldset present that is missing a legend; examples of this can be viewed on the 'Homepage'. Another example of this can be viewed on the 'Help' page.</p> <p>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.</p> <p>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 'eventful, adj' page, the 'Oxford English Dictionary Online Gift Subscription Order Form' page and the 'Advanced search' page.</p> <p>Providing descriptive button labelling 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.</p> <p>The 'login' page contains two 'Sign In' buttons that correctly point to different locations as they are part of two separate forms on the page; however, the buttons can be problematic for screen reader users who may</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|----------|-------------------|---|
| | | <p>not realize this. If the buttons were included in the corresponding fieldset, that would give greater context to their functionality.</p> <p>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.</p> <p>When a user attempts to create a profile, there is a frame present that does not include a title, this is also the case when a user attempts to 'sign in'.</p> <p>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.</p> <p>There is a table used on the 'Homepage' used for layout purposes, however, the table is not marked up correctly, the table should be marked up with</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--|
| | | <p>role='presentation', this is also the case on the 'Login' page.</p> <p>The text of a link should describe the destination of the link and the link's purpose. Providing a descriptive link text will allow users to easily determine the function of the link and make educated decisions to click the link or not.</p> <p>If it is not possible to identify the purpose of the link from the link text itself, then this information should be provided in context.</p> <p>There are pages where there are links present that are not descriptive; an example of this can be viewed on the 'Homepage'.</p> |
| <p><u>1.3.2 Meaningful Sequence</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.8 (Web) • 10.2.8 (non-web document) • 11.2.1.8 (Software) • 11.2.2.8 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) | Supports | Pass |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--------------------------|
| <ul style="list-style-type: none"> • 504.2 (Authoring Tool) • 602.3 (Support Docs) | | |
| <p><u>1.3.3 Sensory Characteristics</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.9 (Web) • 10.2.9 (non-web document) • 11.2.1.9 (Software) • 11.2.2.9 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | Pass |
| <p><u>1.4.1 Use of Color</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.10 (Web) • 10.2.10 (non-web document) • 11.2.1.10 (Software) • 11.2.2.10 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | Pass |
| <p><u>1.4.2 Audio Control</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.11 (Web) • 10.2.11 (non-web document) • 11.2.1.11 (Software) • 11.2.2.11 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) | Supports | N/A |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--------------------------|
| <ul style="list-style-type: none"> • 504.2 (Authoring Tool) • 602.3 (Support Docs) | | |
| <p><u>2.1.1 Keyboard</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.15 (Web) • 10.2.15 (non-web document) • 11.2.1.15 (Software) • 11.2.2.15 (Closed Software) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | Pass |
| <p><u>2.1.2 No Keyboard Trap</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.16 (Web) • 10.2.16 (non-web document) • 11.2.1.16 (Software) • 11.2.2.16 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | Pass |
| <p><u>2.2.1 Timing Adjustable</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.17 (Web) • 10.2.17 (non-web document) • 11.2.1.17 (Software) • 11.2.2.17 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) | Supports | N/A |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--|
| <ul style="list-style-type: none"> • 504.2 (Authoring Tool) • 602.3 (Support Docs) | | |
| <p><u>2.2.2 Pause, Stop, Hide</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.18 (Web) • 10.2.18 (non-web document) • 11.2.1.18 (Software) • 11.2.2.18 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | N/A |
| <p><u>2.3.1 Three Flashes or Below Threshold</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.19 (Web) • 10.2.19 (non-web document) • 11.2.1.19 (Software) • 11.2.2.19 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | N/A |
| <p><u>2.4.1 Bypass Blocks</u> (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 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 <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) – Does not apply to non-web software | 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. One of the first interactive items on a web page should be a link to the beginning of the main content. Activating the link sets |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| <ul style="list-style-type: none"> • 504.2 (Authoring Tool) • 602.3 (Support Docs) – Does not apply to non-web docs | | <p>focus beyond the repeated content to the main content of the page.</p> <p>If there is no 'Skip' Navigation present, screen reader users would 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.</p> <p>There is currently no evidence of a skip to content link present on the 'subscriber services' page.</p> <p>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.</p> <p>There are currently skip to content links that do not skip the user to the main content of the page, an example of this can be viewed on the 'Homepage' page. This is the case on multiple web pages.</p> <p>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</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| | | <p>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.</p> <p>When a user attempts to create a profile on the 'Homepage', there is a frame present that does not include a title, this is also the case when a user attempts to 'sign in' on the page.</p> |
| <p>2.4.2 Page Titled (Level A) Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 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 <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Does not support | <p>The title of the page helps users to navigate a website by providing a description of the current page. The 'https://oup3.secured-transaction.co.uk/' page does not contain a page title. Without a descriptive title, a user will not be able to differentiate between pages, especially when more than one page is open at the same time.</p> |
| <p>2.4.3 Focus Order (Level A) Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.22 (Web) • 10.2.22 (non-web document) | Supports | Pass |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|---|
| <ul style="list-style-type: none"> • 11.2.1.22 (Software) • 11.2.2.22 (Closed Software) – Does not apply 2017 Section 508 <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | | |
| <p>2.4.4 Link Purpose (In Context) (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.23 (Web) • 10.2.23 (non-web document) • 11.2.1.23 (Software) • 11.2.2.23 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Does not support | <p>The text of a link should describe the destination of the link and the link’s purpose. Providing a descriptive link text will allow users to easily determine the function of the link and make educated decisions to click the link or not.</p> <p>If it is not possible to identify the purpose of the link from the link text itself, then this information should be provided in context.</p> <p>There are pages where there are links present that are not descriptive; an example of this can be viewed on the ‘Homepage’.</p> <p>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.</p> <p>There were empty links found on multiple pages, examples of this can be viewed on the ‘Homepage’ and</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|----------|-------------------|--|
| | | <p>the 'Help' page. This could cause unnecessary confusion for screen reader users.</p> <p>When adjacent links go to the same location (such as a linked product image and an adjacent linked product name that go to the same product page) this results in additional navigation and repetition for keyboard and screen reader users.</p> <p>If possible, combine the redundant links into one link and remove any redundant text or alternative text (for example, if a product image and product name are in the same link, the image can usually be given alt="").</p> <p>When testing the website, it was found that there are instances where there are links and image links present in close proximity; this can cause problems for screen reader users, examples of this can be viewed on the 'Homepage', and the text link and 'company 'logo' on the 'Login' page (See Figure 31).</p> <p>There is a text link and 'icon' on the 'The entry display' page, additionally, the 'link icon' contains a null alternative text.</p> <p>Screen reader users can find duplicated links confusing, and keyboard users find that duplicated links present extra links to navigate to.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|---|
| <p>3.1.1 Language of Page (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.27 (Web) • 10.2.27 (non-web document) • 11.2.1.27 (Software) • 11.2.2.27 (Closed Software) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Does not support | <p>Indicating the language of the content in markup is important for screen readers and other speech renderings of web resources. These technologies need information about the language so that they can use the appropriate pronunciation standards to render the web resource.</p> <p>Many speech synthesizers support multiple languages. Marking up the language of the content is especially important when more than one language is used within a web page; without proper specification, speech renderings could become confusing and unintelligible, similar to the visual confusion that occurs when a character set is not available and apparently random characters appear on the screen.</p> <p>On testing, the 'e-mail Updates' page did not have a default page language set using language attributes, another example of this can be viewed on the 'Oxford English Dictionary Online Gift Subscription Order Form' page.</p> |
| <p>3.2.1 On Focus (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.29 (Web) • 10.2.29 (non-web document) • 11.2.1.29 (Software) • 11.2.2.29 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) | Supports | Pass |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|---|
| <ul style="list-style-type: none"> 602.3 (Support Docs) | | |
| <p>3.2.2 On Input (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> 9.2.30 (Web) 10.2.30 (non-web document) 11.2.1.30 (Software) 11.2.2.30 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs) | Supports | Pass |
| <p>3.3.1 Error Identification (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> 9.2.33 (Web) 10.2.33 (non-web document) 11.2.1.33 (Software) 11.2.2.33 (Closed Software) <p>2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs) | Does not support | <p>When a user makes an error when submitting data to a form, the user should firstly be informed that they have made an error and secondly where the errors are located. This is especially important for screen reader users who will be unaware of any visual indication that there are input errors.</p> <p>When accessing the 'Create personal profile' section of the 'Homepage', there was no indication given that all form fields needed completion; if a user did not complete all the form fields and attempted to submit the form, there was only a visual indication provided. There was no indication given to a screen reader user that an error had been made, other than focus returning to the first form field that needed completion.</p> <p>The 'Sign in' section of the website, do not contain any form of error handling, if a user submits the form without completing all of the details, the section</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------------|--|
| | | <p>appears to submit; although none of the form fields are marked as mandatory, it can be confusing for some users who may believe that they have signed in etc..</p> <p>Errors with form submission should not rely solely on visual cues.</p> |
| <p>3.3.2 Labels or Instructions (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.34 (Web) • 10.2.34 (non-web document) • 11.2.1.34 (Software) • 11.2.2.34 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | <p>Does not support</p> | <p>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.</p> <p>There is no fieldset present on the 'Oxford English Dictionary Online Gift Subscription Order Form' page.</p> <p>There are multiple pages where there is a fieldset present that is missing a legend; examples of this can be viewed on the 'Homepage' (See Figure 8). Another example of this can be viewed on the 'Help' page.</p> <p>Providing a descriptive form field label will allow users to know what information to enter in a form field.</p> <p>Where a series of form fields relate to similar information, the context of the form fields needs to be included in the field description.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------------|--|
| | | <p>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 'eventful, adj' page, the 'Oxford English Dictionary Online Gift Subscription Order Form' page and the 'Advanced search' page.</p> <p>Providing descriptive button labelling 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.</p> <p>The 'login' page contains two 'Sign In' buttons that correctly point to different locations as they are part of two separate forms on the page; however, the buttons can be problematic for screen reader users who may not realize this. If the buttons were included in the corresponding fieldset, that would give greater context to their functionality.</p> |
| <p>4.1.1 Parsing (Level A) Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.37 (Web) • 10.2.37 (non-web document) • 11.2.1.37 (Software) • 11.2.2.37 (Closed Software) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) | <p>Does not support</p> | <p>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; examples of this are the 'Homepage' and the 'Help' page.</p> <p>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</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--|
| <ul style="list-style-type: none"> 602.3 (Support Docs) | | <p>problematic for screen reader users that rely on this attribute to accurately convey relationships between different parts of content to users.</p> <p>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.</p> <p>Examples of this were found on the 'Homepage' and the 'Browse Dictionary' page.</p> |
| <p>4.1.2 Name, Role, Value (Level A)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> 9.2.38 (Web) 10.2.38 (non-web document) 11.2.1.38 (Software) 11.2.2.38 (Closed Software) <p>2017 Section 508</p> <ul style="list-style-type: none"> 501 (Web)(Software) 504.2 (Authoring Tool) 602.3 (Support Docs) | Does not support | <p>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.</p> <p>There is no fieldset present on the 'Oxford English Dictionary Online Gift Subscription Order Form' page.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|----------|-------------------|--|
| | | <p>There are multiple pages where there is a fieldset present that is missing a legend; examples of this can be viewed on the 'Homepage' (See Figure 8). Another example of this can be viewed on the 'Help' page.</p> <p>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.</p> <p>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 'eventful, adj' page, the 'Oxford English Dictionary Online Gift Subscription Order Form' page and the 'Advanced search' page.</p> <p>Providing descriptive button labelling 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.</p> <p>The 'login' page contains two 'Sign In' buttons that correctly point to different locations as they are part of two separate forms on the page; however, the buttons can be problematic for screen reader users who may not realize this. If the buttons were included in the</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|----------|-------------------|--|
| | | <p>corresponding fieldset, that would give greater context to their functionality.</p> <p>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. Examples of this can be viewed on the 'Homepage' and the 'help' page.</p> |

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

Notes:

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--------------------------|
| <p>1.2.4 Captions (Live) (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.5 (Web) • 10.2.5 (non-web document) • 11.2.1.5 (Software) • 11.2.2.5 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | N/A |
| <p>1.2.5 Audio Description (Prerecorded) (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.6 (Web) • 10.2.6 (non-web document) | Supports | N/A |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|--|
| <ul style="list-style-type: none"> • 11.2.1.6 (Software) • 11.2.2.6 (Closed Software) – Does not apply 2017 Section 508 <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | | |
| <p>1.4.3 Contrast (Minimum) (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.12 (Web) • 10.2.12 (non-web document) • 11.2.1.12 (Software) • 11.2.2.12 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Does not support | <p>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.</p> <p>If the text size is at least 18 point if not bold and 14 point if bold, the minimum colour contrast ratio should be at 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.</p> <p>The white text against the orange background on the 'Oxford Online Account Management System' page fails the minimum colour contrast ratio.</p> <p>The 'Medical student' page contains brown text set against a slightly lighter background that fails the minimum colour contrast test with a ratio of 3.6:1.</p> <p>The blue link 'contact us' against the light background fails the minimum colour contrast test on the 'subscriber services' page.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| | | <p>The brown text against the light brown background fails the minimum colour contrast test on the 'medical student' page.</p> <p>There is insufficient colour contrast between the red text and the grey background on the 'forgot password' section of the 'Homepage'.</p> <p>Throughout the site there are combinations of colours that fall below the minimum contrast levels that make the text difficult to read.</p> |
| <p>1.4.4 Resize text (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.13 (Web) • 10.2.13 (non-web document) • 11.2.1.13 (Software) • 11.2.2.13 (Closed Software) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | PASS |
| <p>1.4.5 Images of Text (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.14 (Web) • 10.2.14 (non-web document) • 11.2.1.14 (Software) • 11.2.2.14 (Closed Software) <p>2017 Section 508</p> | Does not support | Describing the content of images is very important to give users with a visual impairment a similar experience of a website as sighted visitors. Without a valid alternative text, Screen Reading software will use the filename of the image to try and describe the content of the image. Missing out alternative text or using a non- |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | | <p>descriptive alternative text can cause confusion for screen reader users.</p> <p>There were a number of instances where images had non-descriptive alt text such as on the 'Homepage' and the 'eventful, adj' page; this shows an example of images with alt text that fails to provide a clear description of what the image contains. Screen reader users will not be able to understand the images or access any information contained within the images.</p> |
| <p>2.4.5 Multiple Ways (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 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 <p>2017 Section 508</p> <ul style="list-style-type: none"> • 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 | <p>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 listening to this outline should give them a good idea of the contents and structure of the page.</p> <p>The 'Email Updates' page does not contain a heading structure.</p> <p>There are missing headings on some of the pages tested; an example of this can be viewed on the 'Homepage'.</p> <p>There is an incorrect heading structure on the 'eventful, adj' page, where the first heading is at level 2 followed by a heading at level 1.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| | | There are multiple pages on the website that contain an illogical heading structure. |
| <p>2.4.6 Headings and Labels (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.25 (Web) • 10.2.25 (non-web document) • 11.2.1.25 (Software) • 11.2.2.25 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Does not support | <p>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 listening to this outline should give them a good idea of the contents and structure of the page.</p> <p>The 'Email Updates' page does not contain a heading structure.</p> <p>There are missing headings on some of the pages tested; an example of this can be viewed on the 'Homepage'.</p> <p>There is an incorrect heading structure on the 'eventful, adj' page, where the first heading is at level 2 followed by a heading at level 1.</p> <p>There are multiple pages on the website that contain an illogical heading structure.</p> <p>There were empty headings on the 'Homepage'.</p> |
| 2.4.7 Focus Visible (Level AA) | Supports | PASS |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--------------------------|
| <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.26 (Web) • 10.2.26 (non-web document) • 11.2.1.26 (Software) • 11.2.2.26 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | | |
| <p>3.1.2 Language of Parts (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 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 <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | PASS |
| <p>3.2.3 Consistent Navigation (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.31 (Web) • 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 <p>2017 Section 508</p> <ul style="list-style-type: none"> • 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 |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--|
| <p><u>3.2.4 Consistent Identification</u> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 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 <p>2017 Section 508</p> <ul style="list-style-type: none"> • 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 |
| <p><u>3.3.3 Error Suggestion</u> (Level AA)</p> <p>Also applies to:</p> <p>EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.2.35 (Web) • 10.2.35 (non-web document) • 11.2.1.35 (Software) • 11.2.2.35 (Closed Software) – Does not apply <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Does not support | <p>When a user makes an error when submitting data to a form, the user should firstly be informed that they have made an error and secondly where the errors are located. This is especially important for screen reader users who will be unaware of any visual indication that there are input errors.</p> <p>When accessing the 'Create personal profile' section of the 'Homepage', there was no indication given that all form fields needed completion; if a user did not complete all the form fields and attempted to submit the form, there was only a visual indication provided. There was no indication given to a screen reader user that an error had been made, other than focus returning to the first form field that needed completion.</p> <p>The 'Sign in' sections of the website, do not contain any form of error handling, if a user submits the form without completing all of the details, the section appears to submit; although none of the form fields are</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|---|
| | | marked as mandatory, it can be confusing for some users who may believe that they have signed in etc. Errors with form submission should not rely solely on visual cues. |
| 3.3.4 Error Prevention (Legal, Financial, Data) (Level AA) Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> • 9.2.36 (Web) • 10.2.36 (non-web document) • 11.2.1.36 (Software) • 11.2.2.36 (Closed Software) – Does not apply 2017 Section 508 <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | Supports | N/A |

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 | |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--------------------------|
| <p>1.2.8 Media Alternative (Prerecorded) (Level AAA)</p> <p>Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply</p> | Not Evaluated | |
| <p>1.2.9 Audio-only (Live) (Level AAA)</p> <p>Also applies to: EN 301 549 Criteria– Does not apply 2017 Section 508 – Does not apply</p> | Not Evaluated | |
| <p>1.4.6 Contrast Enhanced (Level AAA)</p> <p>Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply</p> | Not Evaluated | |
| <p>1.4.7 Low or No Background Audio (Level AAA)</p> <p>Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply</p> | Not Evaluated | |
| <p>1.4.8 Visual Presentation (Level AAA)</p> <p>Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply</p> | Not Evaluated | |
| <p>1.4.9 Images of Text (No Exception) Control (Level AAA)</p> <p>Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply</p> | Not Evaluated | |
| <p>2.1.3 Keyboard (No Exception) (Level AAA)</p> <p>Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply</p> | Not Evaluated | |
| <p>2.2.3 No Timing (Level AAA)</p> <p>Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply</p> | Not Evaluated | |
| <p>2.2.4 Interruptions (Level AAA)</p> | Not Evaluated | |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--------------------------|
| Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | | |
| <u>2.2.5 Re-authenticating</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>2.3.2 Three Flashes</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>2.4.8 Location</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>2.4.9 Link Purpose (Link Only)</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>2.4.10 Section Headings</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>3.1.3 Unusual Words</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>3.1.4 Abbreviations</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>3.1.5 Reading Level</u> (Level AAA) Also applies to: | Not Evaluated | |

| Criteria | Conformance Level | Remarks and Explanations |
|---|-------------------|--------------------------|
| EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | | |
| <u>3.1.6 Pronunciation</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>3.2.5 Change on Request</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>3.3.5 Help</u> (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply | Not Evaluated | |
| <u>3.3.6 Error Prevention (All)</u> (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 |
|--|-------------------|--|
| <u>1. Conformance Level</u> Also applies to: EN 301 549 Criteria <ul style="list-style-type: none"> • 9.3 (Web) 2017 Section 508 <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | None | <p>website met 7 of the 18 (39%) applicable success criteria required for level A conformance and 6 of the 10 (60%) applicable success criteria required for level AA conformance.</p> <p>In order to be awarded a Level AA accreditation, 100% conformance with level A success criteria and level AA must be achieved.</p> |

| Criteria | Conformance Level | Remarks and Explanations |
|--|-------------------|---|
| <p><u>2. Full pages</u></p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.3 (Web) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | None | No full pages fully pass an Conformance Level |
| <p><u>3. Complete processes</u></p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.3 (Web) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 501 (Web)(Software) • E207.3 (Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs) | None | <p>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 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.</p> <p>At present, not all pages in the process confirm to a particular level.</p> |
| <p><u>4. Only Accessibility-Supported Ways of Using Technologies</u></p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.3 (Web) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 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. |
| <p><u>5. Non-Interference</u></p> <p>Also applies to: EN 301 549 Criteria</p> <ul style="list-style-type: none"> • 9.3 (Web) <p>2017 Section 508</p> <ul style="list-style-type: none"> • 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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Include your company legal disclaimer here, if needed