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

VPAT Version 2.0 Beta 2

Name of Product: OUP Oxford Scholarship and University Press Scholarship Online

Date: 20th July 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	Providing descriptive button labelling will allow users to know what information to enter in a form field. Providing descriptive button labelling will allow users to know what information to expect when the button is activated. The 'Accountability' page contains two buttons that announce as 'Go Button' which can be confusing for a screen reader user; this can also be viewed on the 'About the Speaker' page. The 'Browse' page also contains buttons that could cause confusion for screen reader users due to the same naming convention and proximity of the buttons to one another. This issue was found on multiple pages tested. 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', the 'Browse - Oxford Scholarship' page and the 'Browse - Oxford Scholarship' page. 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 labels can be seen on the 'Browse' 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 entering the 'sign Up' page, there was no indication that any of the fields are mandatory. However, when the form is submitted without the required fields, a cue is then provided indicating which fields are mandatory. Although mandatory fields are indicated to the user, it is only after the form has been submitted that this is conveyed to the user. This makes it more difficult for

Criteria	Conformance Level	Remarks and Explanations
		users, especially screen readers, 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.
		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 'Homepage'. This is the case on multiple pages tested.
		Describing the content of images is very important to give users with a visual impairment a similar experience

Criteria	Conformance Level	Remarks and Explanations
		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.

There were instances where images had non-descriptive alt text such as on the 'Help' 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.

The 'About' page contains a graphic that contains text information related to the paragraph above it, the image is given a blank alternative text and is therefore not accessible by a screen reader user; the alternative text should be descriptive, reflecting the content contained in the image.

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. |

Criteria	Conformance Level	Remarks and Explanations
		There are radio buttons present on the 'Help' page that are not enclosed within a fieldset, this is the case for multiple pages throughout the website.

The 'Browse' page shows an example of a fieldset that does not have a legend present.

A number of 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.

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.

The 'Part 1 Integrating mechanisms into life history evolution.Pdf' file was found to be inaccessible for some user groups, with issues including no document language defined and the document not being 'tagged'.

The 'oso_Biology.Pdf' file was also found to be inaccessible, with issues including a missing 'document title' and not being 'tagged'

(Please note that this is an automated test, our user testers also found that the document in question also had an ambiguous title) |

Criteria	Conformance Level	Remarks and Explanations
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) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	Pass
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	Pass
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

Criteria	Conformance Level	Remarks and Explanations
[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) 2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	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 listening to this outline should give them a good idea of the contents and structure of the page. The 'Homepage' contains a heading structure that is illogical, there is a heading at level 3 followed by a heading at level 4, missing out on heading levels 2 and 3. This can also be seen on the 'Browse - Oxford Scholarship' page'. 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. There were empty headings on several of the pages tested throughout the website; examples of this can be viewed on the 'Search Tips' page contains empty

Criteria	Conformance Level	Remarks and Explanations
		headings, this is also the case on the 'The Structure of a book' page. Providing descriptive button labelling will allow users to know what information to enter in a form field. Providing descriptive button labelling will allow users to know what information to expect when the button is activated. The 'Accountability' page contains two buttons that announce as 'Go Button' which can be confusing for a screen reader user, this can also be viewed on the 'About the Speaker' page. The 'Browse' page also contains buttons that could cause confusion for screen reader users due to the same naming convention and proximity of the buttons to one another. This issue was found on multiple pages tested. 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', the 'Browse - Oxford Scholarship' page and the 'Browse - Oxford Scholarship' page. There were multiple pages that had unlabelled form fields present throughout 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. 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 labels can be seen on the 'Browse' page. This issue was present on multiple pages tested.

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.

There are radio buttons present on the 'Help' page that are not enclosed within a fieldset, this is the case for multiple pages throughout the website.

The 'Browse' page shows an example of a fieldset that does not have a legend present.

When using tables to convey data, it is important to mark-up the tables correctly to allow screen reader users to interpret the data. Column and row header mark-up should be added to data tables as they provide |

Criteria	Conformance Level	Remarks and Explanations
		the necessary context that enable screen readers to understand the information.
		There are a number of instances where there are data tables used that have more than one level of row headers, examples of this can be viewed on the 'Refashioning Credibility' page and the 'Really Random' page, there are multiple instances of this throughout the website, additionally, the tables do not contain a caption.
		There are also tables on the 'Big Picture' page that do not contain a caption.
		Markup should be used to associate the data cells and the header cells. Including unique ID attributes in the 'th' cells and 'Header' attributes in the associated 'td' cells or including 'Scope' attributes in the 'th' cells would resolve this issue.
		This issue is present on multiple pages.
		There are frames present on the site that do 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

Criteria	Conformance Level	Remarks and Explanations
		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. examples of this can be viewed on the 'About' page and the 'Take a Tour' page.

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	Supports	Pass

Criteria	Conformance Level	Remarks and Explanations
• 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)		
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 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	Supports	Pass
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	Pass
2.1.1 Keyboard (Level A) Also applies to: EN 301 549 Criteria	Does not support	Various methods of input, such as using a mouse, keyboard or voice control, are employed depending on

Criteria	Conformance Level	Remarks and Explanations
9.2.15 (Web) 10.2.15 (non-web document) 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)		the user's particular needs. Websites must accommodate all types of input methods with all areas being accessible to users using any of these types of input. The 'Share' link on the 'Browse' page is accessible when using a mouse, however, when a non-mouse user 'tabs' to the link, various options are displayed momentarily, before disappearing; the focus is also moved from the area. This attribute is inaccessible without use of a mouse pointer, meaning keyboard only users will not be able to access the extra functionality added to on-hover, the button should also be accompanied by an 'on-focus' attribute. This issue is present on multiple pages throughout the website.
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)	Supports	N/A

Criteria	Conformance Level	Remarks and Explanations
• 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)		
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) • 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)	Supports	Pass
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	Pass
2.4.1 Bypass Blocks (Level A) Also applies to: EN 301 549 Criteria • 9.2.20 (Web)	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

Criteria	Conformance Level	Remarks and Explanations
• 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		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 keyboard only users. This link should be visible and the first link that can be 'tabbed to' on the page. 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 Content' link that does not skip the user to the main content of the 'Search Results' page, the user is taken to 'Items per page'. Another example of an incorrectly functioning 'Jump to Content' link can be viewed on the 'Politics of Climate change' page, where the user is not taken to the correct location. This is the case on multiple web pages tested. There are frames present on the site that do 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

Criteria	Conformance Level	Remarks and Explanations
		"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. examples of this can be viewed on the 'About' page and the 'Take a Tour' 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)	Supports	Pass

Criteria	Conformance Level	Remarks and Explanations

Also applies to:
EN 301 549 Criteria
   • 9.2.22 (Web)
   • 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 multiple pages throughout the website; examples of this can be viewed on the 'Browse - Oxford Scholarship' page and the 'Search Results - Oxford Scholarship' page). This could cause unnecessary confusion for screen reader users.

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)
	Does not support	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.

Criteria	Conformance Level	Remarks and Explanations
2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		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. On testing, the 'cite' pages did not have a default page language set using language attributes.
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) • 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)	Supports	Pass

Criteria	Conformance Level	Remarks and Explanations
• 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	Providing descriptive button labelling will allow users to know what information to enter in a form field. Providing descriptive button labelling will allow users to know what information to expect when the button is activated. The 'Accountability' page contains two buttons that announce as 'Go Button' which can be confusing for a screen reader user, this can also be viewed on the 'About the Speaker' page. The 'Browse' page also contains buttons that could cause confusion for screen reader users due to the same naming convention and proximity of the buttons to one another. This issue was found on multiple pages tested. 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', the 'Browse - Oxford Scholarship' page and the 'Browse - Oxford Scholarship' page.
		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 entering the 'sign Up' page, there was no indication that any of the fields are mandatory. However, when the form is submitted without the required fields, a cue is then provided indicating which fields are mandatory.
		Although mandatory fields are indicated to the user, it is only after the form has been submitted that this is conveyed to the user. This makes it more difficult for users, especially screen readers, 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.

Criteria	Conformance Level	Remarks and Explanations
		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. When a user makes a change to the 'Items per page' or the 'Sort by' list boxes, the page refreshes without warning the user; this is disorienting as the focus moves away from the list boxes and can leave the user wondering where they are on the webpage. This issue is also repeated near the bottom of the page; additionally, a user should ideally be able to make selections from the dropdown lists and then activate a button to make the change. 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. 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.

Criteria	Conformance Level	Remarks and Explanations
		There are radio buttons present on the 'Help' page that are not enclosed within a fieldset, this is the case for multiple pages 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 'Browse' page shows an example of a fieldset that does not have a legend present.

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	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.
		
		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

Criteria	Conformance Level	Remarks and Explanations
		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. The following example issues have been found that may cause issues for assistive technology. 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.
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	Providing descriptive button labelling will allow users to know what information to enter in a form field. Providing descriptive button labelling will allow users to know what information to expect when the button is activated. The 'Accountability' page contains two buttons that announce as 'Go Button' which can be confusing for a screen reader user, this can also be viewed on the 'About the Speaker' page. The 'Browse' page also contains buttons that could cause confusion for screen reader users due to the same naming convention and proximity of the buttons to one another. This issue was found on multiple pages tested. Providing a descriptive form field label will allow users to know what information to enter in a form field.

Criteria	Conformance Level	Remarks and Explanations
		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' the 'Browse - Oxford Scholarship' page and the 'Browse - Oxford Scholarship' page.

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 labels can be seen on the 'Browse' 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 entering the 'sign Up' page, there was no indication that any of the fields are mandatory; However, when the form is submitted without the |

Criteria	Conformance Level	Remarks and Explanations
		required fields, a cue is then provided indicating which fields are mandatory. Although mandatory fields are indicated to the user, it is only after the form has been submitted that this is conveyed to the user. This makes it more difficult for users, especially screen readers, to successfully complete forms. 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. There are radio buttons present on the 'Help' page that are not enclosed within a fieldset, this is the case for multiple pages throughout the website. The 'Browse' page shows an example of a fieldset that does not have a legend present. 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	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

Criteria	Conformance Level	Remarks and Explanations
2017 Section 508 • 501 (Web)(Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)		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 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. There is insufficient colour contrast of 3.4:1 between the blue text 'Selected fifteen books' and the green background of the 'Oxford Scholarship' page. The 'Browse' page also contains instances where there is insufficient colour contrast between the white text and the orange background of the button. The white text against the orange background of the 'RSS' button fails the colour contrast minimum recommended ratio on the 'Browse' 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) • 11.2.1.13 (Software) • 11.2.2.13 (Closed Software) 2017 Section 508 • 501 (Web)(Software)	Supports	Pass

Criteria	Conformance Level	Remarks and Explanations
• 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)	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-descriptive alternative text can cause confusion for screen reader users. There were instances where images had non-descriptive alt text such as on the 'Help' 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. The 'About' page contains a graphic that contains text information related to the paragraph above it, the image is given a blank alternative text and is therefore not accessible by a screen reader user; the alternative text should be descriptive, reflecting the content contained in the image. Equations rendered as images should be marked up with MathML. When an appropriate markup language exists, use markup rather than images to convey information.

Criteria	Conformance Level	Remarks and Explanations
		The 'James' suspension spring equations' page contains images that are used to represent an equation; screen reader users would miss out on this information.
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) • 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)	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 listening to this outline should give them a good idea of the contents and structure of the page. The 'Homepage' contains a heading structure that is illogical, there is a heading at level 3 followed by a heading at level 4, missing out on heading levels 2 and 3. This can also be seen on the 'Browse - Oxford Scholarship' page'. There are multiple pages on the website that contain an illogical heading structure.

Criteria	Conformance Level	Remarks and Explanations
		There are empty headings on some pages. This may mean that screen reader users spend time looking for content that is not there. There are empty headings on some pages. This may mean that screen reader users spend time looking for content that is not there. Examples of empty headings can be viewed on the 'Search Tips' page and 'The Structure of a book' page.

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

Criteria	Conformance Level	Remarks and Explanations

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

3.2.4 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

Criteria	Conformance Level	Remarks and Explanations

3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)
Also applies to:
EN 301 549 Criteria
    • 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
    • 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	
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	Not Evaluated	

Criteria	Conformance Level	Remarks and Explanations
2017 Section 508 – Does not apply		
1.4.6 Contrast Enhanced (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
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	

Criteria	Conformance Level	Remarks and Explanations
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	
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)	Not Evaluated	

Criteria	Conformance Level	Remarks and Explanations
Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply		
3.3.5 Help (Level AAA) Also applies to: EN 301 549 Criteria – Does not apply 2017 Section 508 – Does not apply	Not Evaluated	
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 Oxford Scholarship Website met 14 of the 23 (61%) applicable success criteria required for level A conformance and 7 of the 10 (70%) 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)	None	No full pages fully pass the Conformance Level

Criteria	Conformance Level	Remarks and Explanations
• 504.2 (Authoring Tool) • 602.3 (Support Docs)		
3. Complete processes Also applies to: EN 301 549 Criteria • 9.3 (Web) 2017 Section 508 • 501 (Web)(Software) • E207.3 (Software) • 504.2 (Authoring Tool) • 602.3 (Support Docs)	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 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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