

Voluntary Product Accessibility Template® (VPAT®) WCAG Edition

Version 2.5Rev

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About This Document

The VPAT is provided in four editions based on the standards/guidelines being evaluated. The editions are WCAG, Revised 508, EN 301 549 and International, which includes all of the standards.

This is the WCAG edition of the VPAT. It includes the following standards/guidelines:

- [Web Content Accessibility Guidelines 2.0](#)
- [Web Content Accessibility Guidelines 2.1](#)
- [Web Content Accessibility Guidelines 2.2](#)

If you need to report on a different combination of standards/guidelines, use the appropriate alternate edition of the VPAT found on [ITI Accessibility web page](#).

This document is broken into two main sections:

- Essential Requirements and Best Practices for using the VPAT® to complete an Accessibility Conformance Report (the instructions)
 - The VPAT

Please carefully review the Essential Requirements and Best Practices sections before using the VPAT to create an Accessibility Conformance Report.

The purpose of these instructions is to promote accurate and consistent reporting of product accessibility information.

The VPAT is a template used to document a product's conformance with accessibility standards and guidelines. The purpose of the Accessibility Conformance Report is to assist customers and buyers in making preliminary assessments regarding the availability of commercial "Electronic and Information Technology," also referred to as "Information and Communication Technology" (ICT) products and services with features that support accessibility.

The Information Technology Industry Council (ITI) provides the VPAT. Use of the template and service mark does not require membership in ITI.

Essential Requirements and Best Practices for Information & Communications Technology (ICT) Vendors

This section provides guidance for reporting product conformance for major accessibility standards and guidelines using the VPAT® to produce an Accessibility Conformance Report. Deviating from these guidelines precludes vendors from referencing the template by name and/or the VPAT acronym.

Getting Started

1. Before creating a report, read all of the materials provided in this document.
2. Determine which accessibility standards/guidelines will be included in the product conformance report and use the appropriate VPAT file.
3. It is the vendor's responsibility to maintain the integrity of the data in the report.

Essential Requirements for Authors

The following are the minimum requirements to produce an Accessibility Conformance Report based on the VPAT®.

1. The VPAT name and template are registered service marks of ITI. Use of the VPAT template and name requires the inclusion of the registered service mark (i.e., "VPAT®").
2. Users of the VPAT agree not to deviate from the Essential Requirements for Authors.
3. The template file can be used as is or replicated in a different delivery format, for example as HTML or PDF. The final conformance report must be accessible.
4. A report must contain the following content at a minimum:
 - **Report Title** – In the heading format of "[Company Name] Accessibility Conformance Report"
 - **VPAT Heading Information** – Template version
 - **Name of Product/Version** – Name of Product being reported, including product version identifier if available
 - **Report Date** – Date of report publication. At a minimum, provide the month and year of the report publication. For example, "May 2025". If a date is included, ensure it is clear "4 May 2025" or "May 4, 2025".
 - **Product Description** – A brief description of the product

- **Contact Information** – Contact Information for follow-up questions. Listing an email is sufficient.
- **Notes** – Any details or further explanation about the product or the report. This section may be left blank.
- **Evaluation Methods Used** – Include a description of evaluation methods used to complete the VPAT for the product under test.
- **Applicable Standards/Guidelines** – A clear indication of which Standards/Guidelines this Conformance Report covers.
 - The list must include only the WCAG versions used to evaluate the product.
 - The applicable WCAG versions that are included in this edition of the VPAT template are:
 - [Web Content Accessibility Guidelines 2.0](#) or WCAG 2.0 (ISO/IEC 40500)
 - [Web Content Accessibility Guidelines 2.1](#) or WCAG 2.1
 - [Web Content Accessibility Guidelines 2.2](#) or WCAG 2.2
 - If other Standards/Guidelines are reported then use the appropriate VPAT edition.
 - This information can be in a table format at the top of the report with the table heading ‘Standards/Guidelines’ and the reported WCAG versions identified. This information can alternatively be supplied in the introductory text of the report. In the VPAT we have used a table as an example and listed “(yes / no)” for each guideline. To indicate what the report covers, leave the appropriate yes or no on each guideline.
 - If multiple WCAG tables are included, each table must identify the Guideline that the criteria in that table represent.
- **Terms** – The report must list the definition of the terms used in the Conformance Level column. ITI recommends the following terms. If a vendor deviates from the ITI definitions, the vendor shall reference this change in the heading Notes section. If a term is not used it can be removed from the list. The ITI definitions are:
 - **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
 - **Partially Supports:** Some functionality of the product does not meet the criterion.
 - **Does Not Support:** The majority of product functionality does not meet the criterion.

- **Not Applicable:** The criterion is not relevant to the product.

Note: When filling in the WCAG tables, a response may use 'Supports' where one might otherwise be inclined to use 'Not Applicable'. This is in keeping with [WCAG 2.0 Understanding Conformance](#): This means that if there is no content to which a success criterion applies, the success criterion is satisfied.

- **Not Evaluated:** The product has not been evaluated against the criterion. This can only be used in WCAG Level AAA criteria.
- **Tables for Each Standard or Guideline** – Tables showing the responses to the criteria.
5. WCAG Conformance Information – The answers in the WCAG success criteria are based on the level of conformance being reported (Level A, AA or AAA).
- These tables are used to answer:
 - The selected levels of WCAG 2.x Guidelines.
 - When only reporting on WCAG 2.0 criteria, it is acceptable to remove the WCAG 2.1 and 2.2-specific criteria from the table. These are marked '2.1 and 2.2' or '2.2 only' within the row. Likewise, if only reporting on WCAG 2.1, it is acceptable to remove the rows with criteria marked '2.2 only' from the table.
6. Remarks and Explanations – Detailed remarks should be provided in the Remarks and Explanations column to justify your answer in the Conformance Level column.
- When the conformance level is 'Partially Supports' or 'Does Not Support', the remarks should identify:
 1. The functions or features with issues
 2. How they do not fully support
 - If the criterion does not apply, explain why.
 - If an accessible alternative is used, describe it.

Best Practices for Authors

ITI suggests that authors adopt the following best practices when using the VPAT® to create an Accessibility Conformance Report.

- **Branding Header:** Company logo or branding information
- **Report Date Changes:** If a report is revised, change the report date and explain the revision in the Notes section. Alternately, create a new report and explain in the Notes section that it supersedes an earlier version of the report.

- **Notes:** Add any notes applicable to product or the report
 - Additional information about the product version that the document references
 - Any revisions to the document
 - Links to any related documents
 - Additional information describing the product
 - Additional information about what the document does or does not cover
 - Information suggested by the [WCAG 2.0 Conformance Claim](#)
 - Information needed to satisfy ISO/IEC 17050-1:2004, Supplier's Declaration of Conformity

- **Evaluation Methods Used** – Describe the testing performed. Information to enter may include details on some combination of the following:
 - Indicate whether testing is performed by testers with knowledge of general product functionality. (Instructional note: This would mean the tester knows how to use the common uses and flows of the product in addition to accessibility.)
 - If the product is similar to another evaluated product, (provide a link to the report of the other product that contains the description of the evaluation methods used.
 - Describe testing conducted with assistive technologies. (Optional: Include the assistive technologies that were used in testing.)
 - Describe testing conducted with manual and automated testing tools. (Optional: Provide a list of the tools used for testing the product.)
 - If a published test method was used, provide name, publisher, and URL link to the test method.
 - If a vendor proprietary test method was used, provide the vendor's name and any non-proprietary details of the testing performed.
 - If another test method was used, provide a description of the test method.

- **Remarks and Explanations:** This section may include:
 - Information regarding the testing of a given criteria.
 - Information on application dependencies to support accessibility (e.g. OS, app frameworks, browsers recommended).
 - How the customer can find more information about accessibility issues. One method can be to include the bug ID where customers can call the company's customer support to get additional information.

- Known workarounds for accessibility issues.
- **Legal Disclaimer:** Area for any legal disclaimer text required by your organization.
- **Report Size:** To reduce the size of the report it is acceptable to remove sections. Individual criteria cannot be removed, only sections at a time. Section removal is acceptable in the following situations:
 - When only reporting on WCAG 2.0 criteria, it is acceptable to remove the WCAG 2.1 and WCAG 2.2-specific criteria from the tables. These are marked '2.1 and 2.2' or '2.2 only' within the row. Likewise, if only reporting on WCAG 2.1, it is acceptable to remove the rows with criteria marked '2.2 only' from the table.
 - If the product is not being evaluated for a level of the criteria (for example Level AAA) then that table may be deleted.
 - If a requesting customer has identified that a section of the standard does not apply, information should be included in the notes that the section has been removed.
- **WCAG 2.x Tables:** The WCAG 2.x criteria are shown in three tables, Level A, Level AA, and Level AAA.
 - If desired, these tables can be combined into one table.
 - When reporting on a level (A, AA or AAA) all criteria for that level must be answered for the particular version of WCAG that the report includes.
- **Language:** Translation to other languages is permitted.
- **Multiple Reports:** When using the VPAT to create an Accessibility Conformance Report for complex products it may be helpful to separate answers into multiple reports. For example, when a product is an Authoring Tool that also has web content and documentation. When multiple reports are used for a complex product, it is required to explain this and how to reach the other reports in the Notes section of each report.
- **Criteria Text:** To help conserve space in the ITI template only the criteria ID number and a short title have been included. Where possible, links have been included to the standard/guideline.
 - It is acceptable to add the full text of the criteria into the cell if desired to help with understanding.
 - The links to the standards/guidelines can be removed.
- **Ordering of Tables:** The order that the guideline tables appear may be changed to facilitate reading. For example, instead of separating the Level A,

Level AA and Level AAA criteria, they may be put in one table in numerical order.

- **Guideline Section Heading Rows in Tables:** The tables include heading rows to facilitate understanding the context of the criteria.
 - The cells in these rows do not require answers as indicated by “Heading cell – no response required.”
 - It is optional to add a response if desired.
 - The shading of the row is also optional.
 - If removing the heading rows, edit the criteria titles so it’s clear where they apply.

Posting the Final Document

- When publishing your Accessibility Conformance Report, be sure to remove the entire first 9 pages of this document, including the table of contents, introductory information and instructions.
- Check for each required item in the VPAT® document:
 - **[Company Name] Accessibility Conformance Report** (report title)
 - **(Based on VPAT® Version 2.5Rev)**
 - **Name of Product/Version**
 - **Report Date**
 - **Product Description**
 - **Contact Information**
 - **Notes**
 - **Evaluation Methods Used**
 - **Applicable Standards/Guidelines**
 - **Terms**
 - **Tables for Each Standard or Guideline**
 - Check that there is a response for each criterion for ‘Conformance Level’ and ‘Remarks and Explanations.’
- Verify that the final document is accessible.
- Post your final document on your company’s web site, or make the document available to customers upon request.

Table Information for VPAT® Readers

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 regarding the criteria and the third column contains any additional remarks and explanations regarding the product.
- When sections of criteria do not apply, or are 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.

[Company] Accessibility Conformance Report WCAG Edition

(Based on VPAT® Version 2.5Rev)

Name of Product/Version: LocoRobo Academy

Report Date: 05/07/2026

Product Description: Online course

Contact Information: Lisa Burgess, lisa@locorobo.co, 484-704-2613

Notes:

Evaluation Methods Used:

The accessibility of the course content delivered through the Moodle platform was evaluated using a combination of automated tools, assistive technologies, and manual inspection techniques.

Testing was conducted using Google Chrome Version 147.0.7727.138 (Official Build) (64-bit) on a Windows 10 desktop computer.

Assistive technologies and tools used during the evaluation included:

- NVDA (NonVisual Desktop Access) screen reader for assessing screen reader compatibility, semantic structure, focus management, and dynamic content announcements
- WAVE Evaluation Tool (Chrome Extension) for automated analysis of accessibility issues such as missing alternative text, structural markup, and contrast errors
- Chrome browser zoom and magnification functionality (tested up to 400%) to evaluate reflow, readability, and layout behavior under low-vision conditions
- Keyboard-only navigation (Tab, Shift+Tab, Enter, Space, arrow keys) to assess operability, focus order, and interaction without a pointing device

Manual evaluation techniques included:

- Inspection of HTML structure and accessibility properties using Chrome Developer Tools (e.g., roles, labels, focus indicators, and ARIA attributes)
- Verification of focus visibility, focus appearance, and focus management across interactive elements
- Testing of form inputs and quiz interactions for labeling, error identification, and error handling behavior
- Review of multimedia content for captions, audio descriptions, and availability of alternative formats
- Evaluation of content readability, use of headings, and semantic relationships
- Use of temporary CSS overrides injected via browser developer tools to test text spacing, layout robustness, and content adaptability under WCAG-defined conditions
- Visual inspection for use of color, contrast, and non-text contrast in user interface components

Testing was performed across representative course pages, including instructional content pages, multimedia pages, and quiz-based assessment activities, to ensure coverage of all primary interaction types within the course.

Applicable Standards/Guidelines

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

Standard/Guideline	Included In Report
Web Content Accessibility Guidelines 2.0	Level A (Yes) Level AA (Yes) Level AAA (Yes)
Web Content Accessibility Guidelines 2.1	Level A (Yes) Level AA (Yes) Level AAA (Yes)
Web Content Accessibility Guidelines 2.2	Level A (Yes) Level AA (Yes) Level AAA (Yes)

Terms

The terms used in the Conformance Level information are defined as follows:

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.

- **Partially Supports:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can only be used in WCAG Level AAA criteria.

WCAG 2.2 Report

Note: When reporting on conformance with the WCAG 2.2 Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.2 Conformance Requirements](#).

Table 1: Success Criteria, Level A

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Partially Supports	Non-text content includes alternative text; however, in some cases the descriptions are not sufficiently descriptive to convey the purpose or content of the image.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Supports	The evaluated course content does not include audio-only or video-only prerecorded media. All multimedia content includes both audio and visual components; therefore, this criterion is satisfied.
1.2.2 Captions (Prerecorded) (Level A)	Partially Supports	Some prerecorded video content includes captions embedded directly within the video. While these captions provide access to audio information, they are not user-configurable. Additionally, some videos do not include captions, resulting in inconsistent accessibility across content.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Partially Supports	Some multimedia content includes visual information that is not fully conveyed through audio or equivalent text alternatives. While brief descriptions may be provided, they may not fully communicate all visual context.
1.3.1 Info and Relationships (Level A)	Partially Supports	The platform provides structural markup for headings and content relationships; however, evaluation of course content revealed inconsistent use of heading levels and structural markup within instructor-authored materials. Some content sections use non-semantic formatting or improperly nested heading levels, which may impact assistive technology users' ability to navigate and understand content structure. Additionally, instances of visually formatted list-like content without proper list semantics were identified.
1.3.2 Meaningful Sequence (Level A)	Partially Supports	The platform generally maintains a logical reading order; however, evaluation of course content identified instances where structural elements such as

Criteria	Conformance Level	Remarks and Explanations
		heading levels are inserted within content blocks in a manner that may interrupt continuous reading flow in assistive technologies. While quiz-based content maintains a consistent and logical sequence, some instructional pages contain repeated heading elements associated with images and text blocks that may affect reading continuity for screen reader users.
1.3.3 Sensory Characteristics (Level A)	Supports	Instructional content does not rely on sensory characteristics such as color, shape, size, or spatial positioning as the sole means of identifying user interface elements.
1.4.1 Use of Color (Level A)	Supports	The platform and evaluated course content do not rely on color as the sole means of conveying information, actions, or distinctions.
1.4.2 Audio Control (Level A)	Supports	The evaluated course content does not contain automatically playing audio longer than three seconds. All audio and video content requires user initiation, and therefore no separate audio control mechanisms are required under this criterion.
2.1.1 Keyboard (Level A)	Supports	The Moodle platform supports full keyboard navigation using standard browser controls. Users can navigate course content, interactive elements, and assessments using the keyboard alone without requiring a pointing device.
2.1.2 No Keyboard Trap (Level A)	Supports	No keyboard traps were identified. Users can navigate into and out of all interactive components using standard keyboard controls.
2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2)	Supports	The platform does not implement single-character keyboard shortcuts that would interfere with assistive technology users.
2.2.1 Timing Adjustable (Level A)	Supports	The evaluated course does not enforce time limits on activities. Users are not constrained by time-based interactions.
2.2.2 Pause, Stop, Hide (Level A)	Supports	The platform does not include auto-updating or auto-advancing content that requires pause or stop controls.

Criteria	Conformance Level	Remarks and Explanations
2.3.1 Three Flashes or Below Threshold (Level A)	Supports	No flashing content exceeding WCAG thresholds is present in the platform interface.
2.4.1 Bypass Blocks (Level A)	Supports	The platform provides mechanisms such as skip navigation links and structured headings to allow users to bypass repetitive content.
2.4.2 Page Titled (Level A)	Supports	Pages within the platform include descriptive titles that reflect the content and purpose of each page.
2.4.3 Focus Order (Level A)	Supports	Interactive elements follow a logical and consistent focus order aligned with visual layout and expected navigation patterns.
2.4.4 Link Purpose (In Context) (Level A)	Supports	Links within the platform and course content are descriptive and provide sufficient context to convey their purpose. No instances of ambiguous link text (e.g., “click here”) were identified in evaluated content.
2.5.1 Pointer Gestures (Level A 2.1 and 2.2)	Supports	Platform interactions do not rely on complex gestures and can be completed using simple pointer or keyboard input.
2.5.2 Pointer Cancellation (Level A 2.1 and 2.2)	Supports	Actions triggered by pointer input can be canceled or reversed prior to completion.
2.5.3 Label in Name (Level A 2.1 and 2.2)	Supports	Form elements within quiz-based activities include appropriate labels and instructions. Automated testing using WAVE did not identify missing labels, and manual and screen reader testing confirm that questions and answer choices are clearly presented and programmatically associated with their respective inputs.
2.5.4 Motion Actuation (Level A 2.1 and 2.2)	Supports	The platform does not rely on motion-based input (e.g., device shaking or tilting).
3.1.1 Language of Page (Level A)	Supports	The platform programmatically defines the default language of each page.
3.2.1 On Focus (Level A)	Supports	Interactive elements do not trigger unexpected context changes when receiving focus.
3.2.2 On Input (Level A)	Supports	Input actions do not result in unexpected changes of context without user initiation.

Criteria	Conformance Level	Remarks and Explanations
3.2.6 Consistent Help (Level A 2.2 only)	Supports	The platform provides consistent access to general support and documentation links through global navigation and footer elements. No context-specific help features are inconsistently presented.
3.3.1 Error Identification (Level A)	Supports	In evaluated course activities, which consist of Moodle quiz-based assessments, incorrect responses trigger textual feedback identifying incorrect answers and indicating correct responses. Error information is presented in text and does not rely solely on visual indicators such as color. Screen reader testing confirms that this feedback is programmatically conveyed to assistive technologies.
3.3.2 Labels or Instructions (Level A)	Supports	Input fields within quiz-based assessments include appropriate labels and instructions. Screen reader testing confirms that form controls are programmatically associated with their respective questions and answer options, providing sufficient context for users to understand required inputs.
3.3.7 Redundant Entry (Level A 2.2 only)	Supports	The platform does not require users to re-enter previously provided information during course interaction or assessment workflows.
4.1.1 Parsing (Level A) WCAG 2.0 and 2.1 – Always answer ‘Supports’ WCAG 2.2 (obsolete and removed) - Does not apply	Supports	For WCAG 2.0 and 2.1, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata .
4.1.2 Name, Role, Value (Level A)	Supports	Standard interface components expose appropriate name, role, and value information to assistive technologies. Any limitations may arise from third-party plugins or custom components.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
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Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Supports	The evaluated course content does not include live audio or video streaming components. Therefore, no live captioning functionality is required within the scope of this course.
1.2.5 Audio Description (Prerecorded) (Level AA)	Partially Supports	Some prerecorded video content includes narration or contextual information that conveys key visual details; however, other videos rely on visual presentation without sufficient audio description or equivalent text alternatives. In cases where visual actions or instructional steps are not fully described in audio or accompanying text, users who are blind or have low vision may not have access to all relevant information.
1.3.4 Orientation (Level AA 2.1 and 2.2)	Supports	Course content and Moodle platform functionality are not restricted to a single device orientation. Content is accessible and usable in both portrait and landscape orientations without loss of functionality or content.
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2)	Supports	The evaluated course content does not include input fields that collect user-specific personal data as defined under this criterion. Authentication and user account fields are managed by the Moodle platform, which provides appropriate programmatic identification of input purpose through standard form labeling and browser-supported autocomplete attributes.
1.4.3 Contrast (Minimum) (Level AA)	Supports	Contrast ratios for text elements meet or exceed WCAG 2.1 AA minimum thresholds. Some interface elements are near the minimum ratio but remain compliant.
1.4.4 Resize text (Level AA)	Supports	Content and interface elements within the Moodle platform support browser-based text scaling up to at least 200% without loss of content or functionality. Text reflows appropriately within the layout and does not require horizontal scrolling at standard viewport configurations.
1.4.5 Images of Text (Level AA)	Partially Supports	Some instructional materials include images that contain embedded text, such as screenshots or visual

Criteria	Conformance Level	Remarks and Explanations
		guides. In certain cases, equivalent text alternatives are not provided or the text is not otherwise available in a fully accessible format. This may limit accessibility for users who rely on text resizing, screen readers, or customized display settings. Where possible, text is also presented in HTML format; however, this is not consistently applied across all content.
1.4.10 Reflow (Level AA 2.1 and 2.2)	Partially Supports	At increased zoom levels (400%), some layout constraints related to the Moodle navigation interface may limit access to content. In particular, the persistent side navigation can occupy a significant portion of the viewport, reducing the available space for main content and affecting scrolling behavior. This may impact users who rely on high zoom levels to access content without horizontal scrolling.
1.4.11 Non-text Contrast (Level AA 2.1 and 2.2)	Supports	User interface components in the Moodle Boost theme provide sufficient visual distinction between states and adjacent backgrounds. Form controls such as radio buttons and text input fields include clear visual indicators for selection and focus states, including changes in fill, border emphasis, and contrast against surrounding content.
1.4.12 Text Spacing (Level AA 2.1 and 2.2)	Supports	Content within the Moodle-based course remains readable and functional when user-applied text spacing adjustments are simulated (including increased line height, letter spacing, word spacing, and paragraph spacing consistent with WCAG 2.1 requirements). Layout elements adapt appropriately to increased spacing without requiring horizontal scrolling or restricting access to information.
1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)	Supports	Content that appears on hover or keyboard focus is limited to standard Moodle interface elements and embedded media player controls. Hover and focus-triggered content is visually distinguishable, remains visible long enough to be perceived, and does not obscure or prevent interaction with underlying

Criteria	Conformance Level	Remarks and Explanations
		content. Tooltips and interactive controls behave consistently with expected browser and media player patterns. Keyboard navigation provides equivalent access to interactive elements, including embedded media controls.
2.4.5 Multiple Ways (Level AA)	Supports	Users are provided with multiple methods to locate and access course content, including structured course navigation, page-to-page links, and Moodle's built-in navigation tools. This supports alternative paths for reaching instructional materials.
2.4.6 Headings and Labels (Level AA)	Partially Supports	The Moodle platform provides support for semantic headings and labeling; however, evaluation of course content identified inconsistent use of heading levels within instructor-authored materials. In some cases, heading levels (e.g., H4, H5) are used for visual formatting rather than to convey a logical content hierarchy. This may impact the ability of assistive technology users to efficiently navigate and understand page structure.
2.4.7 Focus Visible (Level AA)	Supports	Interactive elements within the Moodle interface provide a visible focus indicator when accessed via keyboard navigation. This allows users who rely on keyboard input to clearly identify the currently active element.
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)	Supports	Interactive elements that receive keyboard focus are generally brought into view and remain at least partially visible during navigation. The system automatically scrolls content as needed to ensure focused elements are not completely obscured by other interface components. While some elements may be partially overlapped at high zoom levels, focused items remain sufficiently visible to be identified and operated.
2.5.7 Dragging Movements (Level AA 2.2 only)	Supports	The evaluated course content does not require or rely on dragging gestures for operation. All interactive functionality can be completed using simple pointer or

Criteria	Conformance Level	Remarks and Explanations
		keyboard interactions without drag-based input.
2.5.8 Target Size (Minimum) (Level AA 2.2 only)	Supports	Interactive controls within the Moodle-based course, including radio buttons and navigation links, provide sufficient effective target areas through associated labels, padding, and spacing. While some native form controls (such as radio inputs) appear small in isolation, their associated clickable label regions ensure adequate target size and ease of activation without requiring precise pointer input.
3.1.2 Language of Parts (Level AA)	Supports	The course content is authored in a single primary language and does not contain passages in multiple languages. Therefore, no language switching or language marking for individual content sections is required.
3.2.3 Consistent Navigation (Level AA)	Supports	Navigation mechanisms within the Moodle platform remain consistent across course pages. Standard navigation elements, including menus and course structure links, are presented in a consistent order and location throughout the course experience.
3.2.4 Consistent Identification (Level AA)	Supports	User interface components and interactive elements are consistently identified across the course. Elements that perform similar functions are labeled and presented in a consistent manner throughout the Moodle environment.
3.3.3 Error Suggestion (Level AA)	Supports	For automatically graded quiz questions, the system provides immediate feedback including identification of correct answers, supporting user understanding of errors and expected responses. For constructed response (essay) questions, feedback is provided through instructor evaluation within the learning management system grading interface, with additional reference materials available to instructors for guidance. The system supports presentation of corrective information where applicable based on question type.

Criteria	Conformance Level	Remarks and Explanations
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Supports	The evaluated course content does not include legal, financial, or data submission transactions requiring error prevention mechanisms such as review, confirmation, or reversal. Quiz activities allow users to review and confirm responses prior to final submission, consistent with Moodle’s standard functionality.
3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only)	Supports	Authentication is handled through standard username and password mechanisms provided by the Moodle platform. No cognitive function tests, puzzles, or additional authentication barriers are required to access the system.
4.1.3 Status Messages (Level AA 2.1 and 2.2)	Partially Supports	The system provides visual status indicators for quiz interactions, including confirmation prompts and submission results. However, during evaluation with NVDA, status updates such as selection changes and quiz submission confirmation were not consistently announced to assistive technologies without requiring user focus change. While information is available visually and through keyboard navigation, programmatic notification of status changes is not consistently exposed to screen readers.

Table 3: Success Criteria, Level AAA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.6 Sign Language (Prerecorded) (Level AAA)	Does Not Support	Prerecorded video content does not include sign language interpretation.
1.2.7 Extended Audio Description (Prerecorded) (Level AAA)	Does Not Support	Video content does not include extended audio descriptions for visually complex material.
1.2.8 Media Alternative (Prerecorded) (Level AAA)	Does Not Support	Equivalent media alternatives, such as comprehensive transcripts that include both dialogue and detailed descriptions of visual content, are not provided for

Criteria	Conformance Level	Remarks and Explanations
		prerecorded media.
1.2.9 Audio-only (Live) (Level AAA)	Does Not Support	No live transcription system
1.3.6 Identify Purpose (Level AAA 2.1 and 2.2)	Does Not Support	User interface components and input fields provide visible labels and instructions; however, programmatic identification of purpose using standardized semantic markup (such as ARIA roles or input purpose attributes) is not consistently implemented. As a result, assistive technologies may not be able to reliably determine the intended purpose of all interface elements.
1.4.6 Contrast (Enhanced) (Level AAA)	Partially Supports	While text and interface elements meet WCAG AA contrast requirements, some elements do not meet the enhanced contrast ratio required for AAA conformance.
1.4.7 Low or No Background Audio (Level AAA)	Partially Supports	Some prerecorded video content includes background audio alongside speech. While spoken content is generally clear and distinguishable, background audio cannot be independently disabled, and audio level separation between speech and background sound has not been verified to meet enhanced WCAG requirements. As a result, the criterion is only partially supported.
1.4.8 Visual Presentation (Level AAA)	Partially Supports	Text content remains readable and functional when user-applied visual presentation adjustments are introduced, including changes to line spacing and paragraph spacing. However, the system does not provide built-in controls to adjust line length, text alignment, or color presentation, and long lines of text may exceed recommended character limits for optimal readability. As a result, full conformance with enhanced visual presentation requirements is not achieved.
1.4.9 Images of Text (No Exception) (Level AAA)	Partially Supports	Some instructional content includes images containing text.
2.1.3 Keyboard (No Exception) (Level AAA)	Supports	All functionality within the Moodle-based course is

Criteria	Conformance Level	Remarks and Explanations
		operable via keyboard without exception. No interactions were identified that require pointer-based input.
2.2.3 No Timing (Level AAA)	Supports	The course does not impose time limits on user interaction, allowing users to complete all activities without time constraints.
2.2.4 Interruptions (Level AAA)	Supports	The course does not include automatic interruptions such as unsolicited popups or content changes that disrupt user interaction.
2.2.5 Re-authenticating (Level AAA)	Supports	The system provides session timeout warnings with the option to extend the session prior to expiration. User input within quizzes is automatically saved, and in the event of session expiration, users can re-authenticate and resume their activity without loss of previously entered data.
2.2.6 Timeouts (Level AAA 2.1 and 2.2)	Supports	The system provides advance warning prior to session timeout and allows users to extend their session before expiration. Session extensions can be performed repeatedly, enabling users to continue working without unexpected interruption or loss of data.
2.3.2 Three Flashes (Level AAA)	Supports	No content was identified that flashes more than three times per second or poses a risk of triggering photosensitive reactions.
2.3.3 Animation from Interactions (Level AAA 2.1 and 2.2)	Supports	The interface does not rely on motion-based animations triggered by user interaction. Visual changes, such as focus indicators and hover states, occur instantly without animated transitions. No interaction-based animations were identified that would require user controls to disable motion.
2.4.8 Location (Level AAA)	Supports	The system provides clear location information through page titles, breadcrumb navigation, and consistent course structure indicators. Users can determine their current position within the course and navigate accordingly.

Criteria	Conformance Level	Remarks and Explanations
2.4.9 Link Purpose (Link Only) (Level AAA)	Supports	Link purpose is conveyed through descriptive link text that is understandable when read independently of surrounding context. Evaluation using a screen reader link list confirmed that navigation, course structure, and content links provide clear and meaningful descriptions of their destination or function.
2.4.10 Section Headings (Level AAA)	Partially Supports	Headings are present throughout content; however, inconsistencies in heading structure and hierarchy may limit clear section delineation required for AAA conformance.
2.4.12 Focus Not Obscured (Enhanced) (Level AAA 2.2 only)	Partially Supports	Keyboard focus is generally visible and brought into view during navigation. However, in some cases, portions of the focus indicator (such as outline or highlight styling) may be clipped and not fully visible. Additionally, at high zoom levels, interface elements such as persistent navigation panels may overlap page content, resulting in focused elements being partially obscured. These conditions prevent full conformance with the enhanced requirement that focused elements and their indicators remain entirely visible at all times.
2.4.13 Focus Appearance (Level AAA 2.2 only)	Partially Supports	Focus indicators are implemented using a box-shadow style with sufficient thickness to meet minimum size requirements. The indicators are generally visible during keyboard navigation; however, in some cases, the focus indicator may be partially clipped or obscured due to layout constraints. Additionally, contrast between the focus indicator and surrounding elements may not consistently meet enhanced WCAG requirements. These factors prevent full conformance with the criterion.
2.5.5 Target Size (Level AAA 2.1 and 2.2)	Partially Supports	Interactive elements are generally usable and meet minimum AA target size expectations; however, some controls do not meet the larger target size recommended for AAA conformance.
2.5.6 Concurrent Input Mechanisms (Level AAA 2.1 and 2.2)	Supports	The system supports multiple input mechanisms, including keyboard and pointer input, without

Criteria	Conformance Level	Remarks and Explanations
		restricting simultaneous use.
3.1.3 Unusual Words (Level AAA)	Partially Supports	Many technical and domain-specific terms are explained at the point of introduction; however, some terminology, acronyms, or contextual phrasing may not be consistently defined or clarified in all instances, which may impact comprehension for some users.
3.1.4 Abbreviations (Level AAA)	Supports	Common abbreviations and acronyms used within the content are widely recognized and do not require expansion for comprehension. Where more specialized or domain-specific abbreviations are used, they are defined or introduced in context.
3.1.5 Reading Level (Level AAA)	Does Not Support	Instructional content includes technical terminology and domain-specific language that exceeds a lower secondary education reading level. Simplified versions or alternative explanations are not consistently provided to support users with lower reading proficiency.
3.1.6 Pronunciation (Level AAA)	Does Not Support	The system does not provide programmatic pronunciation guidance for terms where meaning may depend on correct pronunciation. No mechanisms such as phonetic annotations or markup are implemented to assist assistive technologies in conveying pronunciation.
3.2.5 Change on Request (Level AAA)	Supports	Changes of context occur only when initiated by explicit user actions, such as selecting links or activating buttons. Navigation, form submission, and content updates do not occur automatically on focus or input, and no unexpected context changes were observed during keyboard or pointer interaction.
3.3.5 Help (Level AAA)	Partially Supports	The system provides general help resources and instructional content, including navigation cues and course materials that support user understanding. However, dedicated, context-sensitive help mechanisms are not consistently available across all pages and interactions.

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3.3.6 Error Prevention (All) (Level AAA)	Does Not Support	The system provides basic confirmation and review functionality prior to quiz submission; however, comprehensive error prevention mechanisms, such as enforced validation, guided correction, or safeguards to prevent unintended submission across all input scenarios, are not consistently implemented. Users may submit responses without sufficient prevention of errors or unintended actions.
3.3.9 Accessible Authentication (Enhanced) (Level AAA 2.2 only)	Does Not Support	Authentication relies on standard username and password credentials without support for alternative methods that reduce cognitive load, such as passwordless authentication, biometric options, or simplified credential recovery mechanisms. As a result, the system does not meet enhanced accessibility requirements for cognitive accessibility in authentication.

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