

Wolters Kluwer - Lippincott Skills Nursing Education Accessibility Conformance Report

(Based on VPAT® Version 2.5)

Name of Product/Version:

Lippincott Skills for Nursing Education 2.0

Report Date:

7/22/2025

Product Description:

Help student nurses develop skill competency and clinical judgment with an unparalleled nursing education skills solution. Available anytime, anywhere, Lippincott® Skills for Nursing Education is designed specifically to empower nursing faculty and students to support teaching, learning, and reporting on nursing skills across the curriculum. Expert-authored skill instructions, evidence-based rationales, videos and case studies help the novice nursing student master new skills and confidently prepare for skills lab and clinical settings.

Contact Information:

For questions about the accessibility of this application, please contact: HLPAccessibility@wolterskluwer.com

Notes:

This report was created by Deque Systems Inc. upon completion of an accessibility evaluation performed between 7/5/2025 and 7/21/2025.

“Voluntary Product Accessibility Template” and “VPAT” are registered service marks of the Information Technology Industry Council (ITI)

Evaluation Methods Used:

A combination of automated and manual testing techniques was employed for the accessibility assessment.

- Manual assessment was performed using Chrome Version 138.0.7204.158 on Windows 11 and included exclusive use of the keyboard.
- Automated tools used included axe Auditor and the axe DevTools browser extension.
- Assistive technologies employed included NVDA Version 2025.1.2.

Applicable Standards/Guidelines

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

Standard/Guideline	Included In Report
Web Content Accessibility Guidelines 2.0	Level A (Yes) Level AA (Yes) Level AAA (No)
Web Content Accessibility Guidelines 2.1	Level A (Yes) Level AA (Yes) Level AAA (No)
Web Content Accessibility Guidelines 2.2	Level A (Yes) Level AA (Yes) Level AAA (No)

Terms

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

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Partially Supports:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.

- **Not Evaluated:** The product has not been evaluated against the criterion. This can be used only in WCAG Level AAA criteria.

WCAG 2.2 Report

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

Table 1: Success Criteria, Level A

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Partially Supports	Most non-text content has text alternatives or a text alternate that serves an equivalent purpose. The following exception exists: An active image has a text alternative that does not convey the same purpose as the image. People who are blind and/or use a screen reader will be given different information than sighted users. This occurs on the following page: Skill Overview.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Not Applicable	Prerecorded audio-only files are not present.
1.2.2 Captions (Prerecorded) (Level A)	Supports	Prerecorded multimedia files have text-based synchronized captions.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Supports	Prerecorded multimedia files containing essential information that is only conveyed visually have either a full-text alternative describing the important visual details or an audio description track.
1.3.1 Info and Relationships (Level A)	Does Not Support	Most information, structure, and relationships conveyed through presentation cannot be programmatically determined or are available in text. The following issues exist: - Content is arranged visually like a data table, but it is not programmatically marked up as a table, so the table's structure and relationships are not conveyed to people who are blind and/or use a screen reader. This occurs on the following page(s): Open Skill Checklist; Create Batch Assignment Modal; Attempt History Modal; Results - Skills. - A heading level is out of order, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following page(s): Create Batch Assignment Modal; Results - Grades; Skills; Results - Skills; Search Result; Quiz; Checklist - Tab/List. - A layout table is incorrectly marked up as a data table, so people who are blind and/or use a screen reader will perceive the table as presenting relational data rather than simply positioning text on a page. This occurs on the following page: Create Batch Assignment Modal.

Criteria	Conformance Level	Remarks and Explanations
		• A block of text is marked up as a heading but is not a heading, so the structure of the content is misrepresented to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following page(s): Instructor Tools Modal; VSims Tab; Attempt History Modal; Results - Skills; Skill Videos; Skill overview toolbar; Quiz; Case Studies; Checklist - Tab/List. • Text that visually functions as a heading is not marked up as a heading, so the structure of the content is not properly conveyed to assistive technologies and people who are blind and/or use a screen reader. This occurs on the following page(s): Integrated Case Study; Topic Overview; Create Batch Assignment Modal; Skill Overview; Results - Grades; Content; Key Terms. • Data is arranged visually like a data table, but the programmatic table header markup is missing or incomplete. People who are blind and/or use a screen reader will not be aware of the association between the table headers and their related data. This occurs on the following page: Results - Grades. • Content that does not visually function as a list is marked up as a list, so the structure of the page is misrepresented to and people who are blind and/or use a screen reader or other assistive technology. This occurs on the following page(s): Integrated Case Study; Attempt History Modal. • Some information, structure, and/or relationships are only presented visually but not conveyed programmatically, so context provided to sighted users is not available to people who are blind. This occurs on the following page: Results - Grades. • An element's programmatic role requires that the element have a parent element, but the parent element is missing, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose or content of the element without the context provided by the parent. This occurs on the following page: Create Batch Assignment Modal. • An HTML list element contains content that is visually presented as a part of the list, but the content's HTML coding does not include it programmatically in that list, so the structure of the list is not correctly conveyed to people who are blind and/or use a screen reader or other assistive technology. This occurs on the following page(s): VSims Tab; Skills; Content; Search Result; Key Terms. • Group of checkboxes not associated with group label. This occurs on the following page(s): Create Batch Assignment Modal; Results - Grades. • Group of radio buttons not associated with group label. This occurs on the following page(s): Open Skill Checklist; Create Batch Assignment Modal.

Criteria	Conformance Level	Remarks and Explanations
1.3.2 Meaningful Sequence (Level A)	Partially Supports	The reading and navigation order of most content is logical and intuitive. The following exception exists: The order that the screen reader announces static content does not match the visual order of the content and changes the meaning of that content, so the intended meaning of the content will be lost or changed for people who are blind and/or use a screen reader. This occurs on the following page(s): Results - Grades; Results - Skills.
1.3.3 Sensory Characteristics (Level A)	Supports	Instructions to operate and/or understand content do not rely on sensory characteristics of components such as shape, color, size, and visual location.
1.4.1 Use of Color (Level A)	Partially Supports	For most content, color is not used as the only method to convey information, indicate an action, prompt a response, or distinguish visual elements. The following exceptions exist: - Color is used as the only method to convey information, so that information will not be available to people who are colorblind and people who are blind and/or use a screen reader. This occurs on the following page: Create Batch Assignment Modal. - Color is used as the only method to identify errors on a form field, so the error will not be available to people who are colorblind and people who are blind and/or use a screen reader. This occurs on the following page: Open Skill Checklist. - Color is used as the only method to convey the state (such as "checked," "pressed," or "selected") of a control, so that information will not be available to people who are colorblind and people who are blind and/or use a screen reader. This occurs on the following page(s): Open Skill Checklist; Results - Grades; VSims Tab; Skills; Content; Results - Skills; Skill overview toolbar.
1.4.2 Audio Control (Level A)	Supports	A mechanism is provided to stop, pause, mute, or adjust volume for audio that automatically plays for more than 3 seconds.
2.1.1 Keyboard (Level A)	Partially Supports	On most pages, all functionality is available using only the keyboard (unless that functionality cannot be accomplished in any known way using a keyboard). If shortcut keys and accesskeys present, some may conflict with existing browser and screen reader shortcuts, and some functionality based on custom gestures may not be available when a screen reader is turned on. The following exceptions exist: A function cannot be performed using only the keyboard, so people who use the keyboard alone to navigate and operate content cannot use this function. This occurs on the following page(s): Integrated Case Study; Open Skill Checklist; Topic Overview; Save Checklist Record Modal; Instructor Tools

Criteria	Conformance Level	Remarks and Explanations
		Modal; Create Batch Assignment Modal; Skill Overview; Results - Grades; VSims Tab; Skill Videos; Key Terms. The content in a scrollable region cannot be accessed using a keyboard, so people who use a keyboard to navigate will not be able to view this content. This occurs on the following page: Instructor Tools Modal.
2.1.2 No Keyboard Trap (Level A)	Supports	Keyboard focus is never locked or trapped in a particular area, and the user is able to navigate to and from all navigable elements using only a keyboard.
2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2)	Supports	If a single character key shortcut exists, then the single character key shortcut can be turned off or remapped, or it is only active when the relevant user interface component is in focus.
2.2.1 Timing Adjustable (Level A)	Supports	If a time limit exists, the user is given options to turn off, adjust, or extend that time limit.
2.2.2 Pause, Stop, Hide (Level A)	Supports	Moving, blinking, scrolling, or auto-updating information can be paused, stopped, hidden, or otherwise controlled by the user.
2.3.1 Three Flashes or Below Threshold (Level A)	Not Applicable	The tested application does not contain flashing content.
2.4.1 Bypass Blocks (Level A)	Supports	A method is provided to skip navigation and other page elements that are repeated across web pages.
2.4.2 Page Titled (Level A)	Partially Supports	Most pages have descriptive and informative titles. The following exception exists: Page TITLE element does not identify purpose of page. This occurs on the following page: Search Result.
2.4.3 Focus Order (Level A)	Partially Supports	The navigation order of most interactive elements (such as links, buttons, or form elements) is logical and preserves meaning and operability. The following exceptions exist: - Keyboard focus is not confined within a modal, so people who use the keyboard to navigate content (including screen reader users) will be able to navigate outside of the modal, which may cause them to become disoriented. This occurs on the following page: Save Checklist Record Modal. - The focus order is not logical and presents content in an order that misrepresents its meaning or operability, so people who use a keyboard, switch control, or other assistive technology to navigate content may become disoriented or confused. This occurs on the following page: Results - Grades. - When a modal closes, keyboard focus is not returned to the control that opened the modal or to another logical location, so people who use the keyboard to navigate content (including screen reader users) may become

Criteria	Conformance Level	Remarks and Explanations
		disoriented on the page. This occurs on the following page: Attempt History Modal.
2.4.4 Link Purpose (In Context) (Level A)	Partially Supports	The purpose of most links can be determined from the link text alone or from the link text and its programmatic context. The following exceptions exist: - Multiple links have identical link text but different destinations, and the context provided by the content that immediately surrounds each link does not provide any clarification, so people who are blind and/or use a screen reader will not know or may be confused about where each link goes. This occurs on the following page(s): Instructor Tools Modal; Content. - The purpose of the link is not made clear by its text or the context provided by the content that immediately surrounds it, so people who are blind and/or use a screen reader will not know where the link goes. This occurs on the following page: Attempt History Modal.
2.5.1 Pointer Gestures (Level A 2.1 and 2.2)	Supports	All functionality that can be operated with a pointer can be operated with single-point actions.
2.5.2 Pointer Cancellation (Level A 2.1 and 2.2)	Supports	For functionality that can be operated using a single pointer, at least one of the following is true: - The action is not triggered on the down event. - The action triggers on the up event, and a mechanism is available to abort the function before completion or to undo the function after completion. - The up-event reverses any outcome of the preceding down-event. - Completing the function on the down-event is essential.
2.5.3 Label in Name (Level A 2.1 and 2.2)	Partially Supports	For most user interface components that include visible text labels, the accessible name matches (or includes) the visible text in the label. The following exceptions exist: - The accessible name of an interactive element (such as a link, button, or form input) does not contain the visible label, so people who use speech input to navigate and operate content will not be able to access the element. This occurs on the following page(s): Open Skill Checklist; Topic Overview. - An interactive element (such as a link, button, or form input) does not have an accessible name because its visible label is not programmatically associated with the element, so people who use speech input to navigate and operate content will not be able to access the element. This occurs on the following page(s): Open Skill Checklist; Create Batch Assignment Modal; Results - Skills.
2.5.4 Motion Actuation (Level A 2.1 and 2.2)	Supports	Functionality that can be triggered by device motion or user motion detected by a device can be disabled, and the functionality can be operated without using motion.

Criteria	Conformance Level	Remarks and Explanations
3.1.1 Language of Page (Level A)	Supports	The language of each page is correct and can be determined programmatically.
3.2.1 On Focus (Level A)	Partially Supports	In most cases, when an element receives focus, a change in context (such as a substantial change to the page, the spawning of a pop-up window, or a change in focus) that may disorient the user does not occur. The following exception exists: When an element on the page receives focus, this causes a form to be submitted without the user activating a control, so people who use the keyboard or other assistive technologies (such as a switch control) to navigate content may not be able to complete that form or control when the form is submitted. This occurs on the following page: Results - Grades.
3.2.2 On Input (Level A)	Supports	When a user inputs information or interacts with a control, it does not result in a substantial change to the page that could disorient the user unless the user is informed about the change ahead of time.
3.2.6 Consistent Help (Level A 2.2 only)	Supports	On web pages that contain help features (including human or automated contact options or self-help options), those features occur in the same order relative to other page content unless the user changes that order.
3.3.1 Error Identification (Level A)	Partially Supports	For most form controls where an input error is automatically detected, a text message or alert is provided that identifies the field/control where the error was detected and describes the error. The following exception exists: An error for a form input (such as a text input field, radio button, select dropdown, or checkbox) is not identified with a text error message or a text alternative for an image, so people who are blind and/or use a screen reader will not be made aware that an error has occurred. This occurs on the following page: Open Skill Checklist.
3.3.2 Labels or Instructions (Level A)	Partially Supports	For most form controls/input fields requiring user input, labels, instructions, and/or error messages are provided to identify the controls/input fields in the form so that users know what input data is expected. The following exceptions exist: - The label for a form field is missing, so the field's purpose is not clear. This occurs on the following page(s): Attempt History Modal; Content. - Select or dropdown control missing a visible label. This occurs on the following page(s): Open Skill Checklist; Results - Grades; Results - Skills.
3.3.7 Redundant Entry (Level A 2.2 only)	Supports	If information previously entered by, or provided to, the user is required to be entered again in the same process, that information is either automatically populated or available for the user to select unless the previously entered information is no longer valid or re-entering the information is essential or required to ensure security.
4.1.1 Parsing (Level A)	Supports	For WCAG 2.0, 2.1, EN 301 549, and Revised 508 Standards, the September 2023 errata update indicates this criterion is always supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata .

Criteria	Conformance Level	Remarks and Explanations
4.1.2 Name, Role, Value (Level A)	Does Not Support	The name, role, state, and value of most user interface components cannot be programmatically determined. The following issues exist: • A breadcrumb region is missing one or more required attributes in its HTML code that provides its programmatic role, name, state, or another property to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the name, purpose, or current state of the region and its contents or how to interact with the region and contents. This occurs on the following page: Breadcrumb_Skill overview. • A button does not have a programmatic role, so its role (usually button, but sometimes link or something else) is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the following page(s): Integrated Case Study; Open Skill Checklist; Results - Grades; VSims Tab. • A button does not have a programmatic role and name, so its role (usually button, but sometimes link or something else) and its name (such as "Submit" or "Cancel") are not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the following page(s): Save Checklist Record Modal; Create Batch Assignment Modal; Key Terms. • The programmatic state of an element that reveals or hides content ("expanded" or "collapsed") is missing or is used incorrectly, so people who are blind and/or use a screen reader or other assistive technology will not be informed of the current state of the element or the state will be misrepresented. This occurs on the following page(s): Results - Grades; Attempt History Modal. • For an element that allows a user either to select or not select a single option (like a checkbox or radio buttons) or to select from among 2 or more options (like a select dropdown), the state (such as checked/unchecked or selected/not selected) is not conveyed to assistive technology, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose of the element, the options available, and whether the element or an option is currently checked. This occurs on the following page: Skill overview toolbar. • In a table that can be sorted by column, the sorted state (ascending or descending) of the table's columns is not conveyed to assistive technology or the state conveyed is incorrect, so people who are blind and/or use a screen

Criteria	Conformance Level	Remarks and Explanations
		reader or other assistive technology may not be able to understand the order in which the table's content is presented and whether that order is meaningful when interpreting the data. This occurs on the following page: Results - Grades. • The content of a tooltip cannot be accessed using a screen reader, so people who are blind and others who use a screen reader will not be able to read this content. This occurs on the following page(s): Open Skill Checklist; Create Batch Assignment Modal. • A link does not have a programmatic role, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose and function of the link or how to interact with it. This occurs on the following page(s): Skill Overview; Skill Videos. • A form field does not have a programmatic name, so people who are blind and/or use a screen reader or other assistive technology may not be able to understand the purpose of the form field or what input it requires. This occurs on the following page(s): Open Skill Checklist; Create Batch Assignment Modal. • A button does not have a programmatic name, so its name (such as "Submit" or "Cancel") is not conveyed to screen readers and other assistive technologies and will not be available to people who use those technologies. This occurs on the following page: Results - Grades. • A form input element does not have a programmatic name, so people who are blind and/or use a screen reader or other assistive technology may not be able to determine the name of the element and may not understand its purpose or how to interact with it. This occurs on the following page(s): Create Batch Assignment Modal; Results - Grades; VSims Tab; Skills; Content; Search Result; Key Terms. • An element that is focusable or contains one or more focusable elements is programmatically hidden, so people who use the keyboard to navigate as well as people who are blind and/or use a screen reader or other assistive technology will not be able to perceive or interact with the element. This occurs on the following page: Results - Grades. • State: The disabled state of an element is not conveyed. This occurs on the following page: Create Batch Assignment Modal.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not Applicable	Live multimedia files with audio are not present, so synchronized captions are not required.
1.2.5 Audio Description (Prerecorded) (Level AA)	Supports	Prerecorded multimedia files have audio descriptions where necessary.
1.3.4 Orientation (Level AA 2.1 and 2.2)	Supports	Orientation of the content is not locked to either landscape or portrait unless a specific orientation is essential for the functionality.
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2)	Supports	The purpose for each input field that collects an individual's personal data is programmatically defined based on the WCAG list of Input Purposes for User Interface Components.
1.4.3 Contrast (Minimum) (Level AA)	Partially Supports	Most text and images of regular text have the required color contrast ratio with their backgrounds. The following exceptions exist: - The color contrast ratio between text and its background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text. This occurs on the following page(s): Open Skill Checklist; Skill Overview; Results - Grades; VSims Tab; Content; Results - Skills; Skill Videos; Skill overview toolbar. - The color contrast ratio on hover or focus between a control's text label and its background is less than 4.5:1, so people who are colorblind or have low vision may have difficulty reading the text label of the control. This occurs on the following page(s): Open Skill Checklist; Skill overview toolbar. - The color contrast ratio between text and its background is less than 4.5:1 (or less than 3:1 for large text), so people who are colorblind or have low vision may have difficulty reading the text. This occurs on the following page(s): Topic Overview; Results - Grades; Key Terms.
1.4.4 Resize text (Level AA)	Partially Supports	Most content is readable and functional when browser zoom is set to 200% of its initial size. The following exceptions exist: Content is lost, clipped, or obscured when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to that content. This occurs on the following page(s): Open Skill Checklist; Topic Overview; Instructor Tools Modal; Skill Overview; VSims Tab; Content; Skill Videos; Skill overview toolbar; Search Result; Asepsis and Infection Control toolbar.

Criteria	Conformance Level	Remarks and Explanations
		Functionality is lost when the page is zoomed to 200%, so people who have low vision and need to enlarge text to read it may not have access to this functionality. This occurs on the following page(s): Results - Grades; Attempt History Modal; Results - Skills.
1.4.5 Images of Text (Level AA)	Supports	When content can be presented visually using only text, an image of text is not used to present that text.
1.4.10 Reflow (Level AA 2.1 and 2.2)	Does Not Support	The content of most pages is not viewable without scrolling horizontally when the viewport is set to 320 CSS pixels wide. The following issues exist: - When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content does not fit horizontally, so it cannot be viewed without scrolling. People with low vision who increase the size of text and other content using the browser zoom may have difficulty accessing the content that can only be seen by horizontal scrolling. This occurs on the following page: Integrated Case Study. - When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content or functionality becomes unavailable, so people with low vision who increase the size of text and other content using the browser zoom will not be able to access all of the page's content and/or functionality. This occurs on the following page(s): Instructor Tools Modal; Create Batch Assignment Modal; Asepsis and Infection Control toolbar. - When the page is adjusted to an equivalent width of 320 pixels and content reflows to fit within the viewport, some content overlaps and cannot be seen or understood, so the overlapping content is not available to people with low vision who increase the size of text and other content using the browser zoom. This occurs on the following page(s): Open Skill Checklist; Topic Overview; Save Checklist Record Modal; Skill Overview; Results - Grades; VSims Tab; Attempt History Modal; Content; Results - Skills; Skill Videos; Skill overview toolbar; Search Result.
1.4.11 Non-text Contrast (Level AA 2.1 and 2.2)	Does Not Support	Most of the boundaries and indicators of the visual state(s) of each active user component and any graphics required to understand content do not have a 3:1 color contrast ratio with adjacent color(s) or their background. The following issues exist: An icon (or part of the icon required to understand its content) does not have a 3:1 color contrast ratio with the background or adjacent colors, so people who are colorblind or have low vision may not be able understand the information presented by the icon. This occurs on the following page(s): Integrated Case Study; Results - Grades; Results - Skills; Skill Videos; Skill overview toolbar.

Criteria	Conformance Level	Remarks and Explanations
		The focus indicator of an interactive element (like a button or input field) does not have a 3:1 color contrast ratio with the background, so people who are colorblind or have low vision may have difficulty perceiving when the interactive element is receiving focus. This occurs on the following page(s): Open Skill Checklist; Create Batch Assignment Modal; Results - Grades; VSims Tab; Skills; Content; Results - Skills; Content_common section; Asepsis and Infection Control toolbar.
1.4.12 Text Spacing (Level AA 2.1 and 2.2)	Partially Supports	For most content, the spacing between letters, words, lines of text and paragraphs can be adjusted with no loss of content or functionality. The following exceptions exist: - When text spacing is adjusted to help people with vision, reading and cognitive disabilities, some content cannot be seen because it is cut off. This occurs on the following page(s): Instructor Tools Modal; Create Batch Assignment Modal. - When text spacing is adjusted to help people with vision, reading, and/or cognitive disabilities, the spacing for some or all text on the page does not adjust. This occurs on the following page: Results - Grades.
1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)	Partially Supports	In most cases when additional content is triggered by pointer hover or keyboard focus, that additional content can be dismissed and hovered over, and the content persists until the user dismisses it. The following exceptions exist: - Content that appears on mouse hover (such as tooltips, drop-down menus, or popups) disappears when the mouse pointer is moved over that content, meaning people with disabilities, especially people with low vision who need to magnify text, may not be able to read the additional content. This occurs on the following page(s): Content; Results - Skills. - Content that appears on mouse hover or keyboard focus (such as tooltips, drop-down menus, or popups) does not remain visible until dismissed or invalid, so people with some disabilities, especially motor or reading disabilities, may not be able to read this additional content. This occurs on the following page: Create Batch Assignment Modal.
2.4.5 Multiple Ways (Level AA)	Supports	Multiple ways are available to find other pages on the site.
2.4.6 Headings and Labels (Level AA)	Does Not Support	Most headings and labels for form and interactive controls are not informative. The following issues exist: A programmatic label for a control or form input field does not convey the purpose of the control or input, so people who are blind and/or use a screen reader may not understand what the control does or what data to enter. This occurs on the following page(s): Open Skill Checklist; Topic Overview; Create

Criteria	Conformance Level	Remarks and Explanations
		Batch Assignment Modal; Results - Grades; Attempt History Modal; Skills; Quiz; Key Terms; Case Studies. Multiple buttons have identical programmatic labels but different functionality, and there is no programmatic context, so people who are blind and/or use a screen reader will not know or may be confused or misled about what each button does. This occurs on the following page(s): Open Skill Checklist; VSims Tab; Skills; Content; Skill Videos; Search Result; Checklist - Tab/List.
2.4.7 Focus Visible (Level AA)	Partially Supports	In most cases, it is visually apparent which page element is currently receiving keyboard focus. The following exceptions exist: - An interactive element (such as a link, button, or form input) does not have a visual focus indicator, so sighted people who use a keyboard to navigate content will not know when that element is receiving focus. This occurs on the following page(s): Integrated Case Study; Open Skill Checklist; Skills; Skill overview toolbar. - The visual focus indicator for an interactive element (such as a link, button, or form input) is not visible, so sighted people who use a keyboard to navigate content will not know when that element is receiving focus. This occurs on the following page: Results - Skills.
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)	Partially Supports	When most user interface components receive keyboard focus, each component is not entirely hidden due to author-created content. The following exception exists: A focused element is completely covered by other author-created content, which may cause people who use the keyboard to navigate content to become disoriented. This occurs on the following page: Results - Grades.
2.5.7 Dragging Movements (Level AA 2.2 only)	Supports	All functionality that uses a dragging movement can be achieved by a single pointer without dragging, unless dragging is essential or the functionality is determined by the user agent and not modified by the author.
2.5.8 Target Size (Minimum) (Level AA 2.2 only)	Supports	The size of the target for each clickable control is at least 24 by 24 CSS pixels, except where the target size is determined by the user agent; there is a different control with equivalent functionality; the target is inline with text; the presentation of the target is essential to the function or otherwise exempted under the rule; or each control is spaced such that a 24-pixel circle placed around the bounding box of the control will not intersect any similar circle for another control.
3.1.2 Language of Parts (Level AA)	Supports	The language of each section of content that is different from the default language of the page is correctly identified and can be determined programmatically.
3.2.3 Consistent Navigation (Level AA)	Supports	Navigation patterns that are repeated on web pages are presented in the same relative order each time they appear and do not change order when navigating through the site.

Criteria	Conformance Level	Remarks and Explanations
3.2.4 Consistent Identification (Level AA)	Supports	Labels, names, and text alternatives for content that have the same functionality across multiple web pages are consistently identified.
3.3.3 Error Suggestion (Level AA)	Supports	If input errors are automatically detected, suggestions are provided in text for correcting the input in a timely and accessible manner before the data is submitted to the server.
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Supports	If the user can change or delete legal transactions, financial transactions, student exam responses, or data transactions that are unrecoverable or unintentionally modify or delete data, the changes and/or deletions are reversible, verified, or confirmed.
3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only)	Supports	A cognitive function test (such as remembering a password or solving a puzzle) is not required for any step in an authentication process unless either another method is available that does not rely on a cognitive function test; help is available to assist the user in completing the test; or the test is to recognize objects or identify non-text content the user provided to the Web site.
4.1.3 Status Messages (Level AA 2.1 and 2.2)	Partially Supports	In most cases, status messages can be programmatically determined and presented by assistive technologies without receiving focus. The following exception exists: A status message is not automatically announced by the screen reader, so people who are blind and/or use a screen reader or other assistive technology may completely miss the status message or they may not hear it in a timely fashion. This occurs on the following page(s): Open Skill Checklist; Create Batch Assignment Modal; Results - Grades; VSims Tab; Content; Search Result.

Table 3: Success Criteria, Level AAA

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

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