Telehealth Certification Institute LLC Accessibility Conformance Report

WCAG Edition

(Based on VPAT® Version 2.5)

Name of Product/Version:

Telehealth Certification Institute LMS (Moodle 4.4.1)

Report Date:

August, 2024

Product Description:

Learning management system that is designed to deliver comprehensive telehealth training and consultation services to a global network of healthcare organizations and professionals.

Contact Information:

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Notes:

This accessibility conformance report is based on both automated and manual testing. This report covers the degree of conformance for WCAG 2.2 (A, AA and AAA) accessibility standards and as per Moodle 4.4.1 version.

Evaluation Methods Used:

This conformance report is based on an accessibility audit. The audit testing was conducted manually and cross checked using accessibility auditors to ensure that the results and comments presented were valid and comprehensive.

The following tools and applications were used as part of the audit:

- Desktop browsers: Google Chrome, Firefox
- Screen reader: JAWS, NVDA
- Other tools: WAVE, NU HTML Validator

Applicable Standards and Guidelines

This report covers the degree of conformance for the following accessibility standards/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.

WCAG 2.x Report

Table 1: Success criteria, Perceivable

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content **Level A**	Supports	All non-text content (like input and images) includes an accessible name or alternative text.
1.2.1 Audio-only and Video-only (Prerecorded) **Level A**	Partially Supports	Some audio and video content is provided with alternative text formats.
1.2.2 Captions (Prerecorded)	Supports	Audio and video content has attached captions.

Level A		
1.2.3 Audio Description or Media Alternative (Prerecorded) **Level A**	Partially Supports	Some audio and video have descriptions or alternative text formats.
1.2.4 Captions (Live) **Level AA**	Supports	Live streaming video content has captions attached.
1.2.5 Audio Description (Prerecorded) **Level AA**	Partially Supports	Some audio content has descriptions.
1.2.6 Sign Language (Prerecorded)	Does Not Support	

Level AAA		
1.2.7 Extended Audio Description (Prerecorded) **Level AAA**	Does Not Support	
1.2.8 Media Alternative (Prerecorded) **Level AAA**	Supports	Media-based content is provided with text based alternative format.
1.2.9 Audio-only (Live) **Level AAA**	Partially Supports	
1.3.1 Info and Relationships **Level A**	Supports	Pages are structured such that assistive technologies can programmatically determine the intended read order and page structure.

1.3.2 Meaningful Sequence **Level A**	Supports	Pages are structured so that assistive technologies can programmatically determine the intended reading order in cases where the order is essential.
1.3.3 Sensory Characteristics **Level A**	Supports	Where these are used, they are backed up by appropriate text and other information for the user.
1.3.4 Orientation **Level AA**	Supports	The user interface (UI) is responsive and does not lock the orientation of the display or restrict its use in one layout or the other.
1.3.5 Identify Input Purpose **Level AA**	Supports	Input fields across the system are clearly identified by their purpose and are available to assistive technologies.
1.3.6 Identify Purpose **Level AAA**	Supports	ARIA landmarks and roles are extensively used to help assistive technologies identify the purpose of UI elements.

1.4.1 Use of Color **Level A**	Supports	Colour is not used as the sole indicator of information. In some cases, colour is used to complement other UI elements, such as text or distinct icons.
1.4.2 Audio Control **Level A**	Supports	Audio and video content do not auto-play by default. Audio volume controls are always provided for the user.
1.4.3 Contrast (Minimum) **Level AA**	Supports	All elements meet the minimum contrast and size requirements for WCAG Level AA.
1.4.4 Resize text **Level AA**	Supports	The UI has been designed to be responsive on various screen sizes and, as such, supports zooming of text sizes without breaking controls or content. In some cases, UI elements will be shifted or replaced with more appropriate elements to accommodate this.

1.4.5 Images of Text **Level AA**	Supports	Images of text are not used in any part of the system to convey essential information unless it is required as part of the functionality.
1.4.6 Contrast (Enhanced) **Level AAA**	Partially supports	Text colours in most places have a contrast ratio greater than 7:1 against their default background. Some small texts with colours that meet the minimum contrast ratio of 4.5:1 for WCAG 2.2 Level AA but do not meet the enhanced colour contrast requirement of 7:1 for WCAG 2.2 Level AAA.
1.4.7 Low or No Background Audio **Level AAA**	Supports	The system does not contain any pre-recorded background audio.
1.4.8 Visual Presentation **Level AAA**	Supports	The system is designed so that the content presentation can be modified to suit the required visual presentation using browser functionality.

1.4.9 Images of Text (No Exception) **Level AAA**	Supports	Images of text are not used in any part of the system to convey essential information except in a small number of cases where it is required as part of the functionality.
1.4.10 Reflow **Level AA**	Supports	The reflow of content is supported. Except for wide tabular content such as the Grader report, content is presented in a responsive manner. This helps users avoid the need to scroll horizontally when viewing the page's contents, especially on smaller screens or when the page is zoomed.
1.4.11 Non-text Contrast **Level AA**	Supports	All non-text elements exceed the required 3:1 contrast ratio.
1.4.12 Text Spacing **Level AA**	Supports	All default fonts and layouts adhere to WCAG text spacing requirements.

1.4.13 Content on Hover or Focus **Level AA**	Supports	Elements that display additional content on hover or focus, such as help icons, display a popover on focus. The content does not disappear unless the focus is moved somewhere else or when the escape key is pressed. The mouse can hover on the popover content while it is displayed.

Table 2: Success criteria, Operable

Criteria	Conformance Level	Remarks and Explanations
2.1.1 Keyboard **Level A**	Supports	The interface is fully keyboard accessible, with no timing requirement for the user.
2.1.2 No Keyboard Trap **Level A**	Supports	The system has been designed in such a way that there are no keyboard traps, and it is fully navigable.

2.1.3 Keyboard (No Exception) **Level AAA**	Supports	In all cases, a keyboard-only option has been provided for all functionality across the system.
2.1.4 Character Key Shortcuts **Level A**	Supports	Only rich text editors support keyboard shortcuts. These shortcuts are only active when the user is in the editing area and are designed to not interfere with accessibility software. There are no other keyboard shortcuts within the system.
2.2.1 Timing Adjustable **Level A**	Supports	The system generally does not impose any time limits on content or actions, with a small number of exceptions, such as user session expiration and timed quizzes/assignments.
2.2.2 Pause, Stop, Hide **Level A**	Supports	The system does not contain moving, blinking, and scrolling content.
2.2.3 No Timing **Level AAA**	Supports	For activities that may have time limits, such as quizzes, this can be disabled for users who require accommodations.

2.2.4 Interruptions **Level AAA**	Supports	The system does not automatically update content without user interactions with the exception of the Chat activity. The Chat activity provides a separate accessible interface that only updates when the user requests a refresh.
2.2.5 Re-authenticating **Level AAA**	Partially supports	In most cases, the user's progress is saved, such as in assignments and quizzes. However, some pages do not support this, and data will need to be re-entered.
2.2.6 Timeouts **Level AAA**	Partially supports	Timeouts are only for session timeouts. Users are warned to refresh their session before they get logged out. In most cases, draft data already entered is saved and restored when the user resumes activity.
2.3.1 Three Flashes or Below Threshold **Level A**	Supports	The system does not contain flashing content.
2.3.2 Three Flashes	Supports	The system does not contain flashing content.

Level AAA		
2.3.3 Animation from Interactions **Level AAA**	Supports	The system does not contain animated content interactions.
2.4.1 Bypass Blocks **Level A**	Supports	Skip links are provided to help users efficiently navigate the system.
2.4.2 Page Titled **Level A**	Supports	All pages provide detailed page titles to aid navigation and help orientate users within the system.
2.4.3 Focus Order **Level A**	Supports	Pages have been carefully designed to support a focus order that is logical and aids in understanding the structure of each page.

2.4.4 Link Purpose (In Context) **Level A**	Supports	The link text of all links indicates their purpose. Where practical, additional hints have been added to aid accessibility software to determine this programmatically.
2.4.5 Multiple Ways **Level AA**	Supports	The system provides multiple ways to navigate and understand the content structures, including search and page indexes where applicable.
2.4.6 Headings and Labels **Level AA**	Supports	All pages make appropriate use of headings and labels to support user understanding of the page and its purpose.
2.4.7 Focus Visible **Level AA**	Supports	The keyboard focus is visible on all pages, allowing users to easily determine their location as they navigate through the page contents.
2.4.8 Location **Level AAA**	Supports	The system provides breadcrumbs and the current page location in the page title to aid user understanding of their location within the system.

2.4.9 Link Purpose (Link Only) **Level AAA**	Partially supports	Most links are uniquely identifiable by the link text only. However, some known areas where the link purpose cannot be determined by the link text only are: • Edit, Delete, and Reply links in a list of posts within a forum discussion • The letter links for filtering a list of users by first name or surname do not make sense out of context
2.4.10 Section Headings **Level AAA**	Supports	All pages have section headings, allowing users to orient themselves within the content structure.
2.4.11 Focus Not Obscured (Minimum) (2.2 only) **Level AA**	Partially supports	Generally, user-opened contents do not obscure user interface components receiving keyboard focus. However, on smaller screens or when the page is zoomed, the drawers on the course homepage can obscure focused content on the course homepage itself.

2.4.12 Focus Not Obscured (Enhanced) (2.2 only) **Level AAA**	Partially supports	In some specific situations, the keyboard focus can be partially obscured. Known instances include: - Using the "Skip to Content" link on the course page when it is already scrolled past the top items - Tabbing to the bottom of the Course page or Gradebook pages when in edit mode, the footer can obscure the focus.
2.4.13 Focus Appearance (2.2 only) **Level AAA**	Supports	In most places, a blue highlight around a focusable user interface component denotes the keyboard, which meets the success criteria. In some cases, older styling is still in place, where the focus indicator comprises a background colour change and underlining of the link.
2.5.1 Pointer Gestures **Level A**	Supports	The system does not use any multi-point or path-based gestures.

2.5.2 Pointer Cancellation **Level A**	Supports	Pointer cancellation is supported in all main browsers with the exception of Internet Explorer.
2.5.3 Label in Name **Level A**	Supports	Throughout the system, the accessible name matches the visible name of buttons and links.
2.5.4 Motion Actuation **Level A**	Supports	The system does not have functionality that requires motion as a means of input.
2.5.5 Target Size **Level AAA**	Partially supports	Most controls and clickable targets are larger than 44x44 CSS pixels. However, there are exceptions.
2.5.6 Concurrent Input Mechanisms **Level AAA**	Supports	The system does not restrict the use of multiple input modalities simultaneously.

2.5.7 Dragging Movements (2.2 only) **Level AA**	Supports	All interactions that require drag and drop have alternative ways to interact that do not require dragging movements.
2.5.8 Target Size (Minimum) (2.2 only) **Level AA**	Supports	All targets for pointer inputs meet the minimum required size or are accessible via an alternative means.

Table 3: Success criteria, Understandable

Criteria	Conformance Level	Remarks and Explanations
3.1.1 Language of Page **Level A**	Supports	The language is communicated programmatically using the HTML `lang` attribute.

3.1.2 Language of Parts **Level AA**	Supports	The system has the `lang` attribute to convey the language programmatically. User-created content can be tagged with the appropriate language of the content, and this can be done in parts.
3.1.3 Unusual Words **Level AAA**	Supports	The system provides contextual help that allows users to understand unfamiliar and unusual words. There is also a built-in glossary functionality that allows automatic linking to definitions for user-created content.
3.1.4 Abbreviations **Level AAA**	Supports	The system provides contextual help that allows users to understand unfamiliar abbreviations in the context of the system. There is also a built-in glossary functionality that allows automatic linking to definitions for user-created content.

3.1.5 Reading Level **Level AAA**	Supports	The system has been designed to be as intuitive as possible. It provides the facilities for user-created content to conform to this success criterion.
3.1.6 Pronunciation **Level AAA**	Partially supports	The system provides the facilities for user-created content to comply with this success criterion, including markup, automatic glossary linking, and the ability for a user to add additional content.
3.2.1 On Focus **Level A**	Supports	The system does not change the context or focus when a user navigates to a focusable item in the interface anywhere. Opening links in new windows and tabs are not used where an alternative is practical.
3.2.2 On Input **Level A**	Supports	The system does not change the context of use without the user initiating an explicit action.

3.2.3 Consistent Navigation **Level AA**	Supports	The system uses a consistent navigation layout and methodology, with elements appearing in the same order between pages.
3.2.4 Consistent Identification **Level AA**	Supports	The system is designed using a consistent set of components that use common terminology across the system.
3.2.5 Change on Request **Level AAA**	Supports	The system does not change contexts for the user without explicit actions from the user.
3.2.6 Consistent Help **(2.2 only)** **Level A**	Supports	The system provides contextual help for each page using a consistent help menu. The structure and order of this menu are consistent throughout the system.
3.3.1 Error Identification	Supports	Errors are described to users and marked up with appropriate ARIA roles and attributes.

Level A		
3.3.2 Labels or Instructions **Level A**	Supports	The system provides extensive labels and instructions, including expected data formats, to help users input the appropriate values.
3.3.3 Error Suggestion **Level AA**	Supports	Data validation is extensive across the system, and error messages explain to the user how to fix the error with the data.
3.3.4 Error Prevention (Legal, Financial, Data) **Level AA**	Supports	The system provides various mechanisms to prevent errors from happening. For example, a review page before submitting a quiz, a confirmation dialogue before deleting a user or before the user removes enrolment.
3.3.5 Help	Supports	Context-sensitive help is provided on every page for users to access. Additionally, instructions on complex forms and extensive tooltips for specific fields add additional help resources for users.

3.3.6 Error Prevention (All) **Level AAA**	Partially supports	Form validation mechanisms allow users to correct their input when completing a form. Confirmation dialogues or pages are also present to prevent users from accidentally performing an irreversible action (for example, data deletion). However, there are some known instances where an irreversible action does not have a prior confirmation prompt, such as granting additional assignment attempts for students.
3.3.7 Redundant Entry **(2.2 only)** **Level A**	Supports	Unless essential, data is pre-filled for users, or a sensible default is provided.
3.3.8 Accessible Authentication (Minimum) **(2.2 only)** **Level AA**	Supports	The system provides third-party OAuth and other SSO authentication mechanisms to provide alternatives to the default username and password. Additionally, the default login form is correctly marked up for an accessible authentication experience.

3.3.9 Accessible Authentication (Enhanced) (2.2 only) **Level AAA**	Supports	The system provides third-party OAuth and other SSO authentication mechanisms as alternatives to the default username and password. Additionally, the default login form is correctly marked up for an accessible authentication experience.

Table 4: Success criteria, Robust

Criteria	Conformance Level	Remarks and Explanations
4.1.1 Parsing **Level A**	Supports	• WCAG 2.2: Criterion is obsolete and removed • WCAG 2.0 and 2.1: The user interface is constructed with the correct HTML elements to ensure proper rendering.
4.1.2 Name, Role, Value **Level A**	Supports	The name and role of all components can be programmatically determined using native semantic HTML tags and/or the appropriate ARIA roles and attributes.

4.1.3 Status Messages **Level AA**	Supports	All status messages and alerts are marked with the appropriate ARIA roles and attributes, allowing assistive technologies to determine them programmatically.

Legal Disclaimer

The information herein is provided in good faith at the time of the accessibility audit and does not represent a legally binding claim. This document is provided for information purposes only and the contents hereof are subject to change without notice.

Telehealth Certification Institute strives, and will continue to strive, to provide a true and fair description of the accessibility conformance, and if any further exceptions are found, we will address them as soon as is practicable.