VPAT Accessibility Conformance Report

(Based on ITI VPAT©)

Name of Product	**Researcher Academy**
Date Last Updated	May 15, 2026
Completed by	**Karen Marks** (Elsevier Digital Accessibility Team)
Applicable Standards/Guidelines	This document rates Researcher Academy according to the W3C WCAG 2.1 A and AA requirements.
Contact for More Information	Elsevier Digital Accessibility Team accessibility@elsevier.com
Testing Tools and Methods	• Hands-on keyboard operation • DevTools/Code inspection • Chrome **Version 147.0.7727.56** on Windows 11 25H2 26200.8037 • NVDA screen reader version: 2025.3.3 (2025.3.3.54605) • Check Keyboard Focus bookmarklet • ANDI Bookmarklet • HeadingsMap browser extension • Text Spacing Editor browser extension • TPGi ARC Toolkit browser extension • TPGi Color Contrast Analyzer • Wave Exension browser extension • W3C Web Accessibility Initiative (WAI) Pages • Elsevier Accessibility Checklist
Document Sections	This review document includes all WCAG 2.1 A and AA checkpoints, organized into 7 logical sections: • Visuals • Keyboard • Headings and Structure • Labeling • Multimedia • Usability • Mobile User Experience
Pages Covered	• **User:** About, Landing, Learn, Career, Search, Navigating Peer Review, Certified Peer Reviewer Course, Introduction to the Certified Peer Reviewer Course, Certified Peer Reviewer Course - Advisory Board and Speaker information, Certified Peer Reviewer Course Assessment, Welcome Username, Help us improve! Dialog modal, Welcome to Researcher Academy, RAoC page - Event detail page, RAoC pages - Survey page, Login, and Edit Profile • **Administrator:** On Campus Live Workshops
Terms	• **Supports**: The functionality of the product has at least one method that meets the criteria without known defects or meets with equivalent facilitation. • **Partially supports**: Some functionality of the product does not meet the criteria. • **Does not support**: Majority of functionality of the product does not meet the criteria.

	• **Supports (N/A):** According to W3C on conformance, "If there is no content to which a success criterion applies, the success criterion is satisfied."
Notes/Terminology	• “AT” stands for Assistive Technology such as screen readers, voice input, etc.

Conformance Summary

WCAG 2.1 Success Criterion	Level	Evaluation
1.1.1: Non-text Content	A	Partially supports
1.2.1: Audio-only and Video-only (Prerecorded)	A	Supports
1.2.2: Captions (Prerecorded)	A	Partially supports
1.2.3: Audio Description or Full Text Alternative	A	Supports
1.2.4: Captions (Live)	AA	Supports (N/A)
1.2.5: Audio Description	AA	Does not support
1.3.1: Info and Relationships	A	Partially supports
1.3.2: Meaningful Sequence	A	Partially supports
1.3.3: Sensory Characteristics	A	Supports
1.3.4: Orientation (2.1)	AA	Supports
1.3.5: Identify Input Purpose (2.1)	AA	Supports
1.4.1: Use of Color	A	Partially supports
1.4.2: Audio Control	A	Supports
1.4.3: Contrast (Minimum)	AA	Supports
1.4.4: Resize text	AA	Partially supports
1.4.5: Images of Text	AA	Partially supports
1.4.10: Reflow (2.1)	AA	Partially supports
1.4.11: Non-Text Contrast (2.1)	AA	Partially supports
1.4.12: Text Spacing (2.1)	AA	Supports
1.4.13: Content on Hover or Focus (2.1)	AA	Supports
2.1.1: Keyboard	A	Partially supports
2.1.2: No Keyboard Trap	A	Supports
2.1.4: Character Key Shortcuts (2.1)	A	Supports (N/A)
2.2.1: Timing Adjustable	A	Supports
2.2.2: Pause, Stop, Hide	A	Supports
2.3.1: Three Flashes or Below Threshold	A	Supports
2.4.1: Bypass Blocks	A	Partially supports
2.4.2: Page Titled	A	Supports
2.4.3: Focus Order	A	Supports
2.4.4: Link Purpose (In Context)	A	Partially supports
2.4.5: Multiple Ways	AA	Supports
2.4.6: Headings and Labels	AA	Partially supports
2.4.7: Focus Visible	AA	Partially supports
2.5.1: Pointer Gestures (2.1)	A	Supports
2.5.2: Pointer Cancellation (2.1)	A	Supports
2.5.3: Label in Name (2.1)	A	Supports
2.5.4: Motion Actuation (2.1)	A	Supports
3.1.1: Language of Page	A	Supports
3.1.2: Language of Parts	AA	Partially supports
3.2.1: On Focus	A	Supports

WCAG 2.1 Success Criterion	Level	Evaluation
3.2.2: On Input	A	Partially supports
3.2.3: Consistent Navigation	AA	Supports
3.2.4: Consistent Identification	AA	Partially supports
3.3.1: Error Identification	A	Supports
3.3.2: Labels or Instructions	A	Partially supports
3.3.3: Error Suggestion	AA	Supports
3.3.4: Error Prevention (Legal, Financial, Data)	AA	Supports
4.1.1: Parsing	A	Supports
4.1.2: Name, Role, Value	A	Partially supports
4.1.3: Status Messages (2.1)	AA	Supports

WCAG 2.1 A and AA Success Criteria

Visuals

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.1.1: Non-Text Content (A) Provide text alternatives for non-text content (e.g. images)	Partially supports	All non-text content presented to users has a text alternative that serves the equivalent purpose. Meaningful images, including informational graphics, icons, and photographs, carry descriptive text alternatives that convey the same information a sighted user would receive from viewing the image. Decorative images that add no informational value are implemented in a way that allows assistive technologies to ignore them, preventing unnecessary noise for screen reader users. Exceptions: • About, Cell Mentor <img> alternative text: Nondecorative images of text presented to the user by alternative text must serve the equivalent purpose of the image. • Certified Peer Reviewer Course - Advisory Board and Speaker information, Image graphics - alternative text: All decorative non-text content / graphics used for visual purposes only, need to be implemented in a way that is ignored by assistive technology. • Global - found on Landing page, Non-text content graphic: <img> Elsevier, Researcher Academy, and RELX Group in header and footer: All non-text content visually presented to the user must have text alternative serving the equivalent purpose. • Global - New module & Librarian Alert Dialog, Non-text content <img> alternative text: Nondecorative images of text presented to the user by alternative text must serve the equivalent purpose of the image. • Global: Career path, Learn, Research preparation, Writing for research, Publication process, Navigating peer review, Communicating your research pages, Certified peer reviewer course, Image graphics <img> - alternative text: Decorative non-text content / graphics used for visual purposes only, need to be implemented in a way that is ignored by assistive technology. • Introduction to the Certified Peer Reviewer Course Page, <img> decorative elements: Decorative non-text content must not have a text alternative or title that matches visual text. • Introduction to the Certified Peer Reviewer Course Page, Icon links (Chat bubble, - , and Share) in Comments: All non-text content that is presented to the user must have a text alternative that serves the equivalent purpose. • Landing page, Why choose Elsevier Researcher Academy <img> decorative elements: Decorative non-text content must not have a text alternative that matches visual text. • Landing page, Carousel <img> decorative elements: Decorative non-text content must not have a text alternative that matches visual text.

		• Landing page, Start learning <img> graphics element alternative text: Decorative non-text content must not have a text alternative that matches the visual text. • On Campus Live workshops page, Loading graphic: Informative non-text content has no alternative text or accessible label • PDF files from various pages, Graphic images in PDF files: PDFs are not fully accessible - there are missing alternative text for image graphics. • Welcome Username, Decorative non-text content - <img> plus sign: The <img> element lacks a text alternative.

1.3.3: Sensory Characteristics (A) Do not rely on sensory characteristics of components such as shape, size, visual location, orientation, or sound	Supports	Instructions provided for understanding and operating content do not rely solely on sensory characteristics such as shape, color, size, visual location, orientation, or sound. Where the product directs users to interact with or locate content, those instructions include references that do not depend on a user's ability to see, hear, or perceive content in a specific sensory way.
1.4.1: Use of Color (A) Color is not used as the only visual means of conveying info	Partially supports	Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element throughout the product. Where color is used to communicate meaning, such as in charts, alerts, form validation, or links within body text, a secondary visual indicator such as a label, pattern, icon, or text formatting is also present to convey the same information. Exceptions: • Global - all pages with header navigation component, Main navigation - World Link: Use of color should not solely show focus visible state. • Global: Certified peer reviewer course, Certified Peer Reviewer Course - Advisory Board and Speaker information, all course pages similar to these pages, and workshop survey pages., Inline links: Use of color should not solely show inline links. • Global: Introduction to the Certified Peer Reviewer Course, other Introduction course pages, and workshop details and survey pages., Breadcrumb Inline links: Use of color should not solely show inline links. • Introduction to the Certified Peer Reviewer Course, Iframes by third party Disqus - Inline links: Use of color should not solely show inline links.
1.4.3: Color Contrast (Minimum) (AA) Text has enough contrast with the background (4.5:1 for small text and 3:1 for large text)	Supports	The visual presentation of text and images of text throughout the product maintains a contrast ratio of at least 4.5:1 against their background, with large-scale text meeting a minimum contrast ratio of 3:1. Color contrast has been verified across all states of interactive components, including default, hover, focus, and disabled states, to ensure that all users, including those with low vision, can read and understand content reliably.

1.4.4: Resize Text (AA) Text can be enlarged up to 200% without loss of functionality.	Partially supports	Text throughout the product can be resized up to 200 percent without the use of assistive technology and without loss of content or functionality, ensuring that users who need larger text can adjust their reading experience through standard browser controls. No technologies have been used that prevent text from scaling correctly when a user adjusts their browser or operating system text size settings. Exceptions: • Introduction to the Certified Peer Reviewer Course Page, Iframes by third party Disqus: Zooming disabled.
1.4.5: Images of Text (AA) Text is used rather than images of text, except where the presentation of text is essential, such as logos	Partially supports	Where text is used to convey information, real text is used rather than images of text, ensuring that users can adjust text appearance such as font size, color, and spacing to meet their individual needs. Exceptions: • Global: Certified Peer Reviewer Course Assessment page 1 and all other assessment page 1s, Graphic image: Complex image with text does not have proper alternative text.
1.4.10: Reflow (AA) Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for: • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels..	Partially supports	Content throughout the product reflows to a single column when viewed at a width equivalent to 320 CSS pixels, allowing users who rely on zoom or larger display settings to read and interact with all content without scrolling in two dimensions. No loss of content or functionality occurs because of reflow, and content that requires two-dimensional layout to function correctly, such as data tables and certain map interfaces, is recognized as an accepted exception under this success criterion. Exceptions: • Workshop survey pages, Survey Language links: At 400% viewport width, the Survey Languages container fails to reflow, causing link controls to be cut off and preventing users from accessing them without a keyboard. • Welcome to Researcher Academy https://researcheracademy.elsevier.com/profile/register?check_logged_in=1, Account Settings Form: At all viewport widths, the form container fails to reflow, causing form content and controls to be cut off and preventing users from accessing or completing the form.
1.4.11: Non-Text Contrast (AA) User interface components and graphical objects have a	Partially supports	The visual presentation of user interface components and graphical objects throughout the product maintains a contrast ratio of at least 3:1 against adjacent colors, ensuring that controls, input fields, focus indicators, and meaningful graphics are visually distinguishable for users with low vision. Exceptions:

contrast ratio of at least 3:1 against adjacent color(s).		• Global - Login, Landing, About, Welcome to Researcher Academy, Edit account, Workshops details and survey pages, etc., Button focus visible indicator: Non-Text Contrast of the focus visible indicator must have contrast ratio 3 to 1 against adjacent color(s) of the internal button background.
1.4.12: Text Spacing (AA) In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all the following and by changing no other style property: • Line height (line spacing) to at least 1.5 times the font size; • Spacing following paragraphs to at least 2 times the font size; • Letter spacing (tracking) to at least 0.12 times the font size; • Word spacing to at least 0.16 times the font size.	Supports	No loss of content or functionality occurs when users override text spacing properties, including line height, letter spacing, word spacing, and spacing following paragraphs, to the values specified in the success criterion. All text-based content and interactive components accommodate user-defined text spacing adjustments without content becoming clipped, truncated, or overlapping in a way that prevents access.
1.4.13: Content on Hover or Focus (AA) Where receiving and then removing pointer hover or	Supports	Additional content that appears on hover or focus is dismissible, hoverable, and persistent in line with Content on Hover or Focus.

keyboard focus triggers additional content to become visible and then hidden, the following are true: • Dismissible • Hoverable • Persistent		
2.3.1: Three Flashes or Below Threshold (A) No more than three flashes in a 1-second period, or the flashes are below the defined thresholds	Supports	Visual content does not include anything that flashes more than three times in any one second period, and any incidental flashing remains below the general flash and red flash thresholds.

Keyboard

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.3.2: Meaningful Sequence (A) The correct reading sequence can be programmatically determined	Partially supports	Content that relies on sequence is presented in a meaningful sequence that can be programmatically determined, so the correct reading sequence is preserved for user agents and assistive technologies. Exceptions: • Introduction to the Certified Peer Reviewer Course, Anchor tag links under Next up: Meaningful sequence of the 3.3 How to peer review a review article course link should be in the focus and reading order before the Assessment course link.
2.1.1: Keyboard (A) All functionality is available from a keyboard, except for tasks such as drawing	Partially supports	All functionality is operable through a keyboard interface without requiring specific timings for individual keystrokes. Users can reach and operate controls using Tab, Shift plus Tab, Enter, Space, and Arrow keys, including navigation menus, form fields, buttons, dialogs, and carousels, with a predictable tab order that matches the visual sequence. Exceptions: • Modal Dialogs - Help us Improve, , Noninteractive element focus bumper div: Modal dialog contains non-interactive element in tab order. • Global, Navigation menu - Open my profile block Link: Profile element name does not include visual text first and have proper button role that expresses the popover state of

		expanded/collapsed with aria-expanded, while also using aria-controls. • Global - course pages with Disqus Comments feature, Iframe with tabindex="0": Non-interactive element must not have keyboard focus. • Global - Header Navigation, Disclosure navigation menus - Research Journey Link, Career path link, Research preparation Link, Writing for research Link, Publication process Link, Navigating peer review Link, and Communicating your research Link: Top and sub level menu items provide dual behavior with a mouse by allowing activation of its link and toggle of the submenu, but not via keyboard, denying keyboard and screen reader users equivalent functionality. • On Campus Live workshops page, Reset Filter Link: Anchor tag link is not keyboard focusable and may not be the correct role. • Global - Workshop Survey Page 2, 3, and 4, Textarea window resizer: Textarea window is not adjustable via keyboard, only expandable via mouse.
2.1.2: No Keyboard Trap (A) The user can use the keyboard to move through page elements and is not trapped on a particular element	Supports	Interactive components do not create a keyboard trap, and focus can be moved away using only a keyboard with standard keys such as Tab and Shift plus Tab in accordance with No Keyboard Trap. When modals, menus, side panels, and carousels open, focus moves to a logical starting point, users can close or exit with Escape or by tabbing to the next or previous focusable element and focus returns to the triggering control when the component closes.
2.1.4: Character Key Shortcuts (A) If a keyboard shortcut is implemented in content using only letter (including upper- and lower-case letters), punctuation, number, or symbol characters, then at least one of the following is true: • Turn off • Remap • Active only on focus	Supports (N/A)	Character key shortcuts are not implemented in this product.

2.4.3: Focus Order (A) Users can tab through the elements of a page in a logical order	Supports	When pages can be navigated sequentially, focusable components receive focus in an order that preserves meaning and operability in alignment with Focus Order. The tab sequence follows the visual and reading order, focus moves to a logical starting point when modals, menus, and side panels open and returns to the triggering control on close, and off screen or disabled items are removed from the tab sequence, so users do not encounter dead ends.
2.4.7: Focus Visible (AA) The page element with the current keyboard focus has a visible focus indicator	Partially supports	Any keyboard operable user interface presents a keyboard focus indicator that is visible so users can see which component has focus as they navigate in alignment with Focus Visible. We show a clear focus indicator on links, buttons, form fields, menus, and dialog controls, and while we sometimes customize the default focus ring for consistency with our design system, we ensure it remains highly visible, clearly positioned on the focused element, and does not rely on color alone. Exceptions: • Global for: Career path, Learn, Research preparation, Writing for research, Publication process, Navigating peer review, Communicating your research pages, Career Path choice controls - input radio buttons: The controls for the filtering of the choices do not have proper keyboard visible focus. • Search Page, Keyword input, Topic and Type Selects: Keyboard operable user interface must have a mode of operation where the keyboard focus indicator is visible. • Welcome to Researcher Academy and Edit account, Account Settings Form - I am interested in information about relevant products…checkbox: Keyboard operable user interface must have a mode of operation where the keyboard focus indicator is visible. • Welcome Username, Buttons - Show More / Show Less: Keyboard operable user interface must operate where the interactive elements are actionable via keyboard and focus indicator is visible. • Workshop Survey, Input type radio buttons: The radio buttons do not have proper keyboard visible focus.
3.2.1: On Focus (A) When a UI component receives focus, this does not trigger unexpected actions.	Supports	Interactive components do not cause a change of context on focus in alignment with On Focus. When a field, link, or control receives focus, it does not submit a form, navigate to a different page, open a new window, start media, or move focus to another component, those actions occur only after an explicit user action such as Enter, Space, or click. Exceptions:

Headings and Structure

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.3.1: Information and Relationships (A)	Partially supports	Information and relationships are conveyed through semantic structure, so they are programmatically determinable for user agents and assistive technologies.

Info, structure, and relationships can be programmatically determined		Exceptions: • Global: Certified Peer Reviewer Course Assessment and other assessment pages, Input type text: Fill in the blank input fields are missing programmatic labels, answer choice descriptions, and the tips that are presented visually after the inputs to specify the words to use, making it difficult for screen reader users to enter the answers correctly. • Global: Certified Peer Reviewer Course Assessment and other assessment pages, Pagination numbers: Visual text is hidden to assistive technology. • Global - Examples: Career path, Learn, Research preparation, Writing for research, Publication process, Navigating peer review, Communicating your research pages, Certified peer reviewer course (including all the other course pages like this one), Headings - every <h3> located in the radio button selected content area: Information, structure, and relationships conveyed visually through presentation like headings and links must be programmatically determined in similar structure. • Global - Landing and Learn pages, Visual heading level one <p> tag: Heading conveyed visually should be programmatically determined. • Global for: Career path, Learn, Research preparation, Writing for research, Publication process, Navigating peer review, Communicating your research pages, Headings - Topics, Modules, and Total Time: 1. Headings not visually showing and heading level skipped. 2. Headings are in with list items. • Global: Introduction to the Certified Peer Reviewer Course Page, and all course pages, and Workshop details pages, Heading elements and content acting like headings: Information, structure, and relationships conveyed through presentation must be programmatically determined properly. • Global: Introduction to the Certified Peer Reviewer Course Page, and all course pages, Links - Next Up courses, Downloads, and Resources: Links are all visually in a list, but not semantically (programmatically). • Help us Improve Modal Dialog , Radio Button group and heading: The “How did you discover Researcher Academy?” heading and radio button group is not programmatically associated with its question properly; it is not wrapped in a proper fieldset and contain a legend, preventing assistive technologies from conveying the group’s label. • Certified Peer Reviewer Course Assessment Page, and other generic elements , etc.: A generic role using aria-label attribute may not read correctly across combination of browsers and AT which may override important information. • Landing page, Headings - Top 10 ethics…, Unlocking opportunities…, Step-by-step guide…: Information, structure, and relationships conveyed visually through presentation like headings and links must be programmatically determined in similar structure.

		• Landing page, Learning Path Arrow Links (Show More) : Information, structure, and relationships conveyed visually through presentation need to be programmatically determined in similar structure to be meaningful for all. • Learn page, Headings - e.g.: Top 10 ethics…, Unlocking opportunities…, Step-by-step guide…: Information, structure, and relationships conveyed visually through presentation like headings and links need to be programmatically determined in similar structure. • Learn Page, Headings - Research Preparation, Writing for research, Publication process, Navigating peer review, and Communicating your research: Information, structure, and relationships conveyed visually through presentation need to be programmatically determined in similar structure. • On Campus Live workshops page, Checkbox switch: Checkbox Legends are not programmatically associated to their input checkboxes. • Search Page, Headings, div, and link content found in the all search: Information, structure, and relationships conveyed visually through presentation like headings and links must be programmatically determined in similar structure. • Search Page, number results content: After Keywords, Topic, or Type search changes are made, number of results page content updated and was not read by screen reader. • Workshops details pages, Time role html tag: Content not reading with screen reader - non-interactive element has an incorrect title="..." attribute. • Workshops details pages, Table Row data: Table headers are not defined nor reading as headers to provide proper info and relationship for screen reader users. • Workshops details pages, Workshop code input error message: Error message not programmatically associated to the input during error state. • Workshops survey all pages, Survey Step numbers and labels: Info and relationship of the visual numbers and the labelled steps is confusing. • Global: Workshops survey pages, Antibot verification and Alert message: Alert message triggered by autocaptcha for screen readers only not read out. • Global: Workshops survey pages, Radio group legend and button labels: Using NVDA screen reader, the form reads the question as each radio button label and each choice reads as a table column header.
2.4.1: Bypass Blocks (A) Users can bypass repeated blocks of content.	Partially supports	A mechanism is available to bypass blocks of content that are repeated on multiple pages. Keyboard users can use a visible Skip to main content link that appears on focus at the top of each page, and pages include landmarks for navigation, search, main, and footer so assistive technologies can jump directly to the main content and other regions. Exceptions:

		• Global: Career Path page, Skip to link (bypass block): Viewport 1280px X 1024px with screen magnified at 400%, Skip to link does not visually appear for keyboard users.
2.4.6: Headings and Labels (AA) Headings and labels are clear and consistent.	Partially supports	Headings and labels describe topic or purpose so users can understand content and controls. Exceptions: • Welcome Username, Buttons - Show More / Show Less: Button labels do not describe topic or purpose.
3.1.1: Language of Page (A) The language of the page is specified	Supports	Each page sets the default human language so it can be programmatically determined. The primary language is declared on the HTML element using the lang attribute based on the selected locale.
3.1.2: Language of Parts (AA) Specify the language of text passages that are in a different language than the default language of the page.	Partially supports	Passages or phrases that differ from the page language are identified so the human language of each part is programmatically determined. Exceptions: • On Campus Live workshops page, workshop details and survey pages, Workshop links: Language of each passage or phrase in the content cannot be programmatically determined. • Search Page, Topic Options and Headings, div, and link content found in the all search: Language of the parts not programmatically determined, screen reader did not announce any of the Chinese characters aloud. • Search Page, Topic select Chinese options: Language of the parts not programmatically determined, screen reader did not announce any of the Chinese characters aloud.
4.1.1: Parsing (A) Use valid, error-free HTML	Supports	Markup conforms to HTML and ARIA specifications so content can be parsed reliably by user agents and assistive technologies.

Labeling

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.3.5: Identify Input Purpose (AA) The purpose of each input field collecting information about the user can be programmatically determined when: • The input field serves a purpose identified in the Input Purposes for User Interface Components section; and	Supports	Input fields that collect information about the user are marked so their purpose can be programmatically determined in alignment with Identify Input Purpose. We use semantic input types, and the HTML autocomplete attribute to identify common fields.

• The content is implemented using technologies with support for identifying the expected meaning for form input data.		
2.4.2: Page Titled (A) The page has a title describing its topic or purpose	Supports	Each page provides a page title that describes the topic or purpose.
2.4.4: Link Purpose (In Context) (A) The purpose of each link can be determined from the link text or surrounding context.	Partially supports	The purpose of each link can be determined from the link text alone or from its programmatically determinable context. Exceptions: • Certified peer reviewer course, Inline links - here: The purpose of each link cannot be determined from the link text alone or from the link text together with its programmatically determined link context.
2.5.3: Label in Name (A) For user interface components with labels that include text or images of text, the name contains the text that is presented visually.	Supports	Accessible names contain the text that is presented visually in corresponding labels so speech input users can activate controls using the same words they see. Buttons, links, and form fields use accessible names that match their visible labels, any added context such as type or scope is placed after the visible text. Exceptions:
3.2.4: Consistent Identification (AA) UI components used across the web site are identified consistently on every page.	Partially supports	Components that have the same functionality are identified consistently so users see the same names, labels, and icons for the same actions across pages and views. Exceptions:
3.3.1: Error Identification (A) Input errors are clearly marked and described to the user.	Supports	When an input error is automatically detected, the item in error is identified and the error is described in text. Forms show clear inline messages next to the field and associate the text with the control through labels and programmatic descriptions. Exceptions:
3.3.2: Labels or Instructions (A) Items requiring user input are clearly labeled or have clear instructions.	Partially supports	When content requires user input, labels or instructions are provided so users understand what information is needed and how to provide it. Exceptions: • Welcome to Researcher Academy and Edit account, Account Settings Form - Year of completion label instructions: Input field lack clear labels or instructions that specify the required input format, making it difficult for users to enter information correctly.

3.3.3: Error Suggestion (AA) When the user makes an input error, give suggestions for valid input.	Supports	When an input error is automatically detected and a suggestion for correction is known, we provide a text suggestion that helps the user fix the error.
4.1.2: Name, Role, Value (A) For all UI components, the name, value, and role can be programmatically determined.	Partially supports	User interface components have an accessible name and role that can be programmatically determined, and their states, properties, and values are available to user agents including assistive technologies, with changes announced when they occur. Exceptions: • Global - Certified Peer Reviewer Course Assessment, Dialog heading: Visual presentation of heading content is not programmatically associated properly to the dialog. • Global - PDF files from Certified peer review course and other course pages, Content in PDF files: PDFs are not fully accessible - there are navigation issues and missing titles and heading level 1 elements. • Global for: Career path, Learn, Research preparation, Writing for research, Publication process, Navigating peer review, Communicating your research pages, Welcome Username (profile), Fieldset, Legend, and Input radio button group: The controls for the filtering of the career path choices are coded with input radio button group elements instead of the appropriate tablist and tab button semantic markup; also are not working with keyboard as expected. • Global Header, Header - empty Link: Link has no name and no keyboard functionality (missing href). • Global Header, Navigation landmark - Main: Element role of navigation must not be part of the name of the element. • Help us Improve Modal Dialog , Other <h3> near textarea element: Heading must be a <label> element for <textarea>. • Introduction to the Certified Peer Reviewer Course Page, Share and collapse links : Name, role, value (state) must be conveyed programmatically. • Introduction to the Certified Peer Reviewer Course Page, Congratulations Dialog - heading levels: Headings need accessible names and roles and must be conveyed programmatically. • Introduction to the Certified Peer Reviewer Course Page, Links-Best, Newest, and Oldest: Incorrect role and behavior - Links acting as tablist tab buttons, that when activated the content that appears is not announced. • Introduction to the Certified Peer Reviewer Course Page, Comments - Empty and missing : Names and listitems missing in list role. • Landing page, Help us Improve - Dialog modal: Dialog modal name, role, and value needs to be programmatically determined; there is no accessible name for the dialog and aria-modal should be equal to true.

		• Landing page, Cookie Preference Center Dialog empty link: Focusable link with no purposeful accessible name. • Landing page, Carousel slider and control buttons: Carousel's region, slides, and control buttons with role and clear purpose of names are not defined. • New module Alert Dialog, Button - Watch now: Proper role must be programmatically determined, button element with role="link".
4.1.3: Status Messages (AA) In content implemented using markup languages, status messages can be programmatically determined through role or properties such that they can be presented to the user by assistive technologies without receiving focus.	Supports	Status messages are programmatically determined through roles and properties so they can be presented by assistive technologies without receiving focus.

Multimedia

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.2.1: Audio-only or Video-only (Prerecorded) (A) Provide alternatives for pre-recorded audio-only or video-only content.	Supports	Prerecorded audio only and video only content is provided with an alternative for time-based media, so the same information is available without relying on the original format.
1.2.2: Captions (Prerecorded) (A) Provide captions for pre-recorded audio	Partially supports	Captions are provided for prerecorded audio content in synchronized media in alignment with Captions Prerecorded so users can read spoken dialogue and important nonspeech audio information. Exceptions: • About, Researcher Academy Video - Audio Descriptions, Captions, Media alternative: No alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media including closed captions or transcripts.
1.2.3: Audio Description or Media Alternative (Prerecorded) (A) Provide alternatives for pre-recorded synchronized audio/video	Supports	For prerecorded synchronized media we provide audio description or an alternative for time-based media so that information conveyed visually in prerecorded video content is available to users who cannot see it.

1.2.4: Captions (Live) (AA) Provide captions for live audio in synchronized audio/video.	Supports (N/A)	This product does not serve any live audio or video content.
1.2.5: Audio Description (Prerecorded) (AA) Provide an audio description of pre-recorded video.	Does not support	Audio description is provided for prerecorded video content in synchronized media so that visual information is available to users who cannot see it. Exceptions: • Global: Introduction to the Certified Peer Reviewer Course Page (including all the other course pages like this one), Video content: No alternative for time-based media or audio description of the prerecorded video content was provided for synchronized media including in the Closed Captioning or transcripts provided.
1.4.2: Audio Control (A) Audio can be paused and stopped, or the audio volume can be changed.	Supports	When audio plays automatically for more than three seconds, a mechanism is available to pause or stop the audio or to control the audio volume independently of the overall system volume in alignment with Audio Control.
2.2.2: Pause, Stop, Hide (A) Users can stop, pause, or hide moving, blinking, scrolling, or auto-updating information.	Supports	Moving, blinking, or scrolling content that starts automatically and lasts more than five seconds is provided with a control to pause, stop, or hide it so users can focus on other content.

Usability

WCAG 2.1 Checkpoint	Conformance Level	Remarks
2.2.1: Timing Adjustable (A) Users are warned of time limits shorter than 20 hours and time limits can be turned off or extended	Supports	Throughout this product, time limits are adjustable. Users can turn off a time limit, adjust its length, or extend the time before it expires after a warning of at least twenty seconds.
2.4.5: Multiple Ways (AA) More than one way is available to navigate to other web pages.	Supports	Users can locate a web page in more than one way within a set of web pages in alignment with Multiple Ways. We provide global navigation and local menus, site search, breadcrumbs, sitemaps, and contextual links such as related items or a table of contents.
3.2.2: On Input (A) Changing the setting of a checkbox, radio button, or other UI component does not	Partially supports	Changing the setting of a user interface component does not automatically cause a change of context. Major changes such as navigation or form submission require explicit action like Submit or Apply.

trigger unexpected changes in context.		Exceptions: • Global for: Career path, Learn, Research preparation, Writing for research, Publication process, Navigating peer review, Communicating your research pages, and Welcome Username (profile) page, Fieldset, Legend, and Input radio button group: Refresh/change of context happens immediately as a result of a user input, without warning or a submit/confirm step. • Search Page, Keyword input, Topic and Type Selects, and result content of search: After changing any of the following input content or Select options: Keyword, Topic, and Type, without activating the Search Submit button, content or results appear onto the screen on input or select change.
3.2.3: Consistent Navigation (AA) Navigation menus are in the same location and order on every web page.	Supports	Navigational mechanisms that are repeated on multiple pages occur in the same relative order within a set of web pages, unless a change is initiated by the user.
3.3.4: Error Prevention (Legal, Financial, Data) (AA) For web pages with legal or financial commitments, input can be reviewed and corrected before final submission, and submissions can be reverted.	Supports	For pages that create legal commitments or financial transactions, or that allow users to change or delete data or submit test responses, we implement error prevention by providing reversible actions, checked entries, or confirmed submissions.

Mobile User Experience

WCAG 2.1 Checkpoint	Conformance Level	Remarks
1.3.4: Orientation (AA) Content does not restrict its view and operation to a single display orientation, such as portrait or landscape, unless a specific display orientation is essential.	Supports	Content does not restrict its view and operation to a single device orientation such as portrait or landscape.
2.5.1: Pointer Gestures (A) All functionality that uses multipoint or path-based gestures for operation can be operated with a single pointer without a path-based gesture, unless a multipoint or path-	Supports	Any feature that might rely on multipoint or path-based gestures can be operated with a single pointer without a path-based gesture unless the complex gesture is essential.

based gesture is essential.		
2.5.2: Pointer Cancellation (A) For functionality that can be operated using a single pointer, at least one of the following is true: • No Down-Event • Abort or Undo • Up Reversal • Essential	Supports	Functionality that can be operated with a single pointer follows Pointer Cancellation by avoiding activation on the down event, completing actions on the up event, and allowing users to abort or undo before completion unless the down event is essential.
2.5.4: Motion Actuation (A) Functionality that can be operated by device motion or user motion can also be operated by user interface components and responding to the motion can be disabled to prevent accidental actuation, except when: • Supported Interface • Essential	Supports	This product does not use motion actuation, and all functionality is available through user interface controls.