Me Learning Accessibility Conformance Report

WCAG Edition

(Based on VPAT® Version 2.5Rev)

Name of Product/Version:

Me Learning Adapt Courses

Report Date:

20 January 2026

Product Description:

We design and develop digital learning content that conforms to WCAG 2.2 AA accessibility guidelines, using the Adapt Framework and Adapt Authoring Tool. Our courses span a wide range of topics and formats, and are structured to support inclusive learning experiences for diverse user needs. Content types may include - but are not limited to - interactive modules, educational videos, audio narration, web-based interactions, scenario-driven games, and knowledge-check quizzes. All materials are crafted with a focus on clarity, usability, and accessibility, ensuring compatibility with screen readers, keyboard navigation, and other assistive technologies.

Contact Information:

Me Learning Ltd

📞 01273 091 301

✉ enquiries@melearning.co.uk

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Notes:

This Accessibility Conformance Report is based on a representative Adapt Framework build used across Me Learning's WCAG 2.2 Level AA-compliant digital courses. Actual conformance for bespoke or branded client versions may vary depending on implementation, client branding, or third-party assets. This report covers WCAG 2.2 Levels A and AA only. WCAG Level AAA criteria have not been evaluated. No live or real-time content is included. The report was generated based on internal accessibility testing using a combination of manual and automated tools.

Evaluation Methods Used:

This Accessibility Conformance Report is based on a representative course built using the Adapt Authoring Tool and Framework. Evaluation was conducted using a combination of manual inspection, automated testing, and assistive technology testing to assess conformance with WCAG 2.2 Level A and AA success criteria.

Testing included:

- Manual review of keyboard navigation, focus order, semantic structure, and visual layout.
- Automated scanning using **BrowserStack Accessibility Tools** to identify programmatic issues.
- Cross-browser testing on **Chrome**, **Safari**, and **Microsoft Edge**.
- Assistive technology testing with:
  - **NVDA** on Windows
  - **VoiceOver** on macOS
  - **VoiceOver** (iOS)
  - **TalkBack** on Android devices
  - **JAWS** (Windows)

Testing was conducted by individuals familiar with accessibility best practices and the Adapt learning platform.

Applicable Standards/Guidelines

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

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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 only be used in WCAG Level AAA criteria.

WCAG 2.x Report

Note: When reporting on conformance with the WCAG 2.x Success Criteria, they are scoped for full pages, complete processes, and accessibility-supported ways of using technology as documented in the [WCAG 2.0 Conformance Requirements](#).

Table 1: Success Criteria, Level A

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Supports	All non-text content, including images and icons, includes meaningful alternative text. Decorative elements are marked appropriately using alt="" or aria-hidden="true".
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Supports	Our courses do not contain standalone audio-only or video-only content. All multimedia includes both audio and visual components, ensuring no alternative-only formats are used.
1.2.2 Captions (Prerecorded) (Level A)	Partially supports	Captions are provided for all spoken dialogue in prerecorded videos. However, relevant non-speech audio (e.g., sound effects, music, or environmental cues) is not consistently included in captions.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Supports	Prerecorded videos that require additional visual context are accompanied by accessible transcripts.
1.3.1 Info and Relationships (Level A)	Partially supports	Most structural relationships are conveyed using ARIA roles and attributes. However, heading elements are implemented using <div role="heading" aria-level="X"> instead of semantic HTML <h1>–<h6>.
1.3.2 Meaningful Sequence (Level A)	Supports	Content is structured in a logical reading order. Keyboard and screen reader testing confirms that the sequence of information matches the visual presentation.
1.3.3 Sensory Characteristics (Level A)	Supports	Instructions do not rely on shape, size, colour, or location alone. Descriptive labels and alternative text are used to convey important information.
1.4.1 Use of Color (Level A)	Supports	Colour is not the sole means of conveying information. Icons, text labels, or patterns are used in combination with colour for clarity.
1.4.2 Audio Control (Level A)	Supports	No audio plays automatically unless specifically requested. If audio is present, user controls are provided to pause or stop playback.

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Criteria	Conformance Level	Remarks and Explanations
2.1.1 Keyboard (Level A)	Supports	All interactive elements, including buttons, quizzes, and navigation, are operable using only the keyboard without requiring specific timing or gestures.
2.1.2 No Keyboard Trap (Level A)	Supports	Focus can be moved to and from all interactive elements using the keyboard alone. No keyboard traps were identified during testing.
2.1.4 Character Key Shortcuts (Level A 2.1 and 2.2)	Supports	Our courses do not use single-character keyboard shortcuts.
2.2.1 Timing Adjustable (Level A)	Supports	Our courses do not include any time limits that would impact user interaction.
2.2.2 Pause, Stop, Hide (Level A)	Supports	The user can disable animations through accessibility settings in each course.
2.3.1 Three Flashes or Below Threshold (Level A)	Supports	The product does not contain any flashing content that could trigger seizures.
2.4.1 Bypass Blocks (Level A)	Supports	A "Skip to main content" link is provided and functions correctly. In addition, ARIA landmark roles (e.g., role="navigation", role="main") are used to define page regions for assistive technologies.
2.4.2 Page Titled (Level A)	Supports	Each course page includes a meaningful and descriptive <title> element that accurately reflects the page content. Placeholder titles used in template files are replaced with course-specific titles before release.
2.4.3 Focus Order (Level A)	Supports	Each course supports logical keyboard navigation order that aligns with visual layout. Interactive elements receive focus in a predictable and accessible sequence.
2.4.4 Link Purpose (In Context) (Level A)	Supports	All interactive elements use descriptive link text or are placed within a clear context. Button labels such as "Start quiz", "Back to menu", and "Next topic" accurately convey their purpose.
2.5.1 Pointer Gestures (Level A 2.1 and 2.2)	Supports	Our courses can include drag-and-drop interactions, but all functionality is also accessible via keyboard navigation and click-to-select/drop alternatives, meeting the requirement for simple pointer input.

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Criteria	Conformance Level	Remarks and Explanations
2.5.2 Pointer Cancellation (Level A 2.1 and 2.2)	Supports	All pointer interactions activate on mouseup or click events. The course does not include any irreversible actions triggered on mousedown or touchstart.
2.5.3 Label in Name (Level A 2.1 and 2.2)	Supports	All interactive components with visible text labels include those labels in their accessible names, ensuring compatibility with screen readers and voice input technologies.
2.5.4 Motion Actuation (Level A 2.1 and 2.2)	Supports	Our courses do not use device motion or orientation to trigger functionality. All interactions are initiated via standard interface elements (e.g. buttons, links, keyboard).
3.1.1 Language of Page (Level A)	Supports	Each page includes a valid lang attribute in the <html> element, identifying English as the default language for assistive technologies.
3.2.1 On Focus (Level A)	Supports	No changes of context are triggered by focus alone. Interactive components respond only to user-initiated activation events (e.g., click or keypress).
3.2.2 On Input (Level A)	Supports	Changing the value of any form field or control does not trigger automatic changes of context. All changes require explicit user action, such as clicking a Submit button.
3.2.6 Consistent Help (Level A 2.2 only)	Not applicable	Our courses do not include contextual help or user support options. Therefore, this criterion is not applicable.
3.3.1 Error Identification (Level A)	Not applicable	Our courses do not include form fields or user inputs where input errors can occur. There are no text-entry fields, dropdowns, or scenarios where users can submit incorrect or invalid data.
3.3.2 Labels or Instructions (Level A)	Supports	All interactive components include visible instructions or labels that clearly describe the expected input.
3.3.7 Redundant Entry (Level A 2.2 only)	Not applicable	Our courses do not require users to enter or re-enter information. No user-entered data is collected across multiple steps or screens.
4.1.1 Parsing (Level A) WCAG 2.0 and 2.1 – Always answer 'Supports'	Supports	For WCAG 2.0 and 2.1, the September 2023 errata update indicates this criterion is always

Criteria	Conformance Level	Remarks and Explanations
WCAG 2.2 (obsolete and removed) - Does not apply		supported. See the WCAG 2.0 Editorial Errata and the WCAG 2.1 Editorial Errata.
4.1.2 Name, Role, Value (Level A)	Supports	All interactive elements provide appropriate roles, names, and values using semantic HTML or ARIA attributes. Custom components expose their function and state to assistive technologies as required.

Table 2: Success Criteria, Level AA

Notes:

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Not applicable	Our courses do not contain any live audio or real-time multimedia content. All content is prerecorded.
1.2.5 Audio Description (Prerecorded) (Level AA)	Supports	All prerecorded videos are designed with voiceover narration that conveys all meaningful visual content. No separate audio description is necessary.
1.3.4 Orientation (Level AA 2.1 and 2.2)	Supports	Our courses support both portrait and landscape orientations. Content reflows correctly, and no functionality is restricted to a specific orientation. In rare cases when zoomed in significantly, navigation elements may temporarily overlap content, but this does not prevent access.
1.3.5 Identify Input Purpose (Level AA 2.1 and 2.2)	Not applicable	Our courses do not include input fields that collect personal information. Open-text fields used for learning activities do not require autocomplete attributes.
1.4.3 Contrast (Minimum) (Level AA)	Supports	All textual elements meet or exceed the required contrast ratios of 4.5:1 for normal text and 3:1 for large or bold text. The default course colour palette has been validated against WCAG 2.2 AA guidelines.

Criteria	Conformance Level	Remarks and Explanations
1.4.4 Resize text (Level AA)	Supports	Text content can be resized up to 200% using browser zoom without loss of content or functionality. Layout reflows appropriately on zoom, and all interactive elements remain usable.
1.4.5 Images of Text (Level AA)	Supports	All course content uses actual text rather than images of text, except for logos and decorative imagery. Text is presented using semantic HTML and CSS styling, ensuring accessibility and adaptability.
1.4.10 Reflow (Level AA 2.1 and 2.2)	Supports	The course layout reflows correctly and remains fully usable up to 400% zoom and on 320px-wide viewports. Navigation and action controls adapt appropriately without obscuring content, and all functionality remains accessible via keyboard and screen readers.
1.4.11 Non-text Contrast (Level AA 2.1 and 2.2)	Supports	All interactive UI components and graphical indicators maintain a minimum contrast ratio of 3:1 against adjacent backgrounds, including hover/focus states and iconography.
1.4.12 Text Spacing (Level AA 2.1 and 2.2)	Partially supports	Text content supports user-defined spacing overrides up to WCAG-specified thresholds without loss of readability or functionality. In some cases, applying spacing globally to interface elements (e.g., buttons, drawer headers) may disrupt layout or alignment.
1.4.13 Content on Hover or Focus (Level AA 2.1 and 2.2)	Supports	Additional content triggered by hover or focus (e.g., hints or tooltips) remains visible when hovered, is dismissible via mouse or keyboard, and does not obstruct other content.
2.4.5 Multiple Ways (Level AA)	Supports	Users can locate and access content in multiple ways, including a main menu listing all topics, contextual navigation buttons between topics, and a slide-out drawer for navigating within individual pages.
2.4.6 Headings and Labels (Level AA)	Supports	Headings and labels are clear, descriptive, and reflect the purpose of each section or component. Semantic structure is conveyed using role="heading" and aria-level, ensuring screen

Criteria	Conformance Level	Remarks and Explanations
		reader compatibility even where native heading elements are not used.
2.4.7 Focus Visible (Level AA)	Supports	All interactive components provide a visible keyboard focus indicator to support users navigating via keyboard. Focus styles are consistent and meet visibility requirements across form inputs, links, and buttons.
2.4.11 Focus Not Obscured (Minimum) (Level AA 2.2 only)	Supports	Keyboard focus is consistently visible, even when persistent navigation or UI elements are present. At minimum, the focused item remains partially visible within the viewport, satisfying WCAG 2.2 requirements.
2.5.7 Dragging Movements (Level AA 2.2 only)	Supports	Drag-and-drop interactions include accessible alternatives such as keyboard navigation and click-to-select functionality, ensuring full operability without requiring drag gestures.
2.5.8 Target Size (Minimum) (Level AA 2.2 only)	Supports	Interactive elements meet or exceed the 24×24 CSS pixel requirement for target size. Components include sufficient padding or spacing to support users with limited dexterity.
3.1.2 Language of Parts (Level AA)	Not applicable	Course content is entirely in English. No foreign-language content is included that would require language markup.
3.2.3 Consistent Navigation (Level AA)	Supports	Navigational mechanisms, including main menus, end-of-topic buttons, and drawer navigation, appear consistently across all topics and pages. This ensures predictable interaction patterns for all users.
3.2.4 Consistent Identification (Level AA)	Supports	Interactive elements and components with similar functionality are consistently identified through visual labels and accessible names (e.g., "Submit", "Show Feedback"). ARIA roles and labels are used appropriately across the course interface.
3.3.3 Error Suggestion (Level AA)	Not applicable	Our courses do not include inputs or forms that can result in errors requiring correction. Navigation and progression are controlled to prevent incomplete submissions.

Criteria	Conformance Level	Remarks and Explanations
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Not applicable	Our courses do not include legal, financial, or user-controlled data submissions. No permanent or critical transactions are made.
3.3.8 Accessible Authentication (Minimum) (Level AA 2.2 only)	Not applicable	Our courses do not include any authentication processes or cognitive function tests. Access is managed externally by the hosting platform.
4.1.3 Status Messages (Level AA 2.1 and 2.2)	Supports	Important dynamic updates, such as form validation notices and navigation feedback, are communicated to screen readers using programmatic techniques like aria-live regions. These ensure messages are conveyed without requiring focus change.