

# Cambridge University Press and Assessment Accessibility Conformance Report

## WCAG Edition

(Based on VPAT<sup>®</sup> Version 2.4Rev)

### Name of Product/Version:

Cambridge GO (for Latin)

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### Report Date:

Version 1.5: December 2024

#### Previous versions:

Version 1.4: October 2024

Version 1.3: August 2024

Version 1.2: April 2024

Version 1.1: February 2024

Version 1: September 2023

## **Product Description:**

A web application portal providing access to teaching and learning resources for instructors and learners.

## **Contact information:**

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## **Notes:**

Update August 2024: During Spring 2024 we undertook new external audits of the key platforms that North American Latin 6<sup>th</sup> Edition will use. These audits have validated the approach that we've taken to make our platforms accessible to WCAG 2.1 AA (our eventual target state for conformance is 2.2 AA). However, those audits still identified some areas where our implementation needs to be tweaked to comply – we are continuing to work on this and will continue to do so. Some of these non-conformance areas are highlighted in the tables below as well as areas where we now comply and was validated by the audits. Full details of recent changes is in the Addendum. There will be a further update in October to detail.

Cambridge GO aggregates access to multiple content resources, capability platforms and common services. The core platform and specific dependent platforms for Cambridge Latin are in scope for this report. Scope exceptions include Supporting Applications (which are used under alternate scenarios for offline tablet/mobile/desktop consumption, Authoring Environments (which are not exposed to end users), and Closed functions (which are not provided for by Cambridge GO)

The creation of this ACR (Accessibility Conformance Report) establishes a baseline and tracked status of conformity, from which improvements can be taken into account, and from which new developments may avoid creating new areas of non-conformance as they are specified.

Cambridge is committed to embedding accessibility into all of its new products and services, and supporting users with assistive technology needs into the future.

## Evaluation Methods Used:

Automated tools and manual testing through technical specialists and non-specialist users with a range of disabilities (see table 1)

User type	OS	Browser	Assistive technology
Vision impaired (total)	Windows	<ol style="list-style-type: none"> <li>1. Chrome (latest version)</li> <li>2. Firefox (latest version)</li> </ol>	<ol style="list-style-type: none"> <li>1. JAWS 2019+</li> <li>2. NVDA (latest version)</li> </ol>
Mobility	Windows	Chrome (latest version)	Dragon Voice Activation v15+
Mobility	Windows	Chrome (latest version)	Standard keyboard (English)
Hearing impaired (total)	Windows	Chrome (latest version)	n/a
Colour Blind/Dyslexia	Windows	Chrome (latest version)	n/a
Vision impaired (substantial)	Windows	<ol style="list-style-type: none"> <li>1. Chrome (latest version)</li> <li>2. Edge (latest version)</li> </ol>	<ol style="list-style-type: none"> <li>1. Screen Magnification, Reflow, Text Spacing, Windows Magnifier</li> <li>2. Zoom text</li> </ol>
Cognitive impaired/Asperger's/ Anxious	Windows	Edge (latest version)	System inverted colours

## Applicable Standards/Guidelines [WCAG 2.1 \(AA\)/2.2 \(AA\)](#)

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

### Ereader

[Web Content Accessibility Guidelines 2.1](#)

Level A (**Yes**)

Level AA (**Yes**)

### Cambridge GO and Digital Formative Assessment

[Web Content Accessibility Guidelines 2.2](#)

Level A (**Yes**)

Level AA (**Yes**)

### Terms

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

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

## WCAG 2.1 Report

### Notes

1. 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](#).

2. Where possible we are aiming to support WCAG 2.2 and are working towards that.

**Table 1: Success Criteria, Level A**

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.1.1 Non-text Content</a> (Level A)	<b>Supports</b>	Examples of (resource) conformity: <ul style="list-style-type: none"> <li>• Resource files and eBook decorative image elements are marked as such.</li> <li>• Meaningful images are provided with relevant alt-text longer-form descriptions.</li> <li>• Boxes, icons and realia are marked with meaningful Aria labelling.</li> <li>• Decorative images don't have alt text</li> <li>• Icons in the navigation have alt text</li> <li>• Image icon for show password component has appropriate alt text.</li> </ul>
<a href="#">1.2.1 Audio-only and Video-only (Prerecorded)</a> (Level A)	<b>Supports</b>	Examples of conformity: <ul style="list-style-type: none"> <li>• All audio/video is associated with text/transcript, or accompanies body text for which it is associated.</li> </ul>
<a href="#">1.2.2 Captions (Prerecorded)</a> (Level A)	<b>Supports</b>	Examples of conformity: <ul style="list-style-type: none"> <li>• All video files are accompanied by closed caption subtitling where spoken word is used.</li> </ul>
<a href="#">1.2.3 Audio Description or Media Alternative (Prerecorded)</a> (Level A)	<b>N/A</b>	Audio is offered to complement written text.
<a href="#">1.3.1 Info and Relationships</a> (Level A)	<b>Partially supports</b>	Examples of (interface) non-conformance: <ul style="list-style-type: none"> <li>• Ereader search bar the input field does not contain a programmatic label</li> <li>• Ereader navigation and sub-navigation isn't coded to present the correct information</li> </ul> Examples of (resources) conformance:

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>• Cookie settings in Cambridge GO footer accessible for all user groups</li> <li>• Tab sequence is logical.</li> <li>• Tables are correctly marked up for linearization against headers and first column tagging.</li> <li>• Form-fields are semantically labelled and rely on visual association.</li> <li>• Password strength guide is marked up as a clear list.</li> <li>• Asterisk accompanying required information field for registration is accompanied by explanatory text.</li> <li>• Ereader Bookmark links pass minimum contrast ratios and provide clear instruction to screenreader users</li> <li>• Post-test summary in Digital Formative Assessment now has correct heading structure.</li> <li>• In Digital Formative Assessment in the 'My Assessments' dashboard the assessment names are marked up with correct visual and programmatic headings.</li> </ul>
<a href="#">1.3.2 Meaningful Sequence</a> (Level A)	<b>Partially supports</b>	<p>Examples of (interface) non-conformance:</p> <ul style="list-style-type: none"> <li>• eReader contents structure when expanded is arranged illogically for keyboard access</li> </ul> <p>Examples of (resource) conformance:</p> <ul style="list-style-type: none"> <li>• Tables in resources may be linearized.</li> <li>• Text in resources is structured with no ambiguity in sequenced order.</li> </ul>
<a href="#">1.3.3 Sensory Characteristics</a> (Level A)	<b>Supports</b>	<p>Examples of (resource) conformance:</p> <ul style="list-style-type: none"> <li>• References to tables and images are supported by captioning.</li> <li>• Password rules complete and discernible.</li> <li>• Extended alt-text to support activities that require analysis of images.</li> <li>• Show/hide password supported by description</li> </ul>
<a href="#">1.4.1 Use of Color</a> (Level A)	<b>Partially supports</b>	Examples of (interface) non-conformance:

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>Play button on eReader audio playback only changes colour on receiving focus – no other indication is made.</li> </ul> <p>Examples of (interface) conformance:</p> <ul style="list-style-type: none"> <li>Borders are added to interface components receiving keyboard focus (e.g. contents menu items).</li> <li>Selected menu items change colour <i>and</i> reverse text out.</li> <li>Supporting Resource card focus change colour passes contrast guidelines</li> </ul> <p>For resources:</p> <ul style="list-style-type: none"> <li>Functional boxes are not solely reliant on colour, but are additionally discernable through ARIA labels.</li> </ul>
<a href="#">1.4.2 Audio Control</a> (Level A)	<b>Supports</b>	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>Audio player permits pausing, and independently controlling volume.</li> </ul>
<a href="#">2.1.1 Keyboard</a> (Level A)	<b>Partially supports</b>	<p>Examples of non-conformance:</p> <p>Some interface elements cannot be selected by using the keyboard only and rely on mouse control/access:</p> <ul style="list-style-type: none"> <li>Ereader pagination icon requires an aria label</li> <li>Cookie Settings link in the footer is not accessible to all user groups has not got a valid role or name.</li> </ul> <p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>Interface components are mapped with tab order and effective landscape to navigate the site.</li> <li>Expand/collapse menu items are now mapped for tab order.</li> <li>'Join school' menu and 'Complete school profile' are mapped for tab order.</li> </ul>
<a href="#">2.1.2 No Keyboard Trap</a> (Level A)	<b>Supports</b>	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>All elements that can be accessed via keyboard can be exited by keyboard.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
<a href="#">2.1.4 Character Key Shortcuts</a> (Level A 2.1 only)	N/A	No dependent functions exist.
<a href="#">2.2.1 Timing Adjustable</a> (Level A)	N/A	No dependent functions exist
<a href="#">2.2.2 Pause, Stop, Hide</a> (Level A)	N/A	No dependent functions exist
<a href="#">2.3.1 Three Flashes or Below Threshold</a> (Level A)	N/A	No applicable components
<a href="#">2.4.1 Bypass Blocks</a> (Level A)	<b>Supports</b>	<p>Example of conformance</p> <ul style="list-style-type: none"> <li>Ereader iFrames contain appropriate titles/names</li> <li>The 'Skip to Main Content' button allows users to bypass blocks of repeated content.</li> </ul>
<a href="#">2.4.2 Page Titled</a> (Level A)	<b>Supports</b>	<p>Examples of (resource) conformance:</p> <ul style="list-style-type: none"> <li>Pages are titled according to content structure on Cambridge GO and ereader.</li> <li>All page titles describe the purpose of the page on Digital Formative Assessment incl each test question</li> </ul>
<a href="#">2.4.3 Focus Order</a> (Level A)	<b>Partially supports</b>	<p>Examples of non-conformance</p> <ul style="list-style-type: none"> <li>Ereader Contents navigation doesn't follow a logical order</li> </ul> <p>Example of conformance:</p> <ul style="list-style-type: none"> <li>User can tab appropriately through navigation menus and edit account page</li> <li>Drop down menu follows correct focus order</li> <li>Ereader widgets are announced correctly.</li> <li>Ereader notes can be focussed and read by screen reader once filled.</li> <li>Ereader fixed tools pane follows a logical and predictable order</li> </ul>
<a href="#">2.4.4 Link Purpose (In Context)</a> (Level A)	<b>Partially supports</b>	<p>Examples of non-conformance:</p> <ul style="list-style-type: none"> <li>Ereader bookmarks do not contain discernible link text.</li> </ul> <p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>Links to external resources are described.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>• ‘Download the Cambridge Reader App’ links provide adequate descriptions to discern purpose or destination.</li> <li>• Ereader – all links have discernible link text.</li> <li>• Digital Formative Assessment – Check-In/Check-Out links both possess unique accessible names</li> </ul>
<a href="#">2.5.1 Pointer Gestures</a> (Level A 2.1 only)	N/A	No dependent functions exist.
<a href="#">2.5.2 Pointer Cancellation</a> (Level A 2.1 only)	N/A	No dependent functions exist.
<a href="#">2.5.3 Label in Name</a> (Level A 2.1 only)	<b>Partially Supports</b>	<p>Examples of non-conformance</p> <ul style="list-style-type: none"> <li>• In Digital Formative Assessment the buttons used for hour and minute information have accessible names that don’t contain a visual label</li> </ul> <p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>• Aria label added to side navigation resource bar.</li> <li>• Labels in the Assessment assignment and taking an assessment</li> <li>• Create a password field includes aria label detailing instruction.</li> <li>• Verification code for Login</li> <li>• Search institution form contains correct labels</li> </ul>
<a href="#">2.5.4 Motion Actuation</a> (Level A 2.1 only)	N/A	No dependent functions exist.
<a href="#">3.1.1 Language of Page</a> (Level A)	<b>Supports</b>	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>• The page language can be determined programmatically.</li> </ul>
<a href="#">3.2.1 On Focus</a> (Level A)	<b>Supports</b>	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>• Components receiving focus do not change context.</li> </ul>
<a href="#">3.2.2 On Input</a> (Level A)	<b>Supports</b>	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>• Across all platforms: changing the setting of any user interface component does not automatically cause a</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		change of context unless the user has been advised of the behaviour before using the component.
<a href="#">3.3.1 Error Identification</a> (Level A)	<b>Supports</b>	<p>Example of conformance:</p> <ul style="list-style-type: none"> <li>If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text.</li> </ul>
<a href="#">3.3.2 Labels or Instructions</a> (Level A)	<b>Partially supports</b>	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>All password constraints are presented accessibly.</li> <li>School Search form fields have informative visual labels as well as placeholder text.</li> </ul> <p>Examples of non-conformance:</p> <ul style="list-style-type: none"> <li>Verification code may time out, yet this is not explained during the process of registration.</li> <li>Input field provided for users to enter a page number to navigate to the relevant page, has not been provided with a visual label.</li> </ul>
<a href="#">4.1.1 Parsing</a> (Level A)	<b>Supports</b>	<p>Note – this criterion is deprecated under Level 2.2 <a href="#">Understanding Parsing (Obsolete and removed)</a></p> <p>Example of conformance in Digital Formative Assessment, Cambridge GO and ereader:</p> <ul style="list-style-type: none"> <li>Every id attribute value of active elements is unique.</li> </ul>
<a href="#">4.1.2 Name, Role, Value</a> (Level A)	<b>Partially Supports</b>	<p>Examples of non-conformance</p> <ul style="list-style-type: none"> <li>Ereader pagination icon does not have an aria label.</li> </ul> <p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>Buttons and form fields includes discernible text and programmatic labels.</li> <li>Interactive elements are not nested.</li> <li>Show password now accessible</li> <li>Ereader iFrame contains appropriate title and name.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>Tools have the appropriate aria label.</li> <li>Digital Formative Assessment: The open/closed buttons have been provided with the correct aria labels.</li> </ul>

## Table 2: Success Criteria, Level AA

Notes: Autocomplete (WCAG 2.2) – Does not support

Criteria	Conformance Level	Remarks and Explanations
<a href="#">1.2.4 Captions (Live)</a> (Level AA)	N/A	No dependent functions exist.
<a href="#">1.2.5 Audio Description (Prerecorded)</a> (Level AA)	N/A	No dependent functions exist.
<a href="#">1.3.4 Orientation</a> (Level AA 2.1 only)	N/A	No dependent functions exist.
<a href="#">1.3.5 Identify Input Purpose</a> (Level AA 2.1 only)	Supports	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>Each field is described for purpose.</li> </ul>
<a href="#">1.4.3 Contrast (Minimum)</a> (Level AA)	Partially Supports	<p>Examples of non-conformance:</p> <ul style="list-style-type: none"> <li>Digital Formative Assessment: Cancel text on Delete Assessment dialog doesn't meet required contrast ratio</li> </ul> <p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>All resource text is set to higher contrast.</li> <li>All other interface text is at higher contrast (e.g. button normal state.)</li> <li>Text entry example text in error state.</li> <li>Some interface text requires higher contrast: <ul style="list-style-type: none"> <li>Store/support button focus state.</li> <li>Create account button focus state.</li> <li>Terms acceptance error state text.</li> </ul> </li> <li>Assessment: Preview – hover colour on buttons</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>Ereader: Correct colour contrast on interface text and key tool.</li> <li>Cookie Settings link text and Add new resources text (when selected) meets required contrast ratios</li> <li>The Add New Resources button maintains an accessible colour contrast regardless of its state</li> </ul>
<a href="#">1.4.4 Resize text</a> (Level AA)	<b>Partially Supports</b>	<p>Example of non-conformance</p> <ul style="list-style-type: none"> <li>Ereader: When contents list is zoomed some titles are truncated.</li> </ul> <p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>Text (non-picture/captions) can be resized by 200% without loss of fidelity or functionality in all areas of Cambridge GO and Digital Formative Assessment platforms.</li> </ul>
<a href="#">1.4.5 Images of Text</a> (Level AA)	N/A	N/A
<a href="#">1.4.10 Reflow</a> (Level AA 2.1 only)	<b>Partially supports</b>	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>Digital Formative Assessment appears correctly when zoomed to 200%</li> <li>When viewing the page in a singular column format the Cambridge GO Apps page text doesn't overlap and responds appropriately.</li> </ul> <p>Examples of non-conformance:</p> <ul style="list-style-type: none"> <li>The Latin books is fixed layout and so not possible to view at 400% magnification</li> </ul>
<a href="#">1.4.11 Non-text Contrast</a> (Level AA 2.1 only)	<b>Partially support</b>	<p>Examples of conformance</p> <ul style="list-style-type: none"> <li>Entry fields on Login, registration, edit profile, institution search and join school all have required contrast ratio on form fields</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>• Create a new password show/hide password button border meets required contrast ration against background colour.</li> <li>• Assessment dashboard side navigation has correct contrast between text, buttons and background</li> <li>• Ereader – the background colour after a user selects any tools has correct contrast.</li> </ul> <p>Examples of non-conformance:</p> <ul style="list-style-type: none"> <li>• Some disabled buttons in Digital Formative Assessment tests still receive focus</li> <li>• Tick indicator has low contrast</li> </ul>
<a href="#">1.4.12 Text Spacing</a> (Level AA 2.1 only)	<b>Supports</b>	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>• Paragraph, line, letter and word spacing are all within specification.</li> </ul>
<a href="#">1.4.13 Content on Hover or Focus</a> (Level AA 2.1 only)	<b>Support</b>	Ereader: Pagination information icon functions correctly when receiving mouse hover or keyboard focus.
<a href="#">2.4.5 Multiple Ways</a> (Level AA)	<b>Supports</b>	<p>Examples of conformance:</p> <ul style="list-style-type: none"> <li>• More than one way to locate a web page within the set of pages available (index/next/go to).</li> </ul>
<a href="#">2.4.6 Headings and Labels</a> (Level AA)	<b>Partially support</b>	<p>Examples of non-conformity:</p> <ul style="list-style-type: none"> <li>• Resource download buttons do not discriminate content for which they are associated programmatically.</li> </ul> <p>Examples of conformity:</p> <ul style="list-style-type: none"> <li>• Most headings are coded correctly and descriptive.</li> <li>• Password creation form accurately labels the 'Create a password' field.</li> <li>• In Cambridge GO during the Create School flow the buttons and elements in the step-by-step tracker possess clear and descriptive labels.</li> </ul>

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>In Digital Formative Assessment all buttons have clear aria labels so it is clear to users what the purposes of buttons are.</li> </ul>
<a href="#">2.4.7 Focus Visible</a> (Level AA)	<b>Supports</b>	Examples of conformance <ul style="list-style-type: none"> <li>All keyboard navigable elements get clear focus.</li> <li>Activate/search resource accordions indicate focus.</li> <li>Resource activation page buttons indicate focus.</li> <li>Edit Account button present focus indicator.</li> <li>Expandable resources buttons indicate focus.</li> <li>Resource download buttons indicate focus</li> <li>Start Trial button indicates focus.</li> <li>Ereader widget icons get clear focus</li> <li>Login screen under magnification now displays keyboard focus.</li> <li>Account creation confirmation screen now displays keyboard focus.</li> </ul>
<a href="#">3.1.2 Language of Parts</a> (Level AA)	<b>Supported</b>	Examples of conformance : <ul style="list-style-type: none"> <li>Text sections in Latin in ebook are marked as such.</li> </ul>
<a href="#">3.2.3 Consistent Navigation</a> (Level AA)	<b>Supports</b>	Examples of conformance: <ul style="list-style-type: none"> <li>Navigational elements that are repeated across screens are in the same presentational and navigational order.</li> </ul>
<a href="#">3.2.4 Consistent Identification</a> (Level AA)	<b>Supports</b>	Example of conformance: <ul style="list-style-type: none"> <li>Components that have the same functionality within a set of Web pages are identified consistently.</li> </ul>
<a href="#">3.3.3 Error Suggestion</a> (Level AA)	<b>Supports</b>	Examples of conformance <ul style="list-style-type: none"> <li>Field input error on password creation has sufficiently descriptive error message</li> </ul>
<a href="#">3.3.4 Error Prevention (Legal, Financial, Data)</a> (Level AA)	<b>Supports</b>	Example of Conformance

Criteria	Conformance Level	Remarks and Explanations
		<ul style="list-style-type: none"> <li>Data entered by the user is checked for input errors and the user is provided an opportunity to correct them.</li> </ul>
<a href="#">4.1.3 Status Messages</a> (Level AA 2.1 only)	<b>Supports</b>	<p>Example of conformance:</p> <ul style="list-style-type: none"> <li>Where an error or a success notification is presented, audible feedback of status update is given.</li> <li>Incorrect activation code is announced accessibly</li> <li>In Digital Formative Assessment When copying a link to an assessment the popup message text is now audibly announced.</li> <li>New resource filtered results are accessibly announced as having completed.</li> <li>In Digital Formative Assessment when filtering the assessments Status Message when 'No Results' is not audibly announced to users of Screen Reading Assistive Technologies.</li> </ul>

## Legal Disclaimer (Cambridge University Press and Assessment)

<https://www.cambridge.org/legal> contains all legal notices regarding our organisation, including privacy, security, copyright and safeguarding.

All of the above information is correct (but may not be complete) at the date indicated on the first page of this ACR (Accessibility Compliance Report). As we continue to use this report to improve our product offering, please contact us at [PTSupport@cambridge.org](mailto:PTSupport@cambridge.org) to obtain or request information on more recent releases.

# Addenda

## Addendum 1 – Change Log

In this section we highlight when we have made updates that have had a positive impact on our accessibility. We will update this as and when we have significant updates. Note we have also highlighted where criteria have status have changed.

### December 2024 Update

Component	Criteria adjusted	Changes made
Cambridge GO	1.3.1 Info and Relationships (Level A)	Expanded interactive options on Resource Page are now functions correctly for all users
Cambridge GO	1.3.1 Info and Relationships (Level A) 2.1.1 Keyboard (Level A) 2.1.3 Keyboard (No Exception) (Level AAA) 4.1.2 Name, Role, Value (Level A)	Tool tip content in School Search is now accessible for all users. Create New Password page now has correct heading structures
Cambridge GO	2.4.1 Bypass Blocks (Level A) (Now Supports)	Skip to main content is now functioning correctly on Supporting Resource pages with correct headings structure
Cambridge GO	2.4.3 Focus Order (Level A)	The focus shifts to the Resource sidebar when it is expanded
Cambridge GO	2.4.4 Link Purpose (In Context) (Level A)	Homepage app links now include appropriate aria labels so it is clear to users what the purpose of the links are
Cambridge GO	3.3.2 Labels or Instructions (Level A)	When creating an account required fields such as 'Confirm Email field' are audibly announced to users of assistive technologies.
Cambridge GO	4.1.2 Name, Role, Value (Level A)	When creating an account the role choice is no longer called out as required.

		On Search Schools the Country selection box includes the appropriate aria labels.
Cambridge GO	1.4.10 Reflow (Level AA)	On Download Reader Apps page the options no longer overlap when zoomed in Users can resize Edit account page and Search Schools pages into single column and magnify without issues.
Cambridge GO	1.4.3 Contrast (Minimum) (Level AA)	Cookie Settings and whole Add New Resources button flow now all pass colour contrast levels.
Cambridge GO	1.4.11 Non-text Contrast (Level AA)	Country of residence text input border, focus state of 'Learn more about joining a school', supporting resources page, Edit account tab focus, Radio buttons on School Search page and focus state of Show/Hide password now meets minimum colour contrast guidelines with background colours.
Cambridge GO	2.4.6 Headings and Labels (Level AA)	All of the buttons during the School Profile flow now have clear purpose.
Cambridge GO	2.4.7 Focus Visible (Level AA)	Close button on GO announcement banner, the left menu on Resource page and dropdowns on Search Schools page all have clear focus states.
Cambridge GO	4.1.3 Status Messages (Level AA)	Status messages when searching for Supporting Resources are now audibly announced to users of assistive technologies.
Digital Formative Assessment	1.3.1 Info and Relationships (Level A)	The My Assessments page now has correct heading level structure so the page can be read logically by assistive technologies. Test pagination can now be read correctly by assistive technologies. Post-test summary, Assessment Start screen and No Assessments to do screens now have correctly marked up visual headings.
Digital Formative Assessment	2.2.2 Pause, Stop, Hide (Level A)	No moving image on the 'You've no assessments' page.
Digital Formative Assessment	2.4.2 Page Titled (Level A) (Now Supports)	Page titles are now specific to each question within an assessment.

Digital Formative Assessment	4.1.2 Name, Role, Value (Level A)	Expanded and sort buttons now have clear aria labels.
Digital Formative Assessment	1.4.4 Resize Text (Level AA)	Completed assessment page can be resized up to 200% and all text is still legible
Digital Formative Assessment	2.4.6 Headings and Labels (Level AA)	Buttons now have clear and understandable aria labels so users are clear what buttons' purposes are.
Digital Formative Assessment	4.1.3 Status Messages (Level AA) (Now Supports)	Alert banner upon publishing assessment is now fully accessible.

## October 2024 Update

Component	Criteria adjusted	Changes made
Cambridge GO	1.1.1 Non-text Content (Level A) (Now Supports)	Alternative text on School Search page logo is removed as it is decorative so that it won't be read by a screen reader.
Cambridge GO	1.3.1 Info and Relationships (Level A) 2.1.1 Keyboard (Level A) 2.1.3 Keyboard (No Exception) (Level AAA) 4.1.2 Name, Role, Value (Level A)	Changes made to the Cookie Settings link so it is fully accessible – button now has relevant label, clear focus state, position in the focus order and colour contrast is met.
Cambridge GO	1.3.1 Info and Relationships (Level A)	Correct semantic html used to identify visual headings for 'Other ways to add resources', 'Teacher Resources', 'Supporting Resources' on individual product resource pages and on Search schools page. Correct semantic html used for lists on sidebar Resources navigation expandable and on school search modal.

Cambridge GO	1.3.1 Info and Relationships (Level A) 2.5.3 Label in Name (Level A)	On the School Search page each field now has its own label so that assistive technologies can read it correctly
Cambridge GO	1.3.1 Info and Relationships (Level A) 4.1.2 Name, Role, Value (Level A)	Cards on Resource pages now have correct role so can be accessed via keyboard navigation and assistive technology.
Cambridge GO	1.4.1 Use of Color – Level A	On the Resource pages the outline/border during a focus state change now has a stronger colour that is accessible.
Cambridge GO	2.4.3 Focus Order – Level A	Improved tabbing on the Add Supporting Resource page
Cambridge GO	4.1.2 Name, Role, Value – Level A	Following buttons now have accessible names: Close button on the announcement banner, school search stepper buttons, sidebar expand button in the resource page and add new resource button.
Cambridge GO	2.5.3 Label in Name – Level A	Correct aria label now on Cambridge GO logo on the homepage, Resources pages and code input box.
Cambridge GO	4.1.2 Name, Role, Value - Level A	Correct Aria labels on expand/collapse attributes on the resources page.
Cambridge GO	3.3.2 Labels or Instructions – Level A	School Search form fields now have informative visual labels as well as placeholder text.
Cambridge GO	1.4.3 Contrast (Minimum) – Level AA	The Add New Resources button maintains an accessible colour contrast regardless of its state
Cambridge GO	4.1.3 Status Messages – Level AA	When searching for supporting resources, the results status message is now announced via the assistive technologies.
Digital Formative Assessment	1.3.1 Info and Relationships – Level A	All questions in tests now have a logical heading structure which allows them to be read by assistive technologies.
Digital Formative Assessment	2.4.3 Focus Order - Level A	There is now clear focus and Keyboard navigability on the Preview Assessments dialog.
Digital Formative Assessment	1.4.4 Resize text – Level AA	Text can be resized up to 200% without loss of content or functionality now.

## August 2024 Update

<b>Component</b>	<b>Criteria adjusted</b>	<b>Changes made</b>
Cambridge GO	1.3.1 Info and Relationships – Level A	Headings across all screens for Create account journey are coded correctly and in the correct order.
Cambridge GO	2.4.1 Bypass Blocks - Level A	Skip to Main Content now added across all pages and improved across screen sizes.
Cambridge GO	3.3.1 Error Identification - Level A	All input errors are now described to the users with text.
Cambridge GO	2.4.3 Focus Order - Level A	Clear focus order across all screens for Create account journey
Cambridge GO	4.1.2 Name, Role, Value - Level A	All form fields on the screens of the Create account journey possess programmatically associated labels
Cambridge GO	1.4.11 Non-text Contrast - Level AA	Form fields now meet minimum contrast guidelines.
Cambridge GO	2.4.7 Focus Visible – Level AA	Login screen under magnification now displays keyboard focus. Account creation confirmation screen now displays keyboard focus
Cambridge GO	1.4.3 Contrast (Minimum) - Level AA 1.4.6 Contrast (Enhanced) - Level AAA	All breadcrumbs now comply with minimum contrast levels. All screens across the Create account journey match the requisite colour contrast ratios for text and backgrounds
Cambridge GO	3.3.3 Error Suggestion Level AA (Now Supports)	When attempting to create an account without accepting terms meaningful text is presented regarding the failure and failure to accept terms is referenced by more than changing the terms acceptance text red. All screens across the Create account journey have clear error messaging.
Digital Formative Assessment	1.3.1 Info and Relationships – Level A	Post-test summary headings now follow a logical order
Digital Formative Assessment	2.4.2 Page Titled - Level A	All pages now have descriptive titles

Digital Formative Assessment	2.4.3 Focus Order - Level A	Status messages now appear correctly during form validation
Digital Formative Assessment	2.4.4 Link Purpose – Level A	Links to Check In/Check Out reports now possess unique accessible names
Digital Formative Assessment	4.1.1 Parsing A – Level A	Unique IDs are now present across assessment creation process
Digital Formative Assessment	4.1.2 Name, Role, Value - Level A	Checkboxes are now marked up programmatically so states are correctly conveyed
Digital Formative Assessment	1.4.11 Non-text Contrast - Level AA	Home button background color in Student Dashboard now passes colour contrast guidelines
Digital Formative Assessment	2.4.6 Headings and Labels - Level AA	Side Navigation now has accessible names to match the state of the components. Expandable buttons for topic now have accessible names
Digital Formative Assessment	4.1.3 Status Messages - Level AA  (Now Partially Supports)	When copying a link to an assessment the popup message text is now audibly announced.  Status messages now appear correctly during form validation

## April 2024 update

Component	Criteria adjusted	Changes made
Cambridge GO	1.1.1 Non-Text content - Level A	Image icon for show password component has now has appropriate alt text.
Cambridge GO	1.3.1 Info and Relationships – Level A	All fields on resource activation page now in the correct order to allow keyboard tabbing. Registration account screens now using correct heading order. Show password page using correct headings.

		Asterisk accompanying required information field for registration is now accompanied by explanatory text.
Cambridge GO	1.3.3. Sensory characteristics – Level A (Now supports)	Show/hide password supported by description Password rules complete and discernible.
Cambridge GO	2.1.1 Keyboard – Level A	Show password page now added to the tab order. Join school menu is mapped for tab order.
Cambridge GO	2.4.3 Focus order – Level A (Now Supports)	Create a password field includes aria label detailing instruction. Edit account pages no longer tabs through hidden content and allows user to tab appropriately starting at the top rather than footer. Drop down menu follows correct focus order. Teacher tab now has correct starting focus for tabbing
Cambridge GO	2.5.3 Label in Name (Level A 2.1 only)	Verification code page now includes correct aria label.
Cambridge GO	3.3.1 Error Identification (Level A) (Now Partially supports)	All resource activation fields now content programmatic labels to improve screen reading. Show password page now includes standard html element to allow all users regardless of assistive technology to use it.
Cambridge GO	3.3.2 Labels or Instructions (Level A) (Now Partially supports)	Password constraints are now presented accessibly
Cambridge GO	4.1.2 Name, Role, Value (Level A) (Now Supports)	Join school is now part of the logical tabbing flow.
Cambridge GO	1.4.3 Contrast (Minimum) (Level AA) (Now Supports)	The following pass colour contrast ratio: <ul style="list-style-type: none"> <li>• Text entry example text in error state.</li> <li>• Store/support button focus state.</li> <li>• Create account button focus state.</li> <li>• Terms acceptance error state text.</li> </ul> Content maintains its structure when viewing the page up to 200% magnification.
Cambridge GO	1.4.11 Non-text Contrast (Level AA) (Now Partially supports)	All form fields including registration and password now achieve at least minimum colour contrast levels between the text and backgrounds

Cambridge GO	3.3.3 Error Suggestion (Level AA)	Field input error on password creation has sufficiently descriptive error message
Digital Formative Assessment	1.4.3 Contrast (minimum) (Level AA)	Background colour of buttons adjusted to pass contrast guidelines.
Digital Formative Assessment	1.4.11 Non-text Contrast (Level AA)	Background colour adjusted so side navigation passes colour contrast. Assessment preview buttons and text pass contrast guidelines.
Ereader	1.3.1 Info and Relationships (Level A) (Now Support)	Bookmark link meets minimum contrast ratio. Clear and logical tabbing order
Ereader	2.4.1 Bypass Blocks (Level A) (Now Partially Supports)	iFrames for epub now contain a title or a name
Ereader	2.4.3 Focus Order (Level A) (Now Supports)	Widgets now have a clear focus order. Note contents can now be read by a screen reader. Fixed tool panel follows a logical and predictable order. User focus after clicking on audio is logical.
	2.4.4 Link Purpose (In Context) (Level A)	All links now have discernible text.
Ereader	4.1.2 Name, Role, Value (Level A) (Now Supports)	iFrames for epub now contain a title or a name. Bookmark links are clearly announced. Current state of an active component is announced for screen reading assistive technologies. Tools have the appropriate aria label. Enter page number component has programmatic label.
Ereader	1.4.3 Contrast (Minimum) (Level AA)	Text in weblinks and annotations now meet colour contrast guidelines

Ereader	1.4.11 Non-text Contrast (Level AA)	Ereader – background colour after user selects pan tool, notes, annotations, hyperlinks, colouring and weblinks from tools panel now meet the required contrast ratio.
Ereader	1.4.13 Content on Hover or Focus (Level AA)	Pagination information icon functions correctly when receiving mouse hover or keyboard focus.
Ereader	2.4.7 Focus Visible (Level AA)	All media icons display a visible focus indicator using keyboard.

## February 2024 update

Component	Criteria adjusted	Changes made
Cambridge GO	1.1.1 Non-Text content - Level A	Alt text removed from decorative images. Images on navigation skipped for screen readers Icons in the navigation have do not have alt text
Cambridge GO	1.3.1 Info and Relationships – Level A	Heading use adjusted across all pages so that headings are used appropriately – h1, h2 etc. Navigation elements coded correctly to allow tabbing Aria labels added to Checkboxes for accepting T&Cs etc
Cambridge GO	2.1.1 Keyboard – Level A	Expand/collapse menu items are now mapped for tab order.
Cambridge GO	2.4.2 Page Titles - Level A	Interface page titles adjusted to have appropriate descriptions
Cambridge GO	2.4.3 Focus order – Level A	Navigation menus and dropdown focus adjusted so users can tab appropriately through
Cambridge GO	2.5.3 Label in Name (Level A 2.1 only) (Now Partially Supports)	Aria label added to side navigation resource bar.

Cambridge GO	2.4.4 Link Purpose (In Context) Level A (Now Partially supports)	Link purposes now added in a number of places.
Cambridge GO	3.3.1 Error Identification (Level A) (Now Partially supports)	Appropriate error messaging added for T&Cs
Cambridge GO	4.1.2 Name, Role, Value - Level A (Now partially supports)	Buttons and form fields include discernible text. Interactive elements and aria labels are no longer nested
Cambridge GO	2.4.7 Focus Visible – Level 2.1 AA	Updates made <ul style="list-style-type: none"> <li>• Activate/search resource accordions indicate focus.</li> <li>• Resource activation page buttons indicate focus.</li> <li>• Edit Account button present focus indicator.</li> <li>• Expandable resources buttons indicate focus.</li> <li>• Resource download buttons indicate focus</li> <li>• Start Trial button indicates focus</li> </ul>
Digital Formative Assessment	2.5.3 Label in Name (Level A 2.1 only)	Labels in the Assessment assignment and taking pages have been adjusted
Digital Formative Assessment	4.1.1 Parsing (Level A)	Every id attribute value of active elements is unique.

## September 2023 update

Component	Criteria Adjusted	Changes made
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Ereader	1.3.1 Info and Relationships Level A	Appropriate aria use
Ereader	1.4.3 Contrast (Minimum) (Level AA)	Colour contrast adjustments for text and background
Ereader	2.4.2 Page Titles - Level A	Appropriate page titles
Ereader	2.4.3 Focus order – Level A (Now Partially supports)	Logical reading and focus order,
Ereader	2.4.4 Link Purpose (In Context) (Level A)	Redundant link removed where necessary
Ereader	4.1.1 Parsing (Level A)	Unique ID values added to allow easier tabbing.
Ereader	4.1.2 Name, Role, Value (Level A)	Removal of custom elements to ensure all elements can be ready by a screen reader
Ereader	4.1.3 Status Messages (Level AA)	Status updates on page now being audibly called out

## Addendum 2 – Cambridge GO explainer

## User journey overview (broad functionality of CGO)

Cambridge GO is our single access point for all our users and provides the following functionality:

- Registering an account
- Updating account profile – e.g. changing password
- Joining an institution and managing accounts
- Activating codes to see resources
- Accessing teaching and learning resources such as ebooks (hosted on our Ereader platform), supporting documents or assessment components (referred to as 'Digital Formative Assessment')

The GO reader is a discreet capability site which renders our eBooks and provides additional functionality through interactive components.

## How we are releasing fixes

We are releasing fixes in batches in semi-regular intervals and are updating in the Change Log to reflect. Some fixes we make will fix issues across the site while others will be in a specific area of a particular journey.