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**Public Works and Government Services Canada
Linguistic Services Division**

Request for Information

For

Online Language Training Services National Master Standing Offer(s)

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1 INTRODUCTION

1.1 Background

Public Works and Government Services Canada (PWGSC) would like to gauge industry interest in providing Online Language Training and Tutoring Services in English and in French. The first Request for Information (RFI) was published in March 2020 (see Annex C for the summary of results). Therefore, this RFI is being published to obtain further input from the industry in the face of numerous changes since the first RFI.

1.2 Purpose of Request for Information

In order to deliver future services as mentioned above and described in the section entitled “Statement of Work”, Canada is seeking information on current suppliers of Online Language Training Services.

The main objectives of this Request for Information (RFI) are as follows:

- a) Provide industry with an early opportunity to assess and comment on the PWGSC requirement in order to maximize best value to Canada if a request for standing offer (RFSO) is posted;
- b) Determine the capability of suppliers to provide services described in this RFI;
- c) Solicit feedback and recommendations on any issues that would impact a supplier’s ability to fulfill the PWGSC requirement; and
- d) Solicit industry knowledge and expertise with regard to best practices that would increase the likelihood of a successful outcome for this project and/or similar projects.

1.3 Nature of Request for Information

This is not a bid solicitation. This RFI will not result in the award of any contract or standing offer. Therefore, potential suppliers of any goods or services described in this RFI should not reserve stock or facilities, nor allocate resources, as a result of any information contained in this RFI. Nor will this RFI result in the creation of any source list. Therefore, whether or not any potential supplier responds to this RFI will not preclude that supplier from participating in any future procurement. Also, the procurement of any of the goods or services described in this RFI will not necessarily follow this RFI. This RFI is simply intended to solicit feedback from industry with respect to its contents.

Nothing in this RFI shall be construed as a commitment from Canada to issue a Request for Standing Offer (RFSO) for this project. Canada may use any non-proprietary information obtained as part of this review or while preparing a future official RFSO.

Canada shall not be bound by anything stated in this document. Canada reserves the right to change at any time any or all parts of the requirement, as it deems necessary. Canada also reserves the right to revise its procurement approach, as it considers appropriate, either based on information submitted in response to this RFI or for any other reason it deems appropriate.

2 INSTRUCTIONS FOR RESPONDING TO RFI

2.1 Nature and Format of Responses Requested

Annex A of this RFI outlines PWGSC's perspective on the following aspects:

- The Online Language Training requirements it would like to fulfill; and
- The characteristics of the desired solution in terms of capability.

Annex B provides specific questions covering input PWGSC is seeking prior to finalizing and issuing a future RFSO. Those questions are also available in editable format in the attachment section of Buy and Sell.

Respondents are invited to provide comments regarding the content of Annex A Draft Statement of Work included in this RFI. This includes explaining any assumptions respondents make in their interpretation of the requirements.

2.2 Response Costs

Canada will not reimburse any respondent for expenses incurred in responding to this RFI.

2.3 Treatment of Responses

a) Use of Responses

Responses will not be formally evaluated. However, the responses received may be used by Canada to develop or modify procurement strategies. Canada will review all responses received by the RFI closing date. Canada may, in its discretion, review responses received after the RFI closing date.

b) Review Team

A review team consisting of representatives of the Government of Canada will review the responses. Canada reserves the right to hire any independent consultant or use any Government resources that it considers necessary to review any response. Not all members of the review team will necessarily review all responses.

c) Confidentiality

Respondents should clearly mark any portions of their response that they consider proprietary or confidential. Canada will handle these portions of the response in accordance with the *Access to Information Act*.

d) Follow-up Activity

Canada may, at its discretion, contact respondents to follow up with additional questions or for clarification of any aspect of a response. At its discretion, Canada may agree to meet with respondents to provide respondents with the opportunity to present and/or demonstrate their capabilities in relation to this RFI. Respondents' presentations shall be at no obligation to Canada and respondents will be responsible for all costs associated with Canada's invitation to make a presentation. However, respondents are not obliged to make a presentation.

2.4 Contents of the RFI

This RFI contains a draft Statement of Work. This document remains a work in progress and respondents should not assume that new clauses or requirements will not be added to any RFSO that is ultimately published by Canada. Nor should respondents assume that none of the clauses or requirements will be deleted or revised. Comments regarding any aspect of this RFI, Statement of Work and supplier requirements are welcome. This RFI also contains specific questions addressed to the industry.

2.5 Submission of Responses

a) Time and Place for Submission of Responses: Interested parties should email their response to the request for information authority by the date, time indicated on page 1 of the RFI.

b) Responsibility for Timely Delivery: Each respondent is solely responsible for ensuring a response is delivered on time.

2.6 Request for Information Authority

All enquiries and any other communication related to the industry consultation process, including the submission of RFI responses, must be directed exclusively to the RFI Authority below:

Josianne Courteau
Josianne.courteau@tpsgc-pwgsc.gc.ca
Supply Team Leader
Specialized Professional Services Procurement Directorate
Telephone: 613-720-9517

2.7 Security Requirements

There are no security requirements associated with responding to this RFI.

2.8 Official Languages

Responses to this RFI may be submitted in either of Canada's official languages.

3 OVERVIEW OF POTENTIAL SOLICITATION STRATEGY

This section outlines the solicitation strategy that Canada is considering in order to fulfill its Online Language Training requirements.

3.1 Request for Standing Offer (RFSO)

Once the industry feedback on the RFI has been considered, an RFSO may be published on <https://buyandsell.gc.ca/procurement-data/tenders>. The bidding period will be in accordance with Government of Canada policies on procurement and subject to applicable trade agreements.

3.2 Proposed Standing Offer Strategy

The current requirement may ultimately be divided into three standing offers to address all work streams:

- Work Stream 1 – Canadian French Online Language Training for Anglophone learners
- Work Stream 2 – Canadian English Online Language Training for Francophone learners
- Work Stream 3 – Online Tutoring (without self-learning), oral expression – French and English as a second language.

3.3 Next step

PWGSC is expecting publish a Request for Standing Offer (RFSO) after reviewing and analysing the answers received. This is expected to happen 3 to 6 months after the closing date of the current RFI.

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ANNEX "A"

DRAFT STATEMENT OF WORK

Online Language Training Program with Tutoring Services

1.0 BACKGROUND

Language training services are designed to ensure compliance with Government of Canada Official Languages (OL) Policies. As such, second language training (SLT) enables the Government of Canada's employees to obtain the level required for their positions on the Second Language Evaluation (SLE) administered by the Public Service Commission, to develop their second language skills, to retain their acquired skills, and to improve the use of their second language in the workplace.

2.0 OBJECTIVE

Our objective is to offer online second language training services on a national scale in second official language in English and French in use in Canada, with or without tutoring services, at levels A, B and C, in accordance with the Qualification Standards in relation to Official Languages. For the purpose of this document, the qualification standards are synonymous with proficiency levels or proficiency standards, as defined in Appendix 1.

Learners will have the personal objective of maintaining their level and/or achieving level A, B or C in order to meet the language requirements of their position.

3.0 SCOPE OF WORK

In order to give all employees a chance to take training according to their work schedules and professional and personal obligations, we favor a flexible learning approach that adapts to our employees' different schedules.

The services are divided into various work streams:

Stream 1 and Stream 2

The Offeror is required to provide online training using a training program for which it has the intellectual property ownership or right to use, which must include individual and group (part-time or intensive) tutoring services by telephone and online video conferencing for learning English (stream 1) or French (stream 2) as a second language.

The Offeror must make a learning management system (LMS) available to the learners and to the Identified User (a Identified User corresponds to any representative or stakeholder of the Department).

Stream 3

The Offeror must offer group or individual tutoring services for oral proficiency.

4.0 STREAM 1: ONLINE SELF-STUDY PROGRAM WITH OR WITHOUT TUTORING FOR ENGLISH AS A SECOND LANGUAGE

AND

STREAM 2: ONLINE SELF-STUDY PROGRAM WITH OR WITHOUT TUTORING FOR FRENCH AS A SECOND LANGUAGE

4.1 Self-Study Online Training Program

The Offeror's online training program must meet the following technical requirements:

- a) Meets the Information and Communications Technology (ICT) Accessibility requirements, as per Appendix 3 of Annex A, ICT Accessibility Requirements (Based on EN 301 549 – 2018).
- b) Offers a subscription that allows access to a number of subscriptions for the online training program to respond to all the training requests with and without tutoring;
- c) Allows delivery of second language courses, for one of the two official languages in use in Canada, English or French, in order to achieve and maintain language proficiency - levels A (Beginner), B (Intermediate) and C (Advanced) for written comprehension, written expression and oral proficiency (in accordance with the Qualification Standards in Relation to Official Languages of the Government of Canada);
- d) Is accessible 24 hours a day, 7 days a week;
- e) Is accessible in self-study with or without a tutor;
- f) Is accessible from a computer at work or at home;
- g) Is accessible from each of the following operating system / browser combinations:
 - i. Windows 7 Service Pack 1 and above with Google Chrome 77 and above
 - ii. Windows 7 Service Pack 1 and above with Firefox 69 and above
 - iii. Windows 7 Service Pack 1 and above with Internet Explorer 11 and above
 - iv. macOS 10.12 and above with Google Chrome 77 and above
 - v. macOS 10.12 and above with Firefox 69 and above
 - vi. macOS 10.12 and above with Safari 10 and above
- h) Is accessible from a mobile device such as a smartphone or tablet running each of the following operating systems:
 - i. iOS 12 and above
 - ii. Android 8 and above
- i) Includes maintenance (updates) and telephone and/or online technical support services throughout the learner's training, in both official languages, Monday to Friday from 7 a.m. to 10 p.m. (Eastern Time), except federal statutory holidays (see Appendix 2);
- j) Answers to technical support requests within 24 hours (on working days);
- k) Offers an individually assigned protected password for each user. The passwords must have the following features:
 - i. generated automatically and/or chosen by the learner;
 - ii. the password contains:
 - a. A minimum of 12 characters, or
 - b. A minimum of 10 characters with upper and lower case letters, or
 - c. A minimum of 9 characters with alphanumeric characters, or
 - d. A minimum of 8 characters with alphanumeric and special characters.
 - iii. In case a learner forgets his / her password, they can reset their password from their Portal login page.

The Offeror's program must also provide functionality and content that meets the following requirements:

- a) Allows the learner to choose English or French as the interface language, according to his/her preference;

- b) Provides the learner with translations in their first official language (French or English) of explanations and new vocabulary;
- c) Offers an online language assessment (placement test) to determine the learner's initial module (see 4.4.4.2);
- d) Measures the knowledge acquired by the learner during training. In the online program it must be indicated where to find the activities that make it possible to verify what has been learned for each of levels A, B and C, for the following essential skills: oral comprehension, written comprehension and written expression;
- e) Enables the learner to review or redo an exercise (go back) as often as needed in order to respect his/her learning style and speed;
- f) Enables the learner to print and download vocabulary and grammar sections (excluding the exercises);
- g) Has full tracking capabilities enabling learners to pick-up their online learning exactly where they left off during their previous self-study session;
- h) Stores learners end-of-module online assessment result
- i) Provides audio activities, activities with visual aids and interactive activities at all language levels (A, B and C);
- j) Includes a help and a search function or a guide to help the learner use the self-study online program
- k) Uses professional language and a presentation appropriate for adults;
- l) Uses language that is commonly used in Canada dialect, expressions, idioms in both French and English that are commonly used and accepted across Canada.
- m) Respects Canadian values such as, but not limited to, respect for human rights, gender equality, respect for the rule of law, tolerance, respect for cultural diversity, linguistic duality and respect for Indigenous peoples. All texts, scenarios, videos and audio documents must be free from any sexist, racist or offensive material, as well as any social or symbolic violence with a negative or pejorative bias toward a cultural or linguistic group; and
- n) Adheres to adult education principles.

4.1.1 Online Training Program – Optional Services

In addition, the program should be:

- Sharable Content Object Reference Model (SCORM) compliant; and/or
- Learning Tools Interoperability (LTI) compliant.

The program should also offer:

- A discussion forum (chat), blogs, Wikis or Web conferences between users to practice what they have learned;
- Preparation online written tests based on government proficiency level (see Appendix 1 of Annex A);
- An error recognition and correction system;
- A glossary, a dictionary and a grammar reference, conjugation tables;
- Phonetic exercises;
- A progress bar, motivational and encouragement emails or notifications, or any other means to inform the learner of the good results he/she is achieving;
- Offers a monthly per learner self-study and tutoring time summary;
- A mandatory passing mark or a minimum result needed after each section/module before being able to access the next section/module.
- Allow the learner to use a search function for the downloadable vocabulary and grammar sections.
- Print the exercises and the explanations.
- Answer of each exercise should include explanations.

4.2 Learning Management System

The Offeror must ensure that the online training program includes a learning management system that:

1. Is accessible 24 hours a day, 7 days a week;
2. Provides a secure automated environment for registration, creation of personal profiles, timesheets, tracking the learner's training and progress and, learner's training hours information (total of tutoring hours authorized, total of hours charged and, total of hours available);
3. Permet aux apprenants de modifier les informations relatives à leur gestionnaire et coordonnateur de formation.
4. Offers:
 - a. for each learner, online access to his/her personal profile, progress reports, self- study progress, and his/her training schedule (number of hours per week of training, and tutoring schedule);
 - b. for Identified Users, online access with different access rights, such as the ability to consult the learner's profile assigned to them, tracking his/her progress, downloading / printing various usage reports, online timesheets to balance invoices received;
 - c. For training coordinators, full access to each learner's files associated with them, as well as to all learning management reports.
 - d. for the learner's manager, online access to the learner's personal profile, progress reports, self-study progress, training schedule (number of hours per week of tutoring and self-learning per week and tutoring schedule) and attendance to the tutoring sessions.
 - e. For the Standing Offer Authority, online access to download a report on the total usage of the Offeror's services in an editable format (spreadsheet or word processor). This report must indicate the name of each department, the number of subscriptions, the number of group tutoring hours, the number of learners in group tutoring, the number of individual tutoring hours and the number of learners in individual tutoring. This data must be broken down by year of the Standing Offer and be updated at least on a quarterly basis.
 - f. for each learner file, learning management system, reports that are downloadable in an editable format, printable, and accessible online and that provide:
 - i. online placement test results, including the recommended number of hours of training and the initial module recommended to achieve the target level;
 - ii. the results of the oral assessment (if applicable);
 - iii. the training activities and the modules completed by the learner in self-study;
 - iv. the total number of hours per week spent completing self-learning activities;
 - v. the tutoring sessions completed by the learner, presented in the form of an attendance report (noting if present or absent for tutoring);
 - vi. the number of tutoring hours remaining for the learner;
 - vii. the type of training authorized by the Identified User (self-study only, self-study with pedagogical service, individual or group tutoring);
 - viii. the learner's progress, such as the Teaching Resources' notes and/or the results of the online program progress tests, throughout the training and according to the training type (tutoring, one-on-one, group); and
 - ix. the end date of the tutoring period.

The system data must be up to date and accessible at all times throughout the training to allow the learner to review it and the Identified User and the Standing Offer Authority to obtain information and generate reports.

4.2.1 Learning Management System - Optional Service

In addition, the program should offer:

1. Filtering options to group the learners by department, branch, directorate and region;

2. Custom-made on-demand reports, in case an emerging need is identified.

4.3 Learner Registration and Training Conditions

The Offeror must ensure that the registration procedures and conditions related to training are followed at all times.

The Offeror must ensure that the registration procedures are automated following a call-up. These procedures must include:

- a) A dedicated registration link;
- b) An online registration form allowing to choose a given methodology (for example, self-study training or self-study training with tutoring);
- c) An automated registration email to the Identified User, learner's manager and learner's training coordinator.

4.3.1 Acquisition of annual subscriptions

After receiving the call-up, the Offeror must provide the Identified User with one or more dedicated registration links or a valid user code for the number of subscription(s) purchased. The validity of each subscription acquired must begin when the learner registers.

4.3.2 Subscription for Self-study with or without Tutoring

For self-study with tutoring, the learner or the identified user will request training in the Offeror's language management system.

The Offeror will send an automated email to all resources identified in the subscription. The Identified User will have one business day to modify the subscription in the event of an error. Tutoring services will only commence once the call-up for the learner is received by the Offeror.

The registration form must contain the following information:

- a) The Identified User's name;
- b) The Identified User's work email address;
- c) The learner's name;
- d) The learner's work email address;
- e) The learner's work phone number;
- f) The name of the department, branch and the region, requested with a drop down menu;
- g) The name of the learner's manager;
- h) The manager's work email address;
- i) The name of the training coordinator;
- j) The training coordinator's work email address;
- k) The target language;
- l) The target levels;
- m) The number of hours of tutoring authorized per week;
- n) The approved training type (group part time, intensive or individual) and any other information considered relevant by the learner or the Department.

After receiving the request, the Offeror must create the account, including a profile, guide the learner through the procedures for taking the online placement test to indicate where to start in the program and how to begin training. In the case of a subscription with tutoring, the Offeror must also guide the learner through the procedures for the oral skills assessment.

4.4 Tutoring Services

The Teaching Resources must be able to start and finish the sessions at the time stipulated in the Call-up and must take into consideration the necessary connection time before the courses begin and the time to complete the necessary documentation after the end of the tutoring session.

In the event of a technical problem that prevents any form of communication between the learner(s) and the teaching resource, the course must be rescheduled within the call-up period. If the tutoring cannot be rescheduled within the call-up, the call-up will be modified to reflect this change in the service provided.

4.4.1 Virtual Platform for Tutoring

The virtual platform used for online tutoring must have the following features:

1. video and audio conferencing (audio on the computer or by telephone with a Canadian telephone number)
2. electronic whiteboards
3. ability to record and listen to meetings
4. screen sharing
5. chat
6. for group courses, the Offeror's virtual platform must be able to accommodate all learners at the same time

4.4.2 Tutoring in Support of Online Training

The Offeror must ensure that the tutoring services:

- a) Last at least one hour per tutoring session;
- b) Are available Monday to Friday between 7 a.m. and 10 p.m. (Eastern Time), except federal statutory holidays (see Appendix 2) and from December 25 to January 1st;
- c) Are delivered in Canadian context (using English or French used in Canada) and are in compliance with the Qualification Standards in Relation to Official Languages of the Government of Canada;
- d) Include an end of module oral test conducted by a Teaching Resource or a Pedagogical Adviser;
- e) Include interactive activities related to the work world;
- f) Aim to obtain language functions (see Appendix A) evaluated by the Public Service Commission for levels A, B and C;
- g) Include tracking of the learner's progress, accessible in the learning management system, which must specify at least the following information for the current module/stage/lesson/session:
 1. The learner's achievement of the learning objectives and the extent to which they were met during the learning period;
 2. The elements to review or strengthen;
 3. The recommended learning activities and comments from the Teaching Resource and/or the Pedagogical Adviser;
 4. the date of the follow-up session;
 5. the date of the next follow-up session;
 6. the name of the Teaching Resource or Pedagogical Adviser who provided the follow-up session.
- h) Are offered by online videoconference (audio on the computer or by telephone with a Canadian telephone number) ; and
- i) Include all the expenses related to the means of communication used by the Offeror.

4.4.3 Individual Tutoring with Online Training

For placement purposes, the Offeror must assess each learner enrolling in self-study with tutoring. This assessment must include the following two parts: oral skills and an online placement test (see sections 4.4.4.1 and 4.4.4.2 below).

The teaching resource and the learner will have to establish the training schedule according to the information contained in the call-up. They will also have to agree on the communication method that will best meet the learner's needs (by phone or online).

The training must be completed as approved by the Identified User. Any change in the number of training hours and/or the training end date must be reported to, and is subject to the approval of, the Identified User. The identified user may have to amend the call-up.

4.4.4 Assessment of learners

4.4.4.1 Assessment of Oral Skills

The interview (oral interaction) must be of sufficient length to assess the learner's starting point in the online learning program. The interview must be conducted via videoconference or by telephone (depending on the learner's choice) by a pedagogical adviser or a teaching resource. The interview questions must be standardized.

4.4.4.2 Online Placement Test

The online placement test must assess the learner's starting point in the online training program. The placement test must use a standardized approach and include a written test to assess the learner's written expression and comprehension of the second language. It may also include an assessment of oral comprehension.

4.4.4.3 Placement Test Report

Based on the results of the placement tests, a placement test report must be available to the Identified User in the Learning Management System within 5 working days of the last test being administered and must include any recommendations that affect the learner's placement.

The placement test reports must contain the following:

- a) the learner's name;
- b) the date of the evaluation;
- c) the target language levels;
- d) the learner's strengths;
- e) the competencies needing work;
- f) the pedagogical adviser's or teaching resource's specific comments;
- g) the initial module/stage/lesson/session recommended;
- h) the total number of hours and weeks of training recommended depending of the type of tutoring requested (group or individual);
- i) Tutoring training cost, as per the recommendation mentioned;

4.4.5 Group Tutoring with online self-learning

When creating the groups, the Offeror must take into account a number of factors, including the learners' time zone and proficiency level. The Offeror must make available to Identified Users a calendar of part time group tutoring (web-based or other). If the demand for part time group tutoring is high, the Offeror may add group sessions to its training calendar.

The Offeror will ensure that same-level groups are formed based on the results of the initial assessment (the online placement test). The teaching resource providing the tutoring will monitor the group and each learner in the group by recording notes and recommendations for each learner in the learning management system. Group progress and attendance reports will be made available to the Identified User through the learning management system. Learners will be able to view their individual progress reports in their learning management system profile.

4.4.5.1 Part Time Group Tutoring

The Offeror must create the groups. A group must consist of a minimum of three learners and a maximum of four learners. These group tutoring sessions will be conducted by online videoconference. Each group tutoring session must run for 12 weeks and include one or two two-hour courses per week, as per the call-up.

The Offeror must provide, as a minimum, if enough learners have registered, part time group tutoring sessions starting in the week of the first Monday of each month.

4.4.5.2 Intensive Group Tutoring

The Offeror must create the groups. A group must consist of a minimum of three learners and a maximum of four learners. These group tutoring sessions will be conducted by online videoconference. Each group tutoring session must run for 12 weeks and include three hours of tutoring per day, Monday to Friday (excluding holidays). Tutoring hours may be divided into two or three sessions per day, depending on the Offeror's schedule, but the daily total must be three hours.

The Offeror must provide, as a minimum, if enough learners are registered, intensive group tutoring sessions starting every three months. Intensive group tutoring must be scheduled so as to allow learners to register for one training session and move on to the next without a week's interruption (no gaps in the calendar).

The Offeror will be required to provide self-study exercises/modules for learners to complete prior to the next scheduled tutoring session. It is understood that learners registered for this type of training will dedicate a total of six to seven and a half hours per day to their language training.

4.4.6 Pedagogical Adviser Services

The Offeror must provide the services of pedagogical advisers to all learners with online tutoring and to self-study learners as requested in the call-up. The pedagogical adviser is responsible for coaching and supervising a team of teaching resources. The Offeror must ensure that there are sufficient pedagogical advisers to provide all the services requested.

4.4.6.1 Training and Support for New Teaching Resources

The pedagogical adviser must ensure that teaching resources have training in second language teaching approaches and techniques for adults. To do this, the pedagogical adviser should offer one or more training sessions, as well as tools and pedagogical references to teaching resources. The pedagogical adviser should also offer coaching in the form of meetings, workshops, sharing of teaching material, teaching observations, job shadowing with experienced teaching resources and any other method chosen to guide and train teaching resources.

4.4.6.2 Advice and Supervision of Teaching Resources

The pedagogical adviser must act as an educational consultant. He or she must provide the teaching resources under their responsibility with advice and information on the use of the material and the best teaching practices to adopt. He or she must also provide training on how to use the online program and the online platform used for the tutoring.

The pedagogical adviser must ensure that the activities led by teaching resources are appropriate, relevant, varied and provided effectively, so as to enable learners to meet their objectives. The pedagogical adviser must review and approve their full-time teaching resources' weekly planning to ensure that they are meeting learners' needs. If this is not happening, the adviser must monitor the teaching resource and provide additional tools (training, coaching, additional materials, etc.).

In addition, the pedagogical adviser must ensure that teaching resources are prepared and begin class on time. Preparation and organization of the material and equipment essential to the learner's training must be carried out before class begins. Completion of note and reports in the learning management system must be done after the class ends.

4.4.6.3 Advice and Follow-up of Learners with Tutoring

For a learner who is not progressing according to expectations, the pedagogical adviser must produce a follow-up plan in collaboration with the teaching resource in order to better meet this learner's needs. This follow-up plan should target realistic goals to be achieved as well as concrete means of achieving them. It will be given to the learner and to the Identified User upon request. The pedagogical adviser will supervise each personalized follow-up plan and review it on a monthly basis.

The pedagogical adviser must regularly meet with his/her teaching resources to evaluate the achievement of the objectives set for each learner and to propose corrective measures if necessary, in particular during:

- progress check;
- supervision of the follow-up plan for learners who are not progressing according to expectations.

4.4.6.4 Advice and Follow-up of Self-Study Learners (optional service for learners)

The Offeror must provide self-study learners, who request it in a call-up, with pedagogical advice in the form of pedagogical consultation and progress reviews. During the 12-month period of validity of the self-study subscription, the learner must have a minimum of one personalized interaction per month with his/her pedagogical adviser. These interactions can be done by telephone or videoconference, as per the learner's choice, and have a minimum duration of 15 minutes each. During these interactions, the pedagogical adviser must verify the learner's time investment toward his/her training and motivate the learner and give advice as well as objectives to be achieved. The Identified User may request additional interventions from the pedagogical adviser, if necessary.

4.4.7 Teaching Resources

4.4.7.1 Course Preparation

The teaching resource is responsible for course preparation, including course planning and the preparation of materials that will be used. Planning must be developed to meet the qualifications standards (Appendix 1).

4.4.7.2 Teaching

The teaching resource must deliver tutoring training sessions by carrying out teaching activities that meet the needs of learners. The teaching resource must manage the tutoring so as to comply with start and end times. The teaching resource must direct learners in their self-study. Tutoring sessions are meant to tutor the learners, as such the course preparation, planning tasks and learning management systems must be done outside of the dedicated tutoring sessions.

4.4.7.3 Learners' Needs Assessment and Follow-up

The teaching resource must regularly assess the needs of learners and adapt their teaching accordingly. The teaching resource must assess learner progress and update the learning management system. The teaching resources must not update the learning management system during the tutoring session.

The teaching resource must ensure adequate follow-up for learners. With the support of the pedagogical adviser, they must identify and analyze learner needs and difficulties and provide advice and personalized support.

5.0 STREAM 3: ONLINE TUTORING, ORAL PROFICIENCY

The services in this work stream are aimed at participant learning retention, as well as preparing them for special events or for the Public Service Commission's second language evaluation of oral communication.

Teaching resources must be able to start and end sessions at the time specified in the call-up and must provide the necessary amount of time to connect before the courses start.

In the event of a technical problem that prevents any form of communication between the learner(s) and the teaching resource, the course must be rescheduled within the call-up period. If the tutoring cannot be rescheduled within the call-up, the call-up will be modified to reflect this change in the service provided.

These services must be available Monday to Friday, between 7:00 a.m. and 10:00 p.m. (Eastern Time), excluding federal government statutory holidays (refer to Appendix 2) and from December 25 to January 1.

5.1 Virtual Platform for Tutoring

The virtual platform used for online tutoring must have the following features:

1. video and audio conferencing (audio on the computer or by telephone with a Canadian telephone number)
2. electronic whiteboards
3. ability to record and listen to meetings
4. screen sharing
5. chat
6. for group courses, the Offeror's virtual platform must be able to accommodate all learners at the same time

5.2 Group Tutoring, Oral Communication

Identified Users will create groups of two to four learners at the same level (depending on the levels in Appendix 1) for group tutoring for learning retention purposes. The scheduling of this tutoring will be decided in collaboration with Identified Users and the Offeror's availability. Each group tutoring session will have a minimum duration of one hour and maximum of three hours.

The teaching resource must be prepared to facilitate group discussions, prepare topics for discussion, and correct and explain learners' errors during or after each discussion. The preparation, explanations and corrections by the teaching resource must take into account the level of the learners (refer to Appendix 1).

Group tutoring must uphold Canadian values such as, but not limited to, respect for human rights, gender equality, respect for the law, tolerance, respect for cultural diversity, linguistic duality and respect for Indigenous peoples. Among other things, the topics addressed must be free of any sexist, racist or offensive material, as well as any social or symbolic violence with a negative or pejorative bias toward a cultural or linguistic group.

5.3 Individual Tutoring, Oral Communication

The schedule for this tutoring will be decided in collaboration with the Offeror's and the learner's availability, while respecting the schedule limitations mentioned in the call-ups. The Identified User may limit the tutoring schedule to certain time periods only (for example, between 7:00 a.m. and 6:00 p.m. from Monday to Thursday), which must be respected by the Offeror when setting up the schedule with the learner. Each individual tutoring session will have a minimum duration of one hour.

When submitting the request, the Identified User will indicate the purpose of the individual tutoring, for example, to prepare for the Public Service Commission's second language evaluation

(<https://www.canada.ca/en/public-service-commission/services/second-language-testing-public-service.html>), to prepare for a presentation or simply for learning retention.

In some cases, such as preparing for a presentation, the learner will have to provide the material to be discussed. The teaching resource must correct and explain the learner's errors during or after each discussion.

When the purpose of tutoring is learning retention or preparation for the Public Service Commission evaluation, the teaching resource must be prepared to facilitate discussions, prepare topics for discussion and correct the learner's errors during or after each discussion.

Individual tutoring must uphold Canadian values such as, but not limited to, respect for human rights, gender equality, respect for the law, tolerance, respect for cultural diversity, linguistic duality and respect for Indigenous peoples. Among other things, the topics addressed must be free of any sexist, racist or offensive material, as well as any social or symbolic violence with a negative or pejorative bias toward a cultural or linguistic group.

6.0 FOR ALL STREAMS

6.1 Accessibility requirements

6.1.1 All Information and Communication Technology (ICT) must conform with EN 301 549

All Information and Communication Technology (ICT) components of the proposed solution must conform with relevant accessibility requirements of the EN 301 549 (2018) as detailed in Annex A - Appendix 3, ICT Accessibility Requirements.

These components include but are not limited to:

- web conferencing system
- online self-learning program (stream 1 and 2 only)
- learning management system (stream 1 and 2 only)

6.1.2 Documents

6.1.2.1 Electronic documents

All electronic non-web documents (e.g. PDF, Microsoft Word and PowerPoint) must be in an accessible format conformant to clause 10 of the EN 301 549 (2018) as detailed in Annex A – Appendix 3- ICT Accessibility Requirements. Electronic documents include but are not limited to:

- learning materials,
- reports,
- email communications with government of Canada stakeholders.

6.1.2.2 Guidance for creating accessible documents

For practical guidance on creating accessible documents, refer to these [Accessible Document Guides](#).

6.1.2.3 Multiple formats

Where documents are provided in more than one format (for example a report provided in both PDF and Excel format), at least one of these must be accessible as detailed in Annex A- Appendix 3 - ICT Accessibility Requirements. The accessible version must provide equivalent information to the inaccessible version. A notice must be posted indicating which format is accessible.

6.1.3 Video conferencing “virtual delivery system”

The virtual delivery system must provide a dial-in option so that learners can access the training by phone.

The virtual delivery system must be able to display captions for classroom audio as per clause 9.1.2.4 “Captions (live)” as indicated in Annex A- Appendix 3 - ICT Accessibility Requirements. (Note that manual captioning service is only expected to be provided in response to an accommodation request, at the Identified User’s expense.)

Based on requests for accommodation, a specific virtual delivery system may be requested by the Identified User, to be agreed upon by both parties. If the Offeror doesn’t already uses the virtual delivery system agreed upon, the Identified User will provide the system or will be responsible for the expense.

6.2 Training Coordinator

The Training Coordinator acts as a liaison between the Offeror and the Identified User or the Standing Offer Authority on training matters. This role may be performed by the pedagogical adviser or by another person.

The Training Coordinator must also give the Standing Offer Authority, at the time the Standing Offer is awarded, a virtual orientation session for the use of the training program. He/she might also be called on to provide additional sessions, as requested by the Standing Offer Authority.

6.2.1 Intervention in the Case of a Complaint

The Training Coordinator must intervene with learners and/or teaching resources and/or pedagogical adviser at the request of a learner, teaching resource, pedagogical adviser, Standing Offer Authority or Identified User. In the event of a request for intervention, the Training Coordinator must provide the Identified User with an intervention report on the next business day following the request.

In addition, the Training Coordinator must intervene in the case of a problematic situation that could impede training (e.g. absences, late arrivals, early departures, conflicts between learners, poor communication or lack of respect between a teaching resource and a learner or learners). He or she must propose solutions in collaboration with the pedagogical adviser to resolve the situation and ensure that classroom teaching practices are tailored to the needs of the learners. They must also follow up with the parties involved.

6.2.2 Communications

The Training Coordinator must respond to requests from the Identified User or Standing Offer Authority within 2 business days and follow up with them.

6.3 Replacing a Teaching Resource

6.3.1 Group Tutoring

In the event that a teaching resource is absent, the Offeror must ensure a replacement immediately. Only teaching resources approved by the Standing Offer Authority who meet the requirements outlined in section 6.6 may act as substitute teaching resources. If a replacement cannot be found, the Offeror must inform the Identified User and the learners at least 30 minutes before the start of the tutoring.

If, for reasons beyond the Offeror’s control, the teaching resource cannot be replaced before the start of the course, the Offeror could postpone the tutoring to a period within the term of the call-up, depending on the learners availability. If training cannot be postponed within the call-up period, the call-ups will be amended to reflect this change in the service provided.

If a teaching resource must be permanently replaced, the Offeror must inform the learners and the Identified Users as soon as possible.

6.3.2 Individual Tutoring

In the event that a teaching resource is absent, the Offeror must inform the Identified User and the learner at least 30 minutes before the start of the tutoring.

The Offeror could postpone the tutoring to a period within the term of the call-up, depending on the learner availability. If training cannot be postponed within the call-up period, the call-up will be amended to reflect this change in the service provided.

If a teaching resource must be permanently replaced, the Offeror must inform the learner and the Identified User as soon as possible.

6.4 Teaching Observation in the Virtual Classroom

The Standing Offer Authority or its authorized representative reserves the right to make observations in the virtual classroom upon 24 hours notice in order to ensure that training meets the requirements of this Standing Offer. If the teaching observed does not meet these requirements, a follow-up must be carried out by the Offeror. If the teaching is still not consistent with the requirements at a second evaluation by Canada, the teaching resource will no longer be able to teach under the Standing Offer.

6.5 Code of Conduct

The Offeror and all its personnel must:

- avoid any conduct involving deceit, dishonesty, misrepresentation, unprofessional communication, harassment, discrimination, or other actions which may cause physical, emotional or moral injury.
- create, through their attitude, a positive learning and working environment and encourage the learner(s) to follow their lead by always displaying positive and professional behaviour.
- treat learners with respect and tolerance for different cultural values in a multicultural environment.
- aim to foster an atmosphere of mutual trust among learners.
- work openly, honestly, and transparently to promote engagement, collaboration and respectful communication.

6.6 Requirements for Pedagogical Advisers and Teaching Resources

All resources proposed by the Offeror must be proficient in the language being taught. Proposed resources must also be sufficiently proficient in the other official language to explain basic concepts related to the language being taught. The pedagogical adviser must be able to discuss matters with learners related to the training in the learner's first official language. Canada reserves the right to verify that the language proficiency level is sufficient enough to meet the requirements of the work to be performed.

All resources must also be comfortable with computer-based tools (cameras, videos, audio documents, Web browsing, online platform, etc.), be trained in the supplier methodology and attend regular development sessions.

All proposed resources must be accepted by the Standing Offer Authority prior to commencing their duties. To do this, the Offeror must submit all necessary documents to the Standing Offer Authority at least 10 business days before the start of the resource's duties.

When teaching resources are suggested for the first time, the Offeror must provide the Standing Offer Authority with proof of education in the form of a document confirming the educational level of the resource. The Standing Offer Authority may, at any time, require an original document or certified copy of the original. In cases where the education was completed at an institution outside of Canada, only a comparative evaluation by an accredited institution will be accepted. These institutions include federal

and provincial government credential assessment agencies and the International Credential Assessment Service of Canada, as well as some other assessment services that are recognized for comparing certificates and credentials to standards identified on the Canadian Information Centre for International Credentials website at the following address:

https://www.cicic.ca/927/identify_the_organization_responsible_for_recognition.canada

The Offeror must also provide a certificate confirming each resource's experience. The certificate must provide the following information: number of hours of experience, type of experience (teaching or supervision), start and end dates of the experience and the organization in which the experience was acquired. Only experience obtained in a professional context will be accepted, experience acquired in an academic context will not be accepted. The Standing Offer Authority may, at any time, verify the accuracy of the information provided by the Offeror. Canada reserves the right to conduct any investigations necessary to evaluate the proposed resources.

6.6.1 Pedagogical Advisers Education and Experience Requirements

All pedagogical advisers must have the following education and experience described in the following table:

1. Education		
A bachelor's degree, a master or a doctorate from a recognized Canadian university		
AND		
2. Supervisory experience		
a) Since January 2010, a minimum of 2,400 hours of experience in supervising teaching resources who provide second language training to adults (online or in the classroom).		
AND		
3. Teaching experience: One of the three following options (a b) or c):		
a) At least 4800 hours of experience since January 2010 teaching English and/or French as a second language to adults.	b) At least 7200 hours of experience since January 2000 teaching English and/or French as a second language to adults.	c) At least 9600 hours of experience teaching English and/or French as a second language to adults.

6.6.2 Teaching Resources Education and Experience Requirements

All teaching resources must have the education and experience described in the following table:

1. Education		
A bachelor's degree, master or doctorate from a recognized Canadian university		
AND		
2. Teaching experience: One of the three following options (a b) or c):		
a) At least 1200 hours of experience since January 2010 teaching English or French as a second language to adults;	b) At least 2400 hours of teaching experience in a school setting since January 2010;	c) At least 4800 hours of experience since January 2005 teaching English and/or French as a second language to adults.

6.7 QUALITY ASSURANCE

The services provided may be evaluated by the Identified User or the Standing Offer Authority (or it's representative) through the following means to ensure service quality:

- a) An online evaluation;

- b) Verification of the tracking notes entered by the Teaching Resources in the learning management system;
- c) Tutoring session observations;
- d) Validation of the qualifications required for the Offeror's resources; and/or
- e) Any other verification the Identified User or the Standing Offer Authority considers necessary.

In the event the services provided by the Offeror do not meet the requirements of this Statement of Work, the Standing Offer Authority will notify the Offeror. The Offeror must provide a corrective action plan addressing the deficiencies and detailing the actions taken and/or to be taken within the deadline prescribed by the Standing Offer Authority.

If certain program activities are considered inadequate by the Standing Offer Authority, adjustments must be proposed by the Offeror, at the Offeror's expense. For example, inappropriate images or comments.

ANNEX A - APPENDIX 1

QUALIFICATION STANDARDS IN RELATION TO OFFICIAL LANGUAGES

<http://www.tbs-sct.gc.ca/psm-fpfm/staffing-dotation/rqs-qcr/oqs-anq-eng.asp>

Introduction

These qualification standards apply to positions requiring the use of both official languages—English and French. They define the levels of proficiency for each of the three language skills:

- Written Comprehension in the Second Official Language
- Written Expression in the Second Official Language
- Oral Proficiency in the Second Official Language

There are two types of language qualifications for bilingual positions:

- General second official language qualifications – A, B and C
- Specific language qualifications requiring Code P

Official language qualifications are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work.

The web-based tool, [Determining the Linguistic Profile of Bilingual Positions](#), is available to help managers establish the linguistic profile of positions. A printable final report presents the profile and the functions associated with a particular position.

Application

These standards apply to all institutions subject to Schedules I and IV of the *Financial Administration Act*.

Related Requirements

Institutions also apply the following requirements:

- [Policy on Official Languages for Human Resources Management](#) – for institutions subject to Parts IV, V and VI as well as section 91 of the *Official Languages Act*
- [Directive on the Staffing of Bilingual Positions](#) – for institutions subject to the *Public Service Employment Act*
- [Directive on the Linguistic Identification of Positions or Functions](#) – for institutions subject to Schedules I and IV of the *Financial Administration Act*

General Second Official Language Qualifications

Second official language qualifications and proficiency levels are identified objectively and are relevant to the duties and responsibilities of the position as it relates to communications with and services to the public and language of work.

Tests used to assess proficiency levels for general second language qualifications—A, B or C—in written comprehension, written expression and oral proficiency are prescribed by the Public Service Commission.

These tests and standards apply to all occupational groups.

There are three levels of proficiency for general second official language qualifications:

- A (lowest)
- B
- C (highest)

They are cumulative:

Level	A	B	C
Can accomplish:	Tasks at level A	Tasks at level A Tasks at level B	Tasks at level A Tasks at level B Tasks at level C

When a skill is not required, a dash (“-”) is used in the linguistic profile instead of a proficiency level.

There are also two additional possible language test results: X and E.

Individuals obtaining an X are demonstrating that their performance does not meet the minimum requirements for Level A for this ability.

Individuals obtaining an E are exempted, indefinitely, from further language testing for this ability. It is granted to persons whose second language test performance indicates that they can be expected to maintain their second language proficiency at Level C indefinitely.

An exemption is not a proficiency level and is not listed in the linguistic profile of bilingual positions.

Written Comprehension in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written comprehension for positions that require comprehension of texts on topics of limited scope.

A person reading at this level can:

- fully understand very simple texts;
- grasp the main idea of texts about familiar topics; and
- read and understand elementary points of information such as dates, numbers or names from relatively more complex texts to perform routine job-related tasks.

A person at this level would not be expected to read and understand detailed information.

Examples

A person at this level can read:	<ul style="list-style-type: none">• internal communications• letters• email messages• routine forms (e.g., requisitions, invoices)• very simple texts
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In order to:	<ul style="list-style-type: none"> • file • distribute • pick out specific units of information (e.g., dates, numbers, names) • process routine requests (e.g., requisitions, work orders, invoices) • fully understand very simple texts • understand the general idea regarding familiar, work-related topics carry out routine, simple actions (e.g., understand photocopying instructions, order office supplies, read a meeting agenda)

Written Comprehension in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written comprehension for positions that require comprehension of most descriptive or factual material on work-related topics.

A person reading at this level can:

- grasp the main idea of most work-related texts;
- identify specific details; and
- distinguish main from subsidiary ideas.

A person at this level will have difficulty reading texts using complex grammar and less common vocabulary.

Examples

A person at this level can carry out the activities of level A and can also read work-related:	<ul style="list-style-type: none"> • reference materials • reports • articles • notices
In order to:	<ul style="list-style-type: none"> • extract information or specific details required for the job • understand the general idea of the content • verify that the content is factually correct when the text was prepared by others

Written Comprehension in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written comprehension for positions that require comprehension of texts dealing with a wide variety of work-related topics.

A person reading at this level can:

- understand most complex details, inferences and fine points of meaning; and
- have a good comprehension of specialized or less familiar material.

A person at this level may miss some seldom-used expressions and have some difficulty with very complex grammatical structures.

Examples

A person at this level can carry out the activities at levels A and B and can also read work-related:	<ul style="list-style-type: none">• policy papers• research papers• technical reports• books• complex contracts or specificationslegislation or regulations
In order to:	<ul style="list-style-type: none">• ensure completeness and accuracy• extract details for action or interpretation• review for meaning and tone when it was prepared by others• obtain an in-depth understanding of the content• assess implications• provide comments• make recommendations

Written Expression in the Second Official Language, Proficiency Level A

Standard Description

Level A is the minimum level of second language ability in written expression for positions that require writing simple units of information in the second language.

A person writing at this level can:

- write isolated words, phrases, simple statements or questions on very familiar topics using words of time, place or person.

A person at this level is expected to make errors of grammar, vocabulary and spelling. These errors are acceptable as long as the message is understandable.

Examples

A person at this level can write:	<ul style="list-style-type: none">• isolated words• simple phrases• simple messages• lists (e.g., items, names, activities)• titles or subject headings• brief notes
In order to:	<ul style="list-style-type: none">• fill out a form or report related to one's duties• note simple point-form messages• complete an index or table of contents• request and provide simple information

	<ul style="list-style-type: none"> • use templates in familiar situations
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Written Expression in the Second Official Language, Proficiency Level B

Standard Description

Level B is the minimum level of second language ability in written expression for positions that require writing short descriptive or factual texts in the second language.

A person writing at this level can:

- deal with explicit information on work-related topics since they have sufficient mastery of grammar and vocabulary.

A person at this level will communicate the basic information, but the text will require some corrections in grammar and vocabulary as well as revision for style.

Examples

<p>A person at this level can carry out the activities of level A and can also write work-related:</p>	<ul style="list-style-type: none"> • short, routine messages • short texts • short descriptions • brief comments • simple, factual correspondence or directives
<p>In order to:</p>	<ul style="list-style-type: none"> • adapt templates by adding a few words or slightly modifying the content • request or provide information, explanations or instructions • explain or request that action be taken • formulate observations • present conclusions • summarize a text or meeting in point or note form

Written Expression in the Second Official Language, Proficiency Level C

Standard Description

Level C is the level of second language ability in written expression for positions that require writing explanations or descriptions in a variety of informal and formal work-related situations.

A person writing at this level can:

- write texts where ideas are developed and presented in a coherent manner.

A person at this level will use vocabulary, grammar and spelling that are generally appropriate and require few corrections. A person at this level can also modify or correct texts to improve meaning, tone, clarity and conciseness.

Examples

A person at this level can carry out the activities at levels A and B and can also write work-related:	<ul style="list-style-type: none"> • correspondence • briefing notes • memoranda • reports • recommendations • research papers • comprehensive summaries • detailed presentations
In order to:	<ul style="list-style-type: none"> • provide or request detailed facts and reasons • provide information or comment on contentious issues

Oral Proficiency in the Second Official Language – Level A

Standard Description

Level A is the minimum level of second language ability in oral proficiency for positions that require simple and repetitive use of the second language in routine work situations.

A person speaking at this level can:

- ask and answer simple questions;
- give simple instructions;
- give uncomplicated directions relating to routine work situations.

Persons at this level make many errors and have deficiencies in grammar, pronunciation, vocabulary and fluency, which may interfere with the clarity of the message. Since they may have problems understanding speech spoken at a normal rate, repetitions by others may be required for them to understand what is being said.

Examples

A person at this level can carry out the following activities:

- ask and answer simple questions about names, addresses, dates, times or numbers
- make requests to colleagues or other employees and respond to such requests about simple and uncomplicated matters
- give and follow simple directions and instructions
- provide short, repetitive answers or information
- exchange common courtesies (e.g., thank you, you're welcome, have a nice day)

Oral Proficiency in the Second Official Language – Level B

Standard Description

Level B is the minimum level of second language oral proficiency for positions that require departure from routine use of the second language.

A person speaking at this level can:

- sustain a conversation on concrete topics;
- report on actions taken;
- give straightforward instructions to employees;
- provide factual descriptions and explanations.

A person at this level may have deficiencies in grammar, pronunciation, vocabulary and fluency that do not seriously interfere with communication.

A person at this level would have a limited ability to deal with situations involving hypothetical ideas.

A person at this level should not be expected to cope with situations that are sensitive or that require the understanding or expression of subtle or abstract ideas.

Examples

A person at this level can carry out the activities of level A and can also:

- give and follow straightforward instructions or explanations about how work is to be done, what information is needed and what steps or alternatives are to be followed
- give factual accounts of actions taken or events that have occurred
- handle requests for routine information from other employees or members of the public, either by telephone or in face-to-face conversations (e.g., about such things as services, publications or staffing actions)
- take part in departmental or interdepartmental meetings regarding factual, concrete and non-routine topics, and/or informal meetings or work sessions
- deliver presentations on concrete topics, and answer factual follow-up questions
- answer the telephone, understand simple requests, redirect calls as appropriate, and/or explain to others how to complete a form

Oral Proficiency in the Second Official Language – Level C

Standard Description

Level C is the level of second language oral proficiency for positions that require handling sensitive situations where the understanding and expression of subtle, abstract or complicated ideas are required or where unfamiliar work-related topics must be dealt with.

A person speaking at this level can:

- support opinions; and
- understand and express hypothetical and conditional ideas.

A person at this level will not have the ease and fluency of a native speaker and may have deficiencies in pronunciation, grammar and vocabulary. These deficiencies rarely interfere with communication.

Examples

A person at this level can carry out the activities at levels A and B and can also:

- give and understand explanations and descriptions involving complicated details, hypothetical questions, or complex and abstract ideas
- give and understand detailed accounts of events, actions taken or procedures to be followed
- discuss or explain policies, procedures, regulations, programs and services relating to an area of work
- deal with situations requiring persuasion/negotiation and complex arguments, and/or the seamless exchange of ideas in both official languages
- deliver presentations on complex topics, and answer follow-up questions and/or conduct training sessions
- counsel and give advice to employees or clients on sensitive or complex issues
- participate as a member of a selection board, interview board or assessment team as an integral part of the job functions

ANNEX A – APPENDIX 2

STATUTORY HOLIDAYS

The following days are designated holidays for learners. When a holiday falls on a weekend, it is moved to the next business day:

- a) New Year's (January 1)
- b) Good Friday
- c) Easter Monday
- d) Victoria Day
- e) June 24 (for services offered in Quebec)
- f) Canada Day (July 1)
- g) Provincial Civic Holiday (first Monday in August, except for services offered in Quebec)
- h) Labour Day (first Monday in September)
- i) Thanksgiving (second Monday in October)
- j) Remembrance Day (November 11)
- k) Christmas Day (December 25)
- l) Boxing Day (December 26)

Annex A - Appendix 3

ICT Accessibility Requirements (Based on EN 301 549 – 2018)

What is ICT?

Information and Communications Technology (ICT) includes hardware, software, voice communication, video capabilities and digital content (including web and non-web based information).

What is ICT accessibility and why is it important?

"ICT accessibility ensures that people with and without disabilities can access the same information, perform the same tasks, and receive the same services using information technology. It is the digital equivalent to accessibility in the physical environment —the curb cuts, ramps, railings, etc., of the digital age. While ICT accessibility can provide usability benefits to everyone who uses ICT, it is a vital necessity to many people with disabilities." - [NASCIO - Accessibility in IT Procurement](#)

About this document

This document lists relevant ICT accessibility requirements from the EN 301 549 V2.1.2 (2018-08) Harmonised European Standard "Accessibility requirements for ICT products and services", which includes the Web Content Accessibility Guidelines (WCAG) 2.1 level AA.

At first glance, some requirements may appear to be unrelated to this product or service. They have been included for consideration since the full feature set of a Vendor's product or service may not be known. For example, a video may be embedded into product documentation, so accessibility requirements for video and audio may become relevant.

Appendices include definitions, references, and practical guidance on creating accessible documentation.

Sources used to compile this document

- [EN 301 549 V2.12 \(2018-08\) Harmonised European Standard "Accessibility requirements for ICT products and services" \(PDF\)](#)
- [Web Content Accessibility Guidelines \(WCAG\) 2.1](#) (W3C Recommendation 05 June 2018)
- [Understanding WCAG 2.1](#) (Updated 16 November 2018)
- [How to Meet WCAG 2.1 \(Quick Reference\)](#)
- [VPAT® 2.3 EU](#)

Part A - Functional performance statements

These are explanatory (non-testable) statements that introduce the core aspects that the offered product or service must provide to be considered accessible.

4.2.1. Usage without vision: Where ICT provides visual modes of operation, some users need ICT to provide at least one mode of operation that does not require vision.

- NOTE 1: A web page or application with a well formed semantic structure can allow users without vision to identify, navigate and interact with a visual user interface.
- NOTE 2: Audio and tactile user interfaces may contribute towards meeting this clause.

4.2.2. Usage with limited vision: Where ICT provides visual modes of operation, some users will need the ICT to provide features that enable users to make better use of their limited vision.

- NOTE 1: Magnification, reduction of required field of vision and control of contrast, brightness and intensity can contribute towards meeting this clause.

- NOTE 2: Where significant features of the user interface are dependent on depth perception, the provision of additional methods of distinguishing between the features may contribute towards meeting this clause.
- NOTE 3: Users with limited vision may also benefit from non-visual access (see clause 4.2.1).

4.2.3. Usage without perception of colour: Where ICT provides visual modes of operation, some users will need the ICT to provide a visual mode of operation that does not require user perception of colour.

- NOTE: Where significant features of the user interface are colour-coded, the provision of additional methods of distinguishing between the features may contribute towards meeting this clause.

4.2.4. Usage without hearing: Where ICT provides auditory modes of operation, some users need ICT to provide at least one mode of operation that does not require hearing.

- NOTE: Visual and tactile user interfaces may contribute towards meeting this clause.

4.2.5. Usage with limited hearing: Where ICT provides auditory modes of operation, some users will need the ICT to provide enhanced audio features.

- NOTE 1: Enhancement of the audio clarity, reduction of background noise, increased range of volume and greater volume in the higher frequency range can contribute towards meeting this clause.
- NOTE 2: Users with limited hearing may also benefit from non-hearing access (see clause 4.2.4).

4.2.6. Usage without vocal capability: Where ICT requires vocal input from users, some users will need the ICT to provide at least one mode of operation that does not require them to generate vocal output.

- NOTE 1: This clause covers the alternatives to the use of orally-generated sounds, including speech, whistles, clicks, etc.
- NOTE 2: Keyboard, pen or touch user interfaces may contribute towards meeting this clause.

4.2.7. Usage with limited manipulation or strength: Where ICT requires manual actions, some users will need the ICT to provide features that enable users to make use of the ICT through alternative actions not requiring manipulation or hand strength.

- NOTE 1: Examples of operations that users may not be able to perform include those that require fine motor control, path dependant gestures, pinching, twisting of the wrist, tight grasping, or simultaneous manual actions.
- NOTE 2: One-handed operation, sequential key entry and speech user interfaces may contribute towards meeting this clause.
- NOTE 3: Some users have limited hand strength and may not be able to achieve the level of strength to perform an operation. Alternative user interface solutions that do not require hand strength may contribute towards meeting this clause.

4.2.8. Usage with limited reach: Where ICT products are free-standing or installed, the operational elements will need to be within reach of all users.

- NOTE: Considering the needs of wheelchair users and the range of user statures in the placing of operational elements of the user interface may contribute towards meeting this clause.

4.2.9. Minimize photosensitive seizure triggers: Where ICT provides visual modes of operation, some users need ICT to provide at least one mode of operation that minimizes the potential for triggering photosensitive seizures.

- NOTE: Limiting the area and number of flashes per second may contribute towards meeting this clause.

4.2.10. Usage with limited cognition: Some users will need the ICT to provide features that make it simpler and easier to use.

- NOTE 1: This clause is intended to include the needs of persons with limited cognitive, language and learning abilities.
- NOTE 2: Adjustable timings, error indication and suggestion, and a logical focus order are examples of design features that may contribute towards meeting this clause.

4.2.11. Privacy: Where ICT provides features that are provided for accessibility, some users will need their privacy to be maintained when using those ICT features that are provided for accessibility.

- NOTE: Enabling the connection of personal headsets for private listening, not providing a spoken version of characters being masked and enabling user control of legal, financial and personal data are examples of design features that may contribute towards meeting this clause.

Part B - Functional accessibility requirements

Explanation of the table columns

The format closely follows the VPAT® 2.3 EU, but includes additional information.

- **"EN 301 549 Clauses"** includes all Clauses of the EN 301 549 V2.12 (2018-08) that may apply to the ICT product or service. If WCAG 2.1 applies, we include the full text of the criterion along with links to the criterion, "Understanding the requirement", "How to meet the requirement" and definitions of standardized words.
- **"Determination of Compliance"** describes how to test if you have met the requirement. These are copied from EN 301 549 Annex C.

Declaration

The form below refers to *<ICT under evaluation>*. It has been completed by *<Evaluator's legal name>* on *<Date>*.

Scope

The following Functional Accessibility Requirements are applicable to the Functional Performance Statements in Part A. If a solution meets all of these it is considered to have met the Functional Performance Statements and is therefore deemed to conform with EN 301 549.

Clauses 5.2, 6.1, 6.5.2, 6.5.3, 6.5.4, 9.1.1.1, 9.1.2.1, 9.1.2.2, 9.1.2.3, 9.1.2.4, 9.1.2.5, 9.1.3.1, 9.1.3.2, 9.1.3.3, 9.1.3.4, 9.1.3.5, 9.1.4.1, 9.1.4.2, 9.1.4.3, 9.1.4.4, 9.1.4.5, 9.1.4.10, 9.1.4.11, 9.1.4.12, 9.1.4.13, 9.2.1.1, 9.2.1.2, 9.2.1.4, 9.2.2.1, 9.2.2.2, 9.2.3.1, 9.2.4.1, 9.2.4.2, 9.2.4.3, 9.2.4.4, 9.2.4.5, 9.2.4.6, 9.2.4.7, 9.2.5.1, 9.2.5.2, 9.2.5.3, 9.2.5.4, 9.3.1.1, 9.3.1.2, 9.3.2.1, 9.3.2.2, 9.3.2.3, 9.3.2.4, 9.3.3.1, 9.3.3.2, 9.3.3.3, 9.3.3.4, 9.4.1.1, 9.4.1.2, 9.4.1.3, 9.5, 10.1.1.1, 10.1.2.1, 10.1.2.2, 10.1.2.3, 10.1.2.4, 10.1.2.5, 10.1.3.1, 10.1.3.2, 10.1.3.3, 10.1.3.4, 10.1.3.5, 10.1.4.1, 10.1.4.2, 10.1.4.3, 10.1.4.4, 10.1.4.5, 10.1.4.10, 10.1.4.11, 10.1.4.12, 10.1.4.13, 10.2.1.1, 10.2.1.2, 10.2.1.4, 10.2.2.1, 10.2.2.2, 10.2.3.1, 10.2.4.2, 10.2.4.3, 10.2.4.4, 10.2.4.6, 10.2.4.7, 10.2.5.1, 10.2.5.2, 10.2.5.3, 10.2.5.4, 10.3.1.1, 10.3.1.2, 10.3.2.1, 10.3.2.2, 10.3.3.1, 10.3.3.2, 10.3.3.3, 10.3.3.4, 10.4.1.1, 10.4.1.2, 10.5, 10.6, 12.1.1 and 12.1.2 have been deemed relevant to this ICT.

EN 301 549 (2018) clauses	Determination of compliance
5 Generic requirements	C.5 Generic requirements
5.2 Activation of accessibility features Where ICT has documented accessibility features, it shall be possible to activate those documented accessibility features that are required to meet a specific need without relying on a method that does not support that need.	C.5.2 Activation of accessibility features Type of assessment Inspection Pre-conditions 1. The ICT has documented accessibility features to meet a specific need. Procedure 1. Check that it is possible to activate those accessibility features without relying on a method that does not support that need. Result Pass: Check 1 is true Fail: Check 1 is false
6 ICT with two-way voice communication	C.6 ICT with two-way voice communication
6.1 Audio bandwidth for speech Where ICT provides two-way voice communication, in order to provide good audio quality, that ICT shall be able to encode and decode two-way voice communication with a frequency range with an upper limit of at least 7 000 Hz. NOTE 1: For the purposes of interoperability, support of Recommendation ITU-T G.722 [i.21] is widely used. NOTE 2: Where codec negotiation is implemented, other standardized codecs such as Recommendation ITU-T G.722.2 [i.22] are sometimes used so as to avoid transcoding.	C.6.1 Audio bandwidth for speech Type of assessment Measurement Pre-conditions 1. The ICT under test provides two-way voice communication. Procedure 1. Check that the ICT can encode and decode audio with a frequency range with an upper limit of at least 7 000 Hz. Result Pass: Check 1 is true Fail: Check 1 is false
6.5 Video communication	C.6.5 Video communication
6.5.1 General (informative) Clause 6.5 (Video communications) provides performance requirements that support users who communicate using sign language and lip-reading. For these users, good usability is achieved with Common Intermediate Format (CIF) resolution, a	C.6.5.1 General (informative) Clause 6.5.1 is informative only and contains no requirements requiring test.

EN 301 549 (2018) clauses	Determination of compliance
<p>frame rate of 20 frames per second and over, with a time difference between speech audio and video that does not exceed 100 ms.</p> <p>When the resolution is reduced to Quarter Common Intermediate Format (QCIF) and the frame rate drops to 12 frames per second the communication is still usable with some restrictions.</p> <p>A lower resolution causes less disturbance to the perception of sign language and lip-reading than that caused by a lower frame rate.</p> <p>Delay can be a problem in video communication. Overall delay values below 0,4 s are preferred, with an increase in preference down to 0,1 s. Values over 0,8 s are felt to hinder a good sign conversation. Overall delay depends on multiple factors, including e.g. network delay and video processing. For this reason a testable requirement on minimum values for overall delay cannot be produced.</p>	
<p>6.5.2 Resolution</p> <p>Where ICT that provides two-way voice communication includes real-time video functionality, the ICT:</p> <ul style="list-style-type: none"> a. shall support at least QCIF resolution; b. should preferably support at least CIF resolution. 	<p>C.6.5.2 Resolution</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <ol style="list-style-type: none"> 1. The ICT provides 2 way voice communication. 2. The ICT includes real-time video functionality. <p>Procedure</p> <ol style="list-style-type: none"> 1. Check that the video communication resolution is QCIF resolution or better. <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>6.5.3 Frame rate</p> <p>Where ICT that provides two-way voice communication includes real-time video functionality, the ICT:</p> <ul style="list-style-type: none"> a. shall support a frame rate of at least 12 frames per second (FPS); b. should preferably support a frame rate of at least 20 frames per second (FPS) with or without sign language in the video stream. 	<p>C.6.5.3 Frame rate</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <ol style="list-style-type: none"> 1. The ICT provides 2 way voice communication. 2. The ICT includes real-time video functionality. <p>Procedure</p> <ol style="list-style-type: none"> 1. Check that the video communication frame rate is equal to or higher than 12 frames per second.

EN 301 549 (2018) clauses	Determination of compliance
	Result Pass: Check 1 is true Fail: Check 1 is false
<p>6.5.4 Synchronization between audio and video</p> <p>Where ICT that provides two-way voice communication includes real-time video functionality, the ICT should ensure a maximum time difference of 100 ms between the speech and video presented to the user.</p>	<p>C.6.5.4 Synchronization between audio and video</p> <p>Type of assessment</p> <p>Measurement</p> <p>Pre-conditions</p> <ol style="list-style-type: none"> 1. The ICT provides 2 way voice communication. 2. The ICT includes real-time video functionality. <p>Procedure</p> <ol style="list-style-type: none"> 1. Check that the time difference between the speech and video presented to the user is equal to or less than 100 ms. <p>Result</p> <p>Pass: Check 1 is true Fail: Check 1 is false</p>
<p>9 Web</p>	<p>C.9 Web</p>
<p>9.0 General (informative)</p> <p>Requirements in clause 9 apply to web pages (as defined in clause 3.1) including:</p> <ul style="list-style-type: none"> • Conformance with WCAG 2.0 Level AA is equivalent to conforming with clauses 9.1.1, 9.1.2, 9.1.3.1 to 9.1.3.3, 9.1.4.1 to 9.1.4.5, 9.2.1.1, 9.2.1.2, 9.2.1.4, 9.2.1.1, 9.2.1.2, 9.2.2, 9.2.3, 9.2.4, 9.3, 9.4.1.1, 9.4.1.2 and the conformance requirements of clause 9.5 of the present document. • Conformance with WCAG 2.1 Level AA is equivalent to conforming with all of clauses 9.1 to 9.4 and the conformance requirements of clause 9.5 of the present document. • Requirements for other documents and software are provided in clauses 10 and 11 respectively. <p>NOTE 1: When evaluating web sites they are evaluated as individual web pages. Web applications, mobile web applications etc. are covered under the definition of web page which is quite broad and covers all web content types.</p> <p>The web content requirements in clauses 9.1 to 9.4 set out all of the Level A and Level AA Success Criteria from the</p>	<p>C.9.0 General (informative)</p> <p>Clause 9.0 is informative only and contains no requirements requiring test.</p>

EN 301 549 (2018) clauses	Determination of compliance
<p>W3C Web Content Accessibility Guidelines (WCAG 2.1) [5]:</p> <ul style="list-style-type: none"> • Web Pages conforming to WCAG 2.0 Level A and AA also conform to clauses 9.1.1.1 to 9.1.3.3, 9.1.4.1 to 9.1.4.5, 9.2.1.1, 9.2.1.2, 9.2.2.1 to 9.2.4.7, 9.3.1.1 to 9.4.1.2 and the conformance requirements of clause 9.5. • Web Pages that conform to WCAG 2.1 Level AA conform to all of clauses 9.1 to 9.4 and the conformance requirements of clause 9.5. • Web Pages conforming to clauses 9.1.1.1 to 9.1.3.3, 9.1.4.1 to 9.1.4.5, 9.2.1.1, 9.2.1.2, 9.2.2.1 to 9.2.4.7, 9.3.1.1 to 9.4.1.2, and the conformance requirements of clause 9.5, also conform to WCAG 2.0 Level AA. • Web Pages that conform to all of clauses 9.1 to 9.4, and the conformance requirements of clause 9.5, conform to WCAG 2.1 Level AA. <p>NOTE 2: WCAG 2.0 is identical to ISO/IEC 40500 (2012): "Information technology - W3C Web Content Accessibility Guidelines (WCAG) 2.0" [4].</p> <p>The requirements in clauses 9.1 to 9.4 are written using the concept of satisfying success criteria (defined in clause 3.1).</p> <p>A web page satisfies a WCAG success criterion when the success criterion does not evaluate to false when applied to the web page. This implies that if the success criterion puts conditions on a specific feature and that specific feature does not occur in the web page, then the web page satisfies the success criterion.</p> <p>NOTE 3: For example, a web page that does not contain pre-recorded audio content in synchronized media will automatically satisfy WCAG success criterion 1.2.2 (captions - pre-recorded) and, in consequence, will also conform to clause 9.1.2.2.</p> <p>In addition to Level AA success criteria, the Web Content Accessibility Guidelines also include success criteria for Level AAA.</p> <p>NOTE 4: The body of the present document does not include the Level AAA success criteria, both to avoid confusion with the Level A and Level AA based requirements and for harmonisation with other procurement standards.</p> <p>Web authors and procurement accessibility specialists are encouraged to improve accessibility beyond the requirements of the present document and should therefore consider whether any of the WCAG Level AAA success criteria offer suggestions that may be applicable and relevant to their project, as well as potentially beneficial to some users.</p> <p>NOTE 5: The W3C states that "It is not recommended that Level AAA conformance be required as a general policy for entire sites because it is not possible to satisfy all Level AAA Success Criteria for some content".</p>	
9.1 Perceivable	C.9.1 Perceivable

EN 301 549 (2018) clauses	Determination of compliance
9.1.1 Text alternatives	C.9.1.1 Text alternatives
9.1.1.1 Non-text content Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.1.1 Non-text content . WCAG 2.1 Success Criterion 1.1.1 Non-text content Understanding Non-text Content How to Meet Non-text Content (Level A) All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below. <ul style="list-style-type: none"> • Controls, Input: If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Success Criterion 4.1.2 for additional requirements for controls and content that accepts user input.) • Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for additional requirements for media.) • Test: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content. • Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. • CAPTCHA: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. • Decoration, Formatting, Invisible: If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology. 	C.9.1.1.1 Non-text content Type of assessment Inspection Pre-conditions 1. The ICT is a web page. Procedure 1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.1.1 Non-text content . Result Pass: Check 1 is true Fail: Check 1 is false
9.1.2 Time-based media	C.9.1.2 Time-based media
9.1.2.1 Audio-only and video-only (prerecorded) Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded) . WCAG 2.1 Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded) Understanding Audio-only and Video-only (Prerecorded) How to Meet Audio-only and Video-only (Prerecorded)	C.9.1.2.1 Audio-only and video-only (prerecorded) Type of assessment Inspection Pre-conditions 1. The ICT is a web page.

EN 301 549 (2018) clauses	Determination of compliance
<p>(Level A)</p> <p>For <u>prerecorded audio-only</u> and prerecorded <u>video-only</u> media, the following are true, except when the audio or video is a <u>media alternative for text</u> and is clearly labeled as such:</p> <ul style="list-style-type: none"> • Prerecorded Audio-only: An <u>alternative for time-based media</u> is provided that presents equivalent information for prerecorded audio-only content. • Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content. 	<p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.2.2 Captions (prerecorded)</p> <p>Where ICT is a web page, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded)</u>.</p> <p>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded)</p> <p><u>Understanding Captions (Prerecorded)</u></p> <p><u>How to Meet Captions (Prerecorded)</u></p> <p>(Level A)</p> <p><u>Captions</u> are provided for all <u>prerecorded audio</u> content in <u>synchronized media</u>, except when the media is a <u>media alternative for text</u> and is clearly labeled as such.</p>	<p>C.9.1.2.2 Captions (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.2.3 Audio description or media alternative (prerecorded)</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded)</u>.</p> <p>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded)</p> <p><u>Understanding Audio Description or Media Alternative (Prerecorded)</u></p> <p><u>How to Meet Audio Description or Media Alternative (Prerecorded)</u></p> <p>(Level A)</p> <p>An <u>alternative for time-based media</u> or audio description of the <u>prerecorded</u> video content is provided for <u>synchronized media</u>, except when the media is a <u>media alternative for text</u> and is clearly labeled as such.</p>	<p>C.9.1.2.3 Audio description or media alternative (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.2.4 Captions (live)</p>	<p>C.9.1.2.4 Captions (live)</p>

EN 301 549 (2018) clauses	Determination of compliance
<p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.2.4 Captions (Live).</p> <p>WCAG 2.1 Success Criterion 1.2.4 Captions (Live)</p> <p>Understanding Captions (Live)</p> <p>How to Meet Captions (Live)</p> <p>(Level AA)</p> <p>Captions are provided for all live audio content in synchronized media.</p>	<p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.2.4 Captions (Live).</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.2.5 Audio description (prerecorded)</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded).</p> <p>WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded).</p> <p>Understanding Audio Description (Prerecorded)</p> <p>How to Meet Audio Description (Prerecorded)</p> <p>(Level AA)</p> <p>Audio description is provided for all prerecorded video content in synchronized media.</p>	<p>C.9.1.2.5 Audio description (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded).</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.3 Adaptable</p>	<p>C.9.1.3 Adaptable</p>
<p>9.1.3.1 Info and relationships</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.3.1 Info and Relationships.</p> <p>WCAG 2.1 Success Criterion 1.3.1 Info and Relationships</p> <p>Understanding Info and Relationships</p> <p>How to Meet Info and Relationships</p> <p>(Level A)</p> <p>Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.</p>	<p>C.9.1.3.1 Info and relationships</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.3.1 Info and Relationships.</p> <p>Result</p> <p>Pass: Check 1 is true</p>

EN 301 549 (2018) clauses	Determination of compliance
	Fail: Check 1 is false
<p>9.1.3.2 Meaningful sequence</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence.</p> <p>WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence</p> <p>Understanding Meaningful Sequence</p> <p>How to Meet Meaningful Sequence</p> <p>(Level A)</p> <p>When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.</p>	<p>C.9.1.3.2 Meaningful sequence</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.3.3 Sensory characteristics</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics</p> <p>Understanding Sensory Characteristics</p> <p>How to Meet Sensory Characteristics</p> <p>(Level A)</p> <p>Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, color, size, visual location, orientation, or sound.</p> <p>Note: For requirements related to color, refer to Guideline 1.4.</p>	<p>C.9.1.3.3 Sensory characteristics</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.3.4 Orientation</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.3.4 Orientation.</p> <p>WCAG 2.1 Success Criterion 1.3.4 Orientation</p> <p>Understanding Orientation</p> <p>How to Meet Orientation</p> <p>(Level AA)</p> <p>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.</p>	<p>C.9.1.3.4 Orientation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.3.4 Orientation.</p> <p>Result</p>

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<p>Note: Examples where a particular display orientation may be essential are a bank check, a piano application, slides for a projector or television, or virtual reality content where binary display orientation is not applicable.</p>	<p>Pass: Check 1 is true Fail: Check 1 is false</p>
<p>9.1.3.5 Identify input purpose</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose.</p> <p>WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose</p> <p>Understanding Identify Input Purpose</p> <p>How to Meet Identify Input Purpose</p> <p>(Level AA)</p> <p>The purpose of each input field collecting information about the user can be programmatically determined when:</p> <ul style="list-style-type: none"> • The input field serves a purpose identified in the Input Purposes for User Interface Components section; and • The content is implemented using technologies with support for identifying the expected meaning for form input data. 	<p>C.9.1.3.5 Identify input purpose</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose.</p> <p>Result</p> <p>Pass: Check 1 is true Fail: Check 1 is false</p>
<p>9.1.4 Distinguishable</p>	<p>C.9.1.4 Distinguishable</p>
<p>9.1.4.1 Use of colour</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.1 Use of Color.</p> <p>WCAG 2.1 Success Criterion 1.4.1 Use of Color</p> <p>Understanding Use of Color</p> <p>How to Meet Use of Color</p> <p>(Level A)</p> <p>Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>Note: This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.</p>	<p>C.9.1.4.1 Use of colour</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.1 Use of Color.</p> <p>Result</p> <p>Pass: Check 1 is true Fail: Check 1 is false</p>
<p>9.1.4.2 Audio control</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.2 Audio Control.</p> <p>WCAG 2.1 Success Criterion 1.4.2 Audio Control</p> <p>Understanding Audio Control</p> <p>How to Meet Audio Control</p> <p>(Level A)</p>	<p>C.9.1.4.2 Audio control</p> <p>Type of assessment</p> <p>Inspection Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p>

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<p>If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether or not it is used to meet other success criteria) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.2 Audio Control.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.4.3 Contrast (minimum)</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum).</p> <p>WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum)</p> <p>Understanding Contrast (Minimum)</p> <p>How to Meet Contrast (Minimum)</p> <p>(Level AA)</p> <p>The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. • Logotypes: Text that is part of a logo or brand name has no contrast requirement. 	<p>C.9.1.4.3 Contrast (minimum)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum).</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.4.4 Resize text</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.4 Resize text.</p> <p>WCAG 2.1 Success Criterion 1.4.4 Resize text</p> <p>Understanding Resize text</p> <p>How to Meet Resize text</p> <p>(Level AA)</p> <p>Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality.</p>	<p>C.9.1.4.4 Resize text</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.4 Resize text.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.4.5 Images of text</p>	<p>C.9.1.4.5 Images of text</p> <p>Type of assessment</p>

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<p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.5 Images of Text.</p> <p>WCAG 2.1 Success Criterion 1.4.5 Images of Text.</p> <p>Understanding Images of Text</p> <p>How to Meet Images of Text</p> <p>(Level AA)</p> <p>If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following:</p> <ul style="list-style-type: none"> • Customizable: The image of text can be visually customized to the user's requirements; • Essential: A particular presentation of text is essential to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.5 Images of Text.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.4.10 Reflow</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.10 Reflow.</p> <p>WCAG 2.1 Success Criterion 1.4.10 Reflow</p> <p>Understanding Reflow</p> <p>How to Meet Reflow</p> <p>(Level AA)</p> <p>Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:</p> <ul style="list-style-type: none"> • Vertical scrolling content at a width equivalent to 320 CSS pixels; • Horizontal scrolling content at a height equivalent to 256 CSS pixels. <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p> <p>Note: 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For web content which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024px at 400% zoom.</p> <p>Note: Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content.</p>	<p>C.9.1.4.10 Reflow</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.10 Reflow.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.4.11 Non-text contrast</p>	<p>C.9.1.4.11 Non-text contrast</p>

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<p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast</p> <p>Understanding Non-text Contrast</p> <p>How to Meet Non-text Contrast</p> <p>(Level AA)</p> <p>The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <ul style="list-style-type: none"> • User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; • Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is essential to the information being conveyed. 	<p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.4.12 Text spacing</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.12 Text spacing.</p> <p>WCAG 2.1 Success Criterion 1.4.12 Text spacing</p> <p>Understanding Text Spacing</p> <p>How to Meet Text Spacing</p> <p>(Level AA)</p> <p>In content implemented using markup languages that support the following text style properties, no loss of content or functionality occurs by setting all of the following and by changing no other style property:</p> <ul style="list-style-type: none"> • 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. <p>Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p>	<p>C.9.1.4.12 Text spacing</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.12 Text spacing.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.1.4.13 Content on hover or focus</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus.</p> <p>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus</p>	<p>C.9.1.4.13 Content on hover or focus</p> <p>Type of assessment</p> <p>Inspection</p>

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<p>Understanding Content on Hover or Focus</p> <p>How to Meet Content on Hover or Focus</p> <p>(Level AA)</p> <p>Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> Dismissable: A mechanism is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an input error or does not obscure or replace other content; Hoverable: If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing; Persistent: The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. <p>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p> <p>Note: Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML title attribute.</p> <p>Note: Custom tooltips, sub-menus, and other non-modal popups that display on hover and focus are examples of additional content covered by this criterion.</p>	<p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
9.2 Operable	C.9.2 Operable
9.2.1 Keyboard accessible	C.9.2.1 Keyboard accessible
<p>9.2.1.1 Keyboard</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.1.1 Keyboard.</p> <p>WCAG 2.1 Success Criterion 2.1.1 Keyboard</p> <p>Understanding Keyboard</p> <p>How to Meet Keyboard</p> <p>(Level A)</p> <p>All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.</p> <p>Note: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.</p>	<p>C.9.2.1.1 Keyboard</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.1.1 Keyboard.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>

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<p>Note: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p>	
<p>9.2.1.2 No keyboard trap</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap.</p> <p>WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap</p> <p>Understanding No Keyboard Trap</p> <p>How to Meet No Keyboard Trap</p> <p>(Level A)</p> <p>If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p>C.9.2.1.2 No keyboard trap</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.1.4 Character key shortcuts</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts.</p> <p>WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts</p> <p>Understanding Character Key Shortcuts</p> <p>How to Meet Character Key Shortcuts</p> <p>(Level A)</p> <p>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:</p> <ul style="list-style-type: none"> • Turn off: A mechanism is available to turn the shortcut off; • Remap: A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc.); • Active only on focus: The keyboard shortcut for a user interface component is only active when that component has focus. 	<p>C.9.2.1.4 Character key shortcuts</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.2 Enough time</p>	<p>C.9.2.2 Enough time</p>
<p>9.2.2.1 Timing adjustable</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable.</p>	<p>C.9.2.2.1 Timing adjustable</p> <p>Type of assessment</p> <p>Inspection</p>

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<p>WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable</p> <p><u>Understanding Timing Adjustable</u></p> <p><u>How to Meet Timing Adjustable</u></p> <p>(Level A)</p> <p>For each time limit that is set by the content, at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: The user is allowed to turn off the time limit before encountering it; or • Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or • Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or • Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or • Essential Exception: The time limit is <u>essential</u> and extending it would invalidate the activity; or • 20 Hour Exception: The time limit is longer than 20 hours. <p>Note: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with <u>Success Criterion 3.2.1</u>, which puts limits on changes of content or context as a result of user action.</p>	<p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.2.2 Pause, stop, hide</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide</u>.</p> <p>WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide</p> <p><u>Understanding Pause, Stop, Hide</u></p> <p><u>How to Meet Pause, Stop, Hide</u></p> <p>(Level A)</p> <p>For moving, <u>blinking</u>, scrolling, or auto-updating information, all of the following are true:</p> <ul style="list-style-type: none"> • Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to <u>pause</u>, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is <u>essential</u>; and • Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, 	<p>C.9.2.2.2 Pause, stop, hide</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>

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<p>stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.</p> <p>Note: For requirements related to flickering or flashing content, refer to Guideline 2.3.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p> <p>Note: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>Note: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p>	
9.2.3 Seizures and physical reactions	C.9.2.3 Seizures and physical reactions
<p>9.2.3.1 Three flashes or below threshold</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold.</p> <p>WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold</p> <p>Understanding Three Flashes or Below Threshold</p> <p>How to Meet Three Flashes or Below Threshold</p> <p>(Level A)</p> <p>Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds.</p> <p>Note: Since any content that does not meet this success criterion can interfere with a user's ability to use the whole page, all content on the Web page (whether it is used to meet other success criteria or not) must meet this success criterion. See Conformance Requirement 5: Non-Interference.</p>	<p>C.9.2.3.1 Three flashes or below threshold</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
9.2.4 Navigable	C.9.2.4 Navigable
<p>9.2.4.1 Bypass blocks</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.4.1 Bypass Blocks.</p> <p>WCAG 2.1 Success Criterion 2.4.1 Bypass Blocks</p>	<p>C.9.2.4.1 Bypass blocks</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>

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<p>Understanding Bypass Blocks</p> <p>How to Meet Bypass Blocks</p> <p>(Level A)</p> <p>A mechanism is available to bypass blocks of content that are repeated on multiple Web pages.</p>	<p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.4.1 Bypass Blocks.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.4.2 Page titled</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.4.2 Page Titled.</p> <p>WCAG 2.1 Success Criterion 2.4.2 Page Titled</p> <p>Understanding Page Titled</p> <p>How to Meet Page Titled</p> <p>(Level A)</p> <p>Web pages have titles that describe topic or purpose.</p>	<p>C.9.2.4.2 Page titled</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.4.2 Page Titled.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.4.3 Focus Order</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.4.3 Focus Order.</p> <p>WCAG 2.1 Success Criterion 2.4.3 Focus Order</p> <p>Understanding Focus Order</p> <p>How to Meet Focus Order</p> <p>(Level A)</p> <p>If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.</p>	<p>C.9.2.4.3 Focus Order</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.4.3 Focus Order.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.4.4 Link purpose (in context)</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context).</p> <p>WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context)</p> <p>Understanding Link Purpose (In Context)</p>	<p>C.9.2.4.4 Link purpose (in context)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>

EN 301 549 (2018) clauses	Determination of compliance
<p><u>How to Meet Link Purpose (In Context)</u></p> <p>(Level A)</p> <p>The <u>purpose of each link</u> can be determined from the link text alone or from the link text together with its <u>programmatically determined link context</u>, except where the purpose of the link would be <u>ambiguous to users in general</u>.</p>	<p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.4.5 Multiple ways</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.4.5 Multiple Ways</u>.</p> <p>WCAG 2.1 Success Criterion 2.4.5 Multiple Ways</p> <p><u>Understanding Multiple Ways</u></p> <p><u>How to Meet Multiple Ways</u></p> <p>(Level AA)</p> <p>More than one way is available to locate a <u>Web page</u> within a <u>set of Web pages</u> except where the Web Page is the result of, or a step in, a <u>process</u>.</p>	<p>C.9.2.4.5 Multiple ways</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.4.5 Multiple Ways</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.4.6 Headings and labels</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.4.6 Headings and Labels</u>.</p> <p>WCAG 2.1 Success Criterion 2.4.6 Headings and Labels</p> <p><u>Understanding Headings and Labels</u></p> <p><u>How to Meet Headings and Labels</u></p> <p>(Level AA)</p> <p>Headings and <u>labels</u> describe topic or purpose.</p>	<p>C.9.2.4.6 Headings and labels</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 2.4.6 Headings and Labels</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.4.7 Focus visible</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 2.4.7 Focus Visible</u>.</p> <p>WCAG 2.1 Success Criterion 2.4.7 Focus Visible</p>	<p>C.9.2.4.7 Focus visible</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>

EN 301 549 (2018) clauses	Determination of compliance
<p>Understanding Focus Visible</p> <p>How to Meet Focus Visible</p> <p>(Level AA)</p> <p>Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.</p>	<p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.4.7 Focus Visible.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
9.2.5 Input modalities	C.9.2.5 Input modalities
<p>9.2.5.1 Pointer gestures</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures.</p> <p>WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures</p> <p>Understanding Pointer Gestures</p> <p>How to Meet Pointer Gestures</p> <p>(Level A)</p> <p>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-based gesture is essential.</p> <p>Note: This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p>	<p>C.9.2.5.1 Pointer gestures</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.5.2 Pointer cancellation</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation.</p> <p>WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation</p> <p>Understanding Pointer Cancellation</p> <p>How to Meet Pointer Cancellation</p> <p>(Level A)</p> <p>For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> • No Down-Event: The down-event of the pointer is not used to execute any part of the function; • Abort or Undo: Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion; • Up Reversal: The up-event reverses any outcome of the preceding down-event; • Essential: Completing the function on the down-event is essential. 	<p>C.9.2.5.2 Pointer cancellation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>

EN 301 549 (2018) clauses	Determination of compliance
<p>Note: Functions that emulate a keyboard or numeric keypad key press are considered essential.</p> <p>Note: This requirement applies to web content that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p>	
<p>9.2.5.3 Label in name</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.5.3 Label in Name.</p> <p>WCAG 2.1 Success Criterion 2.5.3 Label in Name</p> <p>Understanding Label in Name</p> <p>How to Meet Label in Name</p> <p>(Level A)</p> <p>For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p> <p>Note: A best practice is to have the text of the label at the start of the name.</p>	<p>C.9.2.5.3 Label in name</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.5.3 Label in Name.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.2.5.4 Motion actuation</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 2.5.4 Motion Actuation.</p> <p>WCAG 2.1 Success Criterion 2.5.4 Motion Actuation</p> <p>Understanding Motion Actuation</p> <p>How to Meet Motion Actuation</p> <p>(Level A)</p> <p>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:</p> <ul style="list-style-type: none"> Supported Interface: The motion is used to operate functionality through an accessibility supported interface; Essential: The motion is essential for the function and doing so would invalidate the activity. 	<p>C.9.2.5.4 Motion actuation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 2.5.4 Motion Actuation.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.3 Understandable</p>	<p>C.9.3 Understandable</p>
<p>9.3.1 Readable</p>	<p>C.9.3.1 Readable</p>
<p>9.3.1.1 Language of page</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 3.1.1 Language of Page.</p> <p>WCAG 2.1 Success Criterion 3.1.1 Language of Page</p>	<p>C.9.3.1.1 Language of page</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>

EN 301 549 (2018) clauses	Determination of compliance
<p><u>Understanding Language of Page</u></p> <p><u>How to Meet Language of Page</u></p> <p>(Level A)</p> <p>The default <u>human language</u> of each <u>Web page</u> can be <u>programmatically determined</u>.</p>	<p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.1.1 Language of Page</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.3.1.2 Language of parts</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.1.2 Language of Parts</u>.</p> <p>WCAG 2.1 Success Criterion 3.1.2 Language of Parts</p> <p><u>Understanding Language of Parts</u></p> <p><u>How to Meet Language of Parts</u></p> <p>(Level AA)</p> <p>The <u>human language</u> of each passage or phrase in the content can be <u>programmatically determined</u> except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text.</p>	<p>C.9.3.1.2 Language of parts</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.1.2 Language of Parts</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.3.2 Predictable</p>	<p>C.9.3.2 Predictable</p>
<p>9.3.2.1 On focus</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.2.1 On Focus</u>.</p> <p>WCAG 2.1 Success Criterion 3.2.1 On Focus</p> <p><u>Understanding On Focus</u></p> <p><u>How to Meet On Focus</u></p> <p>(Level A)</p> <p>When any <u>user interface component</u> receives focus, it does not initiate a <u>change of context</u>.</p>	<p>C.9.3.2.1 On focus</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.2.1 On Focus</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.3.2.2 On input</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.2.2 On Input</u>.</p> <p>WCAG 2.1 Success Criterion 3.2.2 On Input</p>	<p>C.9.3.2.2 On input</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>

EN 301 549 (2018) clauses	Determination of compliance
<p><u>Understanding On Input</u></p> <p><u>How to Meet On Input</u></p> <p>(Level A)</p> <p>Changing the setting of any <u>user interface component</u> does not automatically cause a <u>change of context</u> unless the user has been advised of the behavior before using the component.</p>	<p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.2.2 On Input</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.3.2.3 Consistent navigation</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.2.3 Consistent Navigation</u>.</p> <p>WCAG 2.1 Success Criterion 3.2.3 Consistent Navigation</p> <p><u>Understanding Consistent Navigation</u></p> <p><u>How to Meet Consistent Navigation</u></p> <p>(Level AA)</p> <p>Navigational mechanisms that are repeated on multiple <u>Web pages</u> within a <u>set of Web pages</u> occur in the <u>same relative order</u> each time they are repeated, unless a change is initiated by the user.</p>	<p>C.9.3.2.3 Consistent navigation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.2.3 Consistent Navigation</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.3.2.4 Consistent identification</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 3.2.4 Consistent Identification</u>.</p> <p>WCAG 2.1 Success Criterion 3.2.4 Consistent Identification</p> <p><u>Understanding Consistent Identification</u></p> <p><u>How to Meet Consistent Identification</u></p> <p>(Level AA)</p> <p>Components that have the <u>same functionality</u> within a <u>set of Web pages</u> are identified consistently.</p>	<p>C.9.3.2.4 Consistent identification</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.2.4 Consistent Identification</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
9.3.3 Input assistance	C.9.3.3 Input assistance
9.3.3.1 Error identification	C.9.3.3.1 Error identification
	Type of assessment

EN 301 549 (2018) clauses	Determination of compliance
<p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 3.3.1 Error Identification.</p> <p>WCAG 2.1 Success Criterion 3.3.1 Error Identification</p> <p>Understanding Error Identification</p> <p>How to Meet Error Identification</p> <p>(Level A)</p> <p>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.</p>	<p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 3.3.1 Error Identification.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.3.3.2 Labels or instructions</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions.</p> <p>WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions</p> <p>Understanding Labels or Instructions</p> <p>How to Meet Labels or Instructions</p> <p>(Level A)</p> <p>Labels or instructions are provided when content requires user input.</p>	<p>C.9.3.3.2 Labels or instructions</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.3.3.3 Error suggestion</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 3.3.3 Error Suggestion.</p> <p>WCAG 2.1 Success Criterion 3.3.3 Error Suggestion</p> <p>Understanding Error Suggestion</p> <p>How to Meet Error Suggestion</p> <p>(Level AA)</p> <p>If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.</p>	<p>C.9.3.3.3 Error suggestion</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail WCAG 2.1 Success Criterion 3.3.3 Error Suggestion.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.3.3.4 Error prevention (legal, financial, data)</p> <p>Where ICT is a web page, it shall satisfy WCAG 2.1 Success Criterion 3.3.4 Error Prevention (Legal, Financial, Data).</p>	<p>C.9.3.3.4 Error prevention (legal, financial, data)</p> <p>Type of assessment</p>

EN 301 549 (2018) clauses	Determination of compliance
<p>WCAG 2.1 Success Criterion 3.3.4 Error Prevention (Legal, Financial, Data)</p> <p><u>Understanding Error Prevention (Legal, Financial, Data)</u></p> <p><u>How to Meet Error Prevention (Legal, Financial, Data)</u></p> <p>(Level AA)</p> <p>For <u>Web pages</u> that cause <u>legal commitments</u> or financial transactions for the user to occur, that modify or delete <u>user-controllable</u> data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <ul style="list-style-type: none"> • Reversible: Submissions are reversible. • Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. • Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission. 	<p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 3.3.4 Error Prevention (Legal, Financial, Data)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
9.4 Robust	C.9.4 Robust
9.4.1 Compatible	C.9.4.1 Compatible
<p>9.4.1.1 Parsing</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 4.1.1 Parsing</u>.</p> <p>WCAG 2.1 Success Criterion 4.1.1 Parsing</p> <p><u>Understanding Parsing</u></p> <p><u>How to Meet Parsing</u></p> <p>(Level A)</p> <p>In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.</p> <p>Note: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.</p>	<p>C.9.4.1.1 Parsing</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 4.1.1 Parsing</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.4.1.2 Name, role, value</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value</u>.</p> <p>WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value</p> <p><u>Understanding Name, Role, Value</u></p> <p><u>How to Meet Name, Role, Value</u></p> <p>(Level A)</p>	<p>C.9.4.1.2 Name, role, value</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p>

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<p>For all <u>user interface components</u> (including but not limited to: form elements, links and components generated by scripts), the <u>name</u> and <u>role</u> can be <u>programmatically determined</u>; states, properties, and values that can be set by the user can be <u>programmatically set</u>; and notification of changes to these items is available to <u>user agents</u>, including <u>assistive technologies</u>.</p> <p>Note: This success criterion is primarily for Web authors who develop or script their own user interface components. For example, standard HTML controls already meet this success criterion when used according to specification.</p>	<p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.4.1.3 Status messages</p> <p>Where ICT is a web page, it shall satisfy <u>WCAG 2.1 Success Criterion 4.1.3 Status Messages</u>.</p> <p>WCAG 2.1 Success Criterion 4.1.3 Status Messages</p> <p><u>Understanding Status Messages</u></p> <p><u>How to Meet Status Messages</u></p> <p>(Level AA)</p> <p>In content implemented using markup languages, <u>status messages</u> can be <u>programmatically determined</u> through <u>role</u> or properties such that they can be presented to the user by <u>assistive technologies</u> without receiving focus.</p>	<p>C.9.4.1.3 Status messages</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page does not fail <u>WCAG 2.1 Success Criterion 4.1.3 Status Messages</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>9.5 WCAG conformance requirements</p> <p>Where ICT is a web page, it shall satisfy all the following five WCAG 2.1 conformance requirements at Level AA [5].</p> <p>Conformance level</p> <p>Full pages</p> <p>Complete processes</p> <p>Only Accessibility-Supported Ways of Using Technologies</p> <p>Non-interference</p> <p>NOTE 1: A Web page that meets all of requirements 9.1 to 9.4, or where a Level AA conforming alternate version (as defined in WCAG 2.1 [5]) is provided, will meet conformance requirement 1.</p> <p>NOTE 2: According to W3C: "WCAG 2.1 extends Web Content Accessibility Guidelines 2.0 [4], which was published as a W3C Recommendation December 2008. Content that conforms to WCAG 2.1 also conforms to WCAG 2.0, and therefore to policies that reference WCAG 2.0" [4].</p> <p>NOTE 3: Conformance requirement 5 states that all content on the page, including content that is not otherwise relied upon to meet conformance, meets clauses 9.1.4.2, 9.2.1.2, 9.2.2.2 and 9.2.3.1.</p> <p>WCAG 2.1 conformance requirements at Level AA [5]</p>	<p>C.9.5 WCAG conformance requirements</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a web page.</p> <p>Procedure</p> <p>1. Check that the web page satisfies WCAG 2.1 [5] conformance requirement "1: Conformance level" at Level AA.</p> <p>2. Check that the web page satisfies WCAG 2.1 [5] conformance requirement "2: Full pages".</p> <p>3. Check that the web page satisfies WCAG 2.1 [5] conformance requirement "3: Complete processes".</p> <p>4. Check that the web page satisfies WCAG 2.1 [5]</p>

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	<p>conformance requirement "4: Only Accessibility-Supported Ways of Using Technologies".</p> <p>5. Check that the web page satisfies WCAG 2.1 [5] conformance requirement "5: Non-interference".</p> <p>Result</p> <p>Pass: All checks are true</p> <p>Fail: Any check is false</p>
10 Non-web documents	C.10 Non-web documents
<p>10.0 General (informative)</p> <p>Requirements in clause 10 apply to documents:</p> <ul style="list-style-type: none"> • that are not web pages; • that are not embedded in web pages; • that are embedded in web pages and that are not used in the rendering and that are not intended to be rendered together with the web page in which they are embedded. <p>Clause 9 provides requirements for documents that are in web pages or that are embedded in web pages and that are used in the rendering or that are intended to be rendered together with the web page in which they are embedded.</p> <p>NOTE 1: Some examples of documents are letters, spreadsheets, emails, books, pictures, presentations, and movies that have an associated user agent such as a document reader, editor or media player.</p> <p>NOTE 2: A single document may be composed of multiple files such as the video content, closed caption text, etc. This fact is not usually apparent to the end-user consuming the document/content.</p> <p>NOTE 3: Documents require a user agent in order for the content to be presented to users. The requirements for user agents can be found in clause 11.</p> <p>NOTE 4: The requirements for content that is part of software, can be found in clause 11.</p> <p>NOTE 5: The success criteria set out in clause 10 are intended to harmonize with the Working Group Note [i.26] produced by the W3C's WCAG2ICT Task Force.</p>	C.10.0 General (informative)
10.1 Perceivable	C.10.1 Perceivable
10.1.1 Text alternatives	C.10.1.1 Text alternatives
<p>10.1.1.1 Non-text content</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.1.1 Non-text Content.</p>	<p>C.10.1.1.1 Non-text content</p> <p>Type of assessment</p>

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<p>NOTE: CAPTCHAs do not currently appear outside of the Web. However, if they do appear, this guidance is accurate.</p> <p>WCAG 2.1 Success Criterion 1.1.1 Non-text Content</p> <p><u>Understanding Non-text Content</u></p> <p><u>How to Meet Non-text Content</u></p> <p>(Level A)</p> <p>All <u>non-text content</u> that is presented to the user has a <u>text alternative</u> that serves the equivalent purpose, except for the situations listed below.</p> <ul style="list-style-type: none"> • Controls, Input: If non-text content is a control or accepts user input, then it has a <u>name</u> that describes its purpose. (Refer to <u>Success Criterion 4.1.2</u> for additional requirements for controls and content that accepts user input.) • Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to <u>Guideline 1.2</u> for additional requirements for media.) • Test: If non-text content is a test or exercise that would be invalid if presented in <u>text</u>, then text alternatives at least provide descriptive identification of the non-text content. • Sensory: If non-text content is primarily intended to create a <u>specific sensory experience</u>, then text alternatives at least provide descriptive identification of the non-text content. • <u>CAPTCHA</u>: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. • Decoration, Formatting, Invisible: If non-text content is <u>pure decoration</u>, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by <u>assistive technology</u>. 	<p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.1.1 Non-text content</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
10.1.2 Time-based media	C.10.1.2 Time-based media
<p>10.1.2.1 Audio-only and video-only (prerecorded)</p> <p>Where ICT is a non-web document, it shall satisfy <u>WCAG 2.1 Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</u>.</p> <p>NOTE: The alternative can be provided directly in the document - or provided in an alternate version that meets the success criterion.</p> <p>Success Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</p> <p><u>Understanding Audio-only and Video-only (Prerecorded)</u></p> <p><u>How to Meet Audio-only and Video-only (Prerecorded)</u></p>	<p>C.10.1.2.1 Audio-only and video-only (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success</u></p>

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<p>(Level A)</p> <p>For <u>prerecorded audio-only</u> and prerecorded <u>video-only</u> media, the following are true, except when the audio or video is a <u>media alternative for text</u> and is clearly labeled as such:</p> <ul style="list-style-type: none"> • Prerecorded Audio-only: An <u>alternative for time-based media</u> is provided that presents equivalent information for prerecorded audio-only content. • Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content. 	<p><u>Criterion 1.2.1 Audio-only and Video-only (Prerecorded)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.2.2 Captions (prerecorded)</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded)</u>.</p> <p>NOTE: The WCAG 2.1 definition of "captions" notes that "in some countries, captions are called subtitles". They are also sometimes referred to as "subtitles for the hearing impaired". Per the definition in WCAG 2.1, to meet this success criterion, whether called captions or subtitles, they would have to provide "synchronized visual and / or text alternative for both speech and non-speech audio information needed to understand the media content" where non-speech information includes "sound effects, music, laughter, speaker identification and location".</p> <p>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded).</p> <p><u>Understanding Captions (Prerecorded)</u></p> <p><u>How to Meet Captions (Prerecorded)</u></p> <p>(Level A)</p> <p><u>Captions</u> are provided for all <u>prerecorded</u> audio content in <u>synchronized media</u>, except when the media is a <u>media alternative for text</u> and is clearly labeled as such.</p>	<p>C.10.1.2.2 Captions (prerecorded)</p> <p>Type of assessment</p> <p>Inspection Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.2.2 Captions (Prerecorded)</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.2.3 Audio description or media alternative (prerecorded)</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded)</u>.</p> <p>NOTE 1: The WCAG 2.1 definition of "audio description" says that "audio description" is "Also called 'video description' and 'descriptive narration'".</p> <p>NOTE 2: Secondary or alternate audio tracks are commonly used for this purpose.</p> <p>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded).</p> <p><u>Understanding Audio Description or Media Alternative (Prerecorded)</u></p> <p><u>How to Meet Audio Description or Media Alternative (Prerecorded)</u></p>	<p>C.10.1.2.3 Audio description or media alternative (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.2.3 Audio Description or Media Alternative (Prerecorded)</u>.</p>

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<p>(Level A)</p> <p>An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such.</p>	<p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.2.4 Captions (live)</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.2.4 Captions (Live).</p> <p>NOTE: The WCAG 2.1 definition of "captions" notes that "in some countries, captions are called subtitles". They are also sometimes referred to as "subtitles for the hearing impaired". Per the definition in WCAG 2.1, to meet this success criterion, whether called captions or subtitles, they would have to provide "synchronized visual and / or text alternative for both speech and non-speech audio information needed to understand the media content" where non-speech information includes "sound effects, music, laughter, speaker identification and location".</p> <p>WCAG 2.1 Success Criterion 1.2.4 Captions (Live)</p> <p>Understanding Captions (Live)</p> <p>How to Meet Captions (Live)</p> <p>(Level AA)</p> <p>Captions are provided for all live audio content in synchronized media.</p>	<p>C.10.1.2.4 Captions (live)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.2.4 Captions (Live).</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.2.5 Audio description (prerecorded)</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded).</p> <p>NOTE 1: The WCAG 2.1 definition of "audio description" says that audio description is "Also called 'video description' and 'descriptive narration'".</p> <p>NOTE 2: Secondary or alternate audio tracks are commonly used for this purpose.</p> <p>WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded)</p> <p>Understanding Audio Description (Prerecorded)</p> <p>How to Meet Audio Description (Prerecorded)</p> <p>(Level AA)</p> <p>Audio description is provided for all prerecorded video content in synchronized media.</p>	<p>C.10.1.2.5 Audio description (prerecorded)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.2.5 Audio Description (Prerecorded).</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.3 Adaptable</p>	<p>C.10.1.3 Adaptable</p>
<p>10.1.3.1 Info and relationships</p>	<p>C.10.1.3.1 Info and relationships</p> <p>Type of assessment</p>

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<p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.3.1 Info and Relationships.</p> <p>WCAG 2.1 Success Criterion 1.3.1 Info and Relationships</p> <p>Understanding Info and Relationships</p> <p>How to Meet Info and Relationships</p> <p>(Level A)</p> <p>Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text.</p>	<p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.3.1 Info and Relationships.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.3.2 Meaningful sequence</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence.</p> <p>WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence</p> <p>Understanding Meaningful Sequence</p> <p>How to Meet Meaningful Sequence</p> <p>(Level A)</p> <p>When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined.</p>	<p>C.10.1.3.2 Meaningful sequence</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.3.2 Meaningful Sequence.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.3.3 Sensory characteristics</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>Understanding Sensory Characteristics</p> <p>How to Meet Sensory Characteristics</p> <p>(Level A)</p> <p>Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, color, size, visual location, orientation, or sound.</p> <p>Note: For requirements related to color, refer to WCAG 2.1 - Guideline 1.4.</p>	<p>C.10.1.3.3 Sensory characteristics</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.3.3 Sensory Characteristics.</p> <p>Result</p> <p>Pass: Check 1 is true</p>

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	Fail: Check 1 is false
10.1.3.4 Orientation Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.3.4 Orientation . WCAG 2.1 Success Criterion 1.3.4 Orientation Understanding Orientation How to Meet Orientation (Level 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 <u>essential</u> . Note: Examples where a particular display orientation may be essential are a bank check, a piano application, slides for a projector or television, or virtual reality content where binary display orientation is not applicable.	C.10.1.3.4 Orientation Type of assessment Inspection Pre-conditions: 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail WCAG 2.1 Success Criterion 1.3.4 Orientation . Result Pass: Check 1 is true Fail: Check 1 is false
10.1.3.5 Identify input purpose Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose . WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose Understanding Identify Input Purpose How to Meet Identify Input Purpose (Level AA) The purpose of each input field collecting information about the user can be <u>programmatically determined</u> when: <ul style="list-style-type: none"> • The input field serves a purpose identified in the Input Purposes for User Interface Components section; and • The content is implemented using technologies with support for identifying the expected meaning for form input data. 	C.10.1.3.5 Identify input purpose Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure 1. Check that the document does not fail WCAG 2.1 Success Criterion 1.3.5 Identify Input Purpose . Result Pass: Check 1 is true Fail: Check 1 is false
10.1.4 Distinguishable	C.10.1.4 Distinguishable
10.1.4.1 Use of colour Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.4.1 Use of Color . WCAG 2.1 Success Criterion 1.4.1 Use of Color. Understanding Use of Color How to Meet Use of Color (Level A)	C.10.1.4.1 Use of colour Type of assessment Inspection Pre-conditions 1. The ICT is a non-web document. Procedure

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<p>Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.</p> <p>Note: This success criterion addresses color perception specifically. Other forms of perception are covered in Guideline 1.3 including programmatic access to color and other visual presentation coding.</p>	<p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.4.1 Use of Color.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.4.2 Audio control</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.1.</p> <p>Table 10.1: Document success criterion: Audio control</p> <p>If any audio in a document plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level.</p> <p>NOTE 1: Since any part of a document that does not meet this success criterion can interfere with a user's ability to use the whole document, all content in the document (whether or not it is used to meet other success criteria) shall meet this success criterion.</p> <p>NOTE 2: This success criterion is identical to the WCAG 2.1 Success Criterion 1.4.2 Audio Control, replacing "on a Web page" with "in a document" "any content" with "any part of a document", "whole page" with "whole document", "on the Web page" with "in the document", removing "See Conformance Requirement 5: Non-Interference" and adding note 1.</p> <p>WCAG 2.1 Success Criterion 1.4.2 Audio Control</p> <p>Understanding Audio Control</p> <p>How to Meet Audio Control</p> <p>(Level A)</p>	<p>C.10.1.4.2 Audio control</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.1.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.4.3 Contrast (minimum)</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum).</p> <p>WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum)</p> <p>Understanding Contrast (Minimum)</p> <p>How to Meet Contrast (Minimum)</p> <p>(Level AA)</p> <p>The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following:</p> <ul style="list-style-type: none"> • Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; • Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that 	<p>C.10.1.4.3 Contrast (minimum)</p> <p>Type of assessment: Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.4.3 Contrast (Minimum).</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>

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<p>contains significant other visual content, have no contrast requirement.</p> <ul style="list-style-type: none"> Logotypes: Text that is part of a logo or brand name has no contrast requirement. 	
<p>10.1.4.4 Resize text</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.4.4 Resize Text.</p> <p>NOTE 1: Content for which there are software players, viewers or editors with a 200 percent zoom feature would automatically meet this success criterion when used with such players, unless the content will not work with zoom.</p> <p>NOTE 2: This success criterion is about the ability to allow users to enlarge the text on screen at least up to 200 % without needing to use assistive technologies. This means that the application provides some means for enlarging the text 200 % (zoom or otherwise) without loss of content or functionality or that the application works with the platform features that meet this requirement.</p> <p>WCAG 2.1 Success Criterion 1.4.4 Resize Text</p> <p>Understanding Resize text</p> <p>How to Meet Resize text</p> <p>(Level AA)</p> <p>Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality.</p>	<p>C.10.1.4.4 Resize text</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.4.4 Resize text.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.4.5 Images of text</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 1.4.5 Images of Text.</p> <p>WCAG 2.1 Success Criterion 1.4.5 Images of Text</p> <p>Understanding Images of Text</p> <p>How to Meet Images of Text</p> <p>(Level AA)</p> <p>If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following:</p> <ul style="list-style-type: none"> Customizable: The image of text can be visually customized to the user's requirements; Essential: A particular presentation of text is essential to the information being conveyed. <p>Note: Logotypes (text that is part of a logo or brand name) are considered essential.</p>	<p>C.10.1.4.5 Images of text</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.4.5 Images of Text.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.4.10 Reflow</p>	<p>C.10.1.4.10 Reflow</p>

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<p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.2.</p> <p>Table 10.2: Document success criterion: Reflow</p> <p>Content can be presented without loss of information or functionality, and without requiring scrolling in two dimensions for:</p> <ul style="list-style-type: none"> Vertical scrolling content at a width equivalent to 320 CSS pixels; Horizontal scrolling content at a height equivalent to 256 CSS pixels. <p>Except for parts of the content which require two-dimensional layout for usage or meaning.</p> <p>NOTE 1: 320 CSS pixels is equivalent to a starting viewport width of 1280 CSS pixels wide at 400% zoom. For documents which are designed to scroll horizontally (e.g. with vertical text), the 256 CSS pixels is equivalent to a starting viewport height of 1024px at 400% zoom.</p> <p>NOTE 2: Examples of content which require two-dimensional layout are images, maps, diagrams, video, games, presentations, data tables, and interfaces where it is necessary to keep toolbars in view while manipulating content.</p> <p>NOTE 3: This success criterion is identical to the WCAG 2.1 Success Criterion 1.4.10 Reflow replacing the original WCAG 2.1 notes with notes 1 and 2, above.</p> <p>WCAG 2.1 Success Criterion 1.4.10 Reflow</p> <p>Understanding Reflow</p> <p>How to Meet Reflow</p> <p>(Level AA)</p>	<p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.2.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.1.4.11 Non-text contrast</p> <p>Where ICT is a non-web document, it shall satisfy WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>Understanding Non-text Contrast</p> <p>How to Meet Non-text Contrast</p> <p>(Level AA)</p> <p>The visual presentation of the following have a contrast ratio of at least 3:1 against adjacent color(s):</p> <ul style="list-style-type: none"> User Interface Components: Visual information required to identify user interface components and states, except for inactive components or where the appearance of the component is determined by the user agent and not modified by the author; 	<p>C.10.1.4.11 Non-text contrast</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document that does not have a fixed size content layout area that is essential to the information being conveyed.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 1.4.11 Non-text Contrast.</p> <p>Result</p>

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<ul style="list-style-type: none"> Graphical Objects: Parts of graphics required to understand the content, except when a particular presentation of graphics is <u>essential</u> to the information being conveyed. 	Pass: Check 1 is true Fail: Check 1 is false
<p>10.1.4.12 Text spacing</p> <p>Where ICT is a non-web document that does not have a fixed size content layout area that is essential to the information being conveyed, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.12 Text spacing</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.12 Text spacing</p> <p><u>Understanding Text Spacing</u></p> <p><u>How to Meet Text Spacing</u></p> <p>(Level AA)</p> <p>In content implemented using markup languages that support the following <u>text style properties</u>, no loss of content or functionality occurs by setting all of the following and by changing no other style property:</p> <ul style="list-style-type: none"> 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. <p>Exception: Human languages and scripts that do not make use of one or more of these text style properties in written text can conform using only the properties that exist for that combination of language and script.</p>	<p>C.10.1.4.12 Text spacing</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.4.12 Text spacing</u>.</p> <p>Result</p> <p>Pass: Check 1 is true Fail: Check 1 is false</p>
<p>10.1.4.13 Content on hover or focus</p> <p>Where ICT is a non-web document, it shall satisfy <u>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus</u>.</p> <p>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus.</p> <p><u>Understanding Content on Hover or Focus</u></p> <p><u>How to Meet Content on Hover or Focus</u></p> <p>(Level AA)</p> <p>Where receiving and then removing pointer hover or keyboard focus triggers additional content to become visible and then hidden, the following are true:</p> <ul style="list-style-type: none"> Dismissable: A <u>mechanism</u> is available to dismiss the additional content without moving pointer hover or keyboard focus, unless the additional content communicates an <u>input error</u> or does not obscure or replace other content; Hoverable: If pointer hover can trigger the additional content, then the pointer can be moved over the additional content without the additional content disappearing; 	<p>C.10.1.4.13 Content on hover or focus</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 1.4.13 Content on Hover or Focus</u>.</p> <p>Result</p> <p>Pass: Check 1 is true Fail: Check 1 is false</p>

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<ul style="list-style-type: none"> Persistent: The additional content remains visible until the hover or focus trigger is removed, the user dismisses it, or its information is no longer valid. <p>Exception: The visual presentation of the additional content is controlled by the user agent and is not modified by the author.</p> <p>Note: Examples of additional content controlled by the user agent include browser tooltips created through use of the HTML title attribute.</p> <p>Note: Custom tooltips, sub-menus, and other nonmodal popups that display on hover and focus are examples of additional content covered by this criterion.</p>	
10.2 Operable	C.10.2 Operable
10.2.1 Keyboard accessible	C.10.2.1 Keyboard accessible
10.2.1.1 Keyboard <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 2.1.1 Keyboard.</p> <p>WCAG 2.1 Success Criterion 2.1.1 Keyboard</p> <p>Understanding Keyboard</p> <p>How to Meet Keyboard</p> <p>(Level A)</p> <p>All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints.</p> <p>Note: This exception relates to the underlying function, not the input technique. For example, if using handwriting to enter text, the input technique (handwriting) requires path-dependent input but the underlying function (text input) does not.</p> <p>Note: This does not forbid and should not discourage providing mouse input or other input methods in addition to keyboard operation.</p>	C.10.2.1.1 Keyboard <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 2.1.1 Keyboard.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
10.2.1.2 No keyboard trap <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.3.</p> <p>Table 10.3: Document success criterion: No keyboard trap</p> <p>If keyboard focus can be moved to a component of the document using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away.</p> <p>NOTE 1: Since any part of a document that does not meet this success criterion can interfere with a user's ability to use the whole document, it is necessary for all content in the document (whether or</p>	C.10.2.1.2 No keyboard trap <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.3.</p>

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<p>not it is used to meet other success criteria) to meet this success criterion.</p> <p>NOTE 2: Standard exit methods may vary by platform. For example, on many desktop platforms, the Escape key is a standard method for exiting.</p> <p>NOTE 3: This success criterion is identical to the WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap replacing "page" and "Web page" with "document", removing "See Conformance Requirement 5: Non-Interference" and with the addition of note 2 above and with note 1 above re-drafted to avoid the use of the word "must".</p> <p>WCAG 2.1 Success Criterion 2.1.2 No Keyboard Trap</p> <p>Understanding No Keyboard Trap</p> <p>How to Meet No Keyboard Trap</p> <p>(Level A)</p>	<p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.2.1.4 Character key shortcuts</p> <p>Where ICT is a non-web document, it shall satisfy WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts.</p> <p>WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts</p> <p>Understanding Character Key Shortcuts</p> <p>How to Meet Character Key Shortcuts</p> <p>(Level A)</p> <p>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:</p> <ul style="list-style-type: none"> • Turn off: A mechanism is available to turn the shortcut off; • Remap: A mechanism is available to remap the shortcut to use one or more non-printable keyboard characters (e.g. Ctrl, Alt, etc.); • Active only on focus: The keyboard shortcut for a user interface component is only active when that component has focus. 	<p>C.10.2.1.4 Character key shortcuts</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure:</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 2.1.4 Character Key Shortcuts.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.2.2 Enough time</p>	<p>C.10.2.2 Enough time</p>
<p>10.2.2.1 Timing adjustable</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.4.</p> <p>Table 10.4: Document success criterion: Timing adjustable</p> <p>For each time limit that is set by the document, at least one of the following is true:</p> <ul style="list-style-type: none"> • Turn off: The user is allowed to turn off the time limit before encountering it; or 	<p>C.10.2.2.1 Timing adjustable</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p>

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<ul style="list-style-type: none"> • Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or • Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or • Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or • Essential Exception: The time limit is essential and extending it would invalidate the activity; or • 20 Hour Exception: The time limit is longer than 20 hours. <p>NOTE 1: This success criterion helps ensure that users can complete tasks without unexpected changes in content or context that are a result of a time limit. This success criterion should be considered in conjunction with WCAG 2.1 Success Criterion 3.2.1, which puts limits on changes of content or context as a result of user action.</p> <p>NOTE 2: This success criterion is identical to the WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable replacing "the content" with "documents" and with the words "WCAG 2.1" added before the word "Success Criterion" in note 1 above.</p> <p>WCAG 2.1 Success Criterion 2.2.1 Timing Adjustable</p> <p>Understanding Timing Adjustable</p> <p>How to Meet Timing Adjustable</p> <p>(Level A)</p>	<p>1. Check that the document does not fail the Success Criterion in Table 10.4.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.2.2.2 Pause, stop, hide</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.5.</p> <p>Table 10.5: Document success criterion: Pause, stop, hide</p> <p>For moving, blinking, scrolling, or auto-updating information, all of the following are true:</p> <ul style="list-style-type: none"> • Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and • Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential. 	<p>C.10.2.2.2 Pause, stop, hide</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.5.</p> <p>Result</p> <p>Pass: Check 1 is true Fail: Check 1 is false</p>

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<p>NOTE 1: For requirements related to flickering or flashing content, refer to WCAG 2.1 Guideline 2.3.</p> <p>NOTE 2: Since any part of a document that does not meet this success criterion can interfere with a user's ability to use the whole document, it is necessary for all content in the document (whether it is used to meet other success criteria or not) to meet this success criterion.</p> <p>NOTE 3: Content that is updated periodically by software or that is streamed to the user agent is not required to preserve or present information that is generated or received between the initiation of the pause and resuming presentation, as this may not be technically possible, and in many situations could be misleading to do so.</p> <p>NOTE 4: An animation that occurs as part of a preload phase or similar situation can be considered essential if interaction cannot occur during that phase for all users and if not indicating progress could confuse users or cause them to think that content was frozen or broken.</p> <p>NOTE 5: This success criterion is identical to the WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide replacing "page" and "Web page" with "document", removing "See Conformance Requirement 5: Non-Interference" in note 2 of the success criterion, with the words "WCAG 2.1" added before the word "Guideline" in note 1 above and with note 2 above re-drafted to avoid the use of the word "must".</p> <p>Guideline 2.3 Seizures and Physical Reactions</p> <p>Do not design content in a way that is known to cause seizures or physical reactions.</p> <p>WCAG 2.1 Success Criterion 2.2.2 Pause, Stop, Hide</p> <p>Understanding Pause, Stop, Hide</p> <p>How to Meet Pause, Stop, Hide</p> <p>(Level A)</p>	
<p>10.2.3 Seizures and physical reactions</p>	<p>C.10.2.3 Seizures and physical reactions</p>
<p>10.2.3.1 Three flashes or below threshold</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.6.</p> <p>Table 10.6: Document success criterion: Three flashes or below threshold</p> <p>Documents do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds.</p> <p>NOTE 1: Since any part of a document that does not meet this success criterion can interfere with a user's ability to use the whole document, it is necessary for all content in the document (whether it</p>	<p>C.10.2.3.1 Three flashes or below threshold</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.6.</p>

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<p>is used to meet other success criteria or not) to meet this success criterion.</p> <p>NOTE 2: This success criterion is identical to the WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold replacing "Web pages" with "documents", "the whole page" with "the whole document", "the Web page" with "the document" and removing "See Conformance Requirement 5: Non-Interference" and with note 1 above re-drafted to avoid the use of the word "must".</p> <p>WCAG 2.1 Success Criterion 2.3.1 Three Flashes or Below Threshold</p> <p>Understanding Three Flashes or Below Threshold</p> <p>How to Meet Three Flashes or Below Threshold</p> <p>(Level A)</p>	<p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
10.2.4 Navigable	C.10.2.4 Navigable
<p>10.2.4.2 Document titled</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.7.</p> <p>Table 10.7: Document success criterion: Document titled</p> <p>Documents have titles that describe topic or purpose.</p> <p>NOTE 1: The name of a document (e.g. document, media file) is a sufficient title if it describes the topic or purpose.</p> <p>NOTE 2: This success criterion is identical to the WCAG 2.1 Success Criterion 2.4.2 Page Titled replacing "Web pages" with "documents" and with the addition of note 1 above.</p> <p>WCAG 2.1 Success Criterion 2.4.2 Page Titled</p> <p>Understanding Page Titled</p> <p>How to Meet Page Titled</p> <p>(Level A)</p>	<p>C.10.2.4.2 Document titled</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.7.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.2.4.3 Focus Order</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.8.</p> <p>Table 10.8: Document success criterion: Focus order</p> <p>If a document can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability.</p> <p>NOTE: This success criterion is identical to the WCAG 2.1 Success Criterion 2.4.3 Focus Order replacing "Web page" with "document".</p> <p>WCAG 2.1 Success Criterion 2.4.3 Focus Order</p> <p>Understanding Focus Order</p> <p>How to Meet Focus Order</p>	<p>C.10.2.4.3 Focus Order</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.8.</p> <p>Result</p>

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(Level A)	Pass: Check 1 is true Fail: Check 1 is false
<p>10.2.4.4 Link purpose (in context)</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context).</p> <p>WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context)</p> <p>Understanding Link Purpose (In Context)</p> <p>How to Meet Link Purpose (In Context)</p> <p>(Level A)</p> <p>The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general.</p>	<p>C.10.2.4.4 Link purpose (in context)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 2.4.4 Link Purpose (In Context).</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.2.4.6 Headings and labels</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 2.4.6 Headings and Labels.</p> <p>WCAG 2.1 Success Criterion 2.4.6 Headings and Labels</p> <p>Understanding Headings and Labels</p> <p>How to Meet Headings and Labels</p> <p>(Level AA)</p> <p>Headings and labels describe topic or purpose</p>	<p>C.10.2.4.6 Headings and labels</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 2.4.6 Headings and Labels.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.2.4.7 Focus visible</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 2.4.7 Focus Visible.</p> <p>WCAG 2.1 Success Criterion 2.4.7 Focus Visible</p> <p>Understanding Focus Visible</p> <p>How to Meet Focus Visible</p> <p>(Level AA)</p>	<p>C.10.2.4.7 Focus visible</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p>

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Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible.	<p>1. Check that the document does not fail WCAG 2.1 Success Criterion 2.4.7 Focus Visible.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
10.2.5 Input modalities	C.10.2.5 Input modalities
<p>10.2.5.1 Pointer gestures</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.9.</p> <p>Table 10.9: Document success criterion: Pointer gestures</p> <p>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-based gesture is essential.</p> <p>NOTE 1: This requirement applies to documents that interpret pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p> <p>NOTE 2: This success criterion is identical to the WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures replacing the original WCAG 2.1 note with note 1 above.</p> <p>WCAG 2.1 Success Criterion 2.5.1 Pointer Gestures</p> <p>Understanding Pointer Gestures</p> <p>How to Meet Pointer Gestures</p> <p>(Level A)</p>	<p>C.10.2.5.1 Pointer gestures</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.9</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.2.5.2 Pointer cancellation</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.10.</p> <p>Table 10.10: Document success criterion: Pointer cancellation</p> <p>For functionality that can be operated using a single pointer, at least one of the following is true:</p> <ul style="list-style-type: none"> No Down-Event: The down-event of the pointer is not used to execute any part of the function; Abort or Undo: Completion of the function is on the up-event, and a mechanism is available to abort the function before completion or to undo the function after completion; Up Reversal: The up-event reverses any outcome of the preceding down-event; Essential: Completing the function on the down-event is essential. <p>NOTE 1: Functions that emulate a keyboard or numeric keypad key press are considered essential.</p>	<p>C.10.2.5.2 Pointer cancellation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the success criterion in Table 10.10</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>

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<p>NOTE 2: This requirement applies to a document that interprets pointer actions (i.e. this does not apply to actions that are required to operate the user agent or assistive technology).</p> <p>NOTE 3: This success criterion is identical to the WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation replacing the original WCAG 2.1 note with notes 1 and 2 above.</p> <p>WCAG 2.1 Success Criterion 2.5.2 Pointer Cancellation</p> <p>Understanding Pointer Cancellation</p> <p>How to Meet Pointer Cancellation</p> <p>(Level A)</p>	
<p>10.2.5.3 Label in name</p> <p>Where ICT is a non-web document, it shall satisfy WCAG 2.1 Success Criterion 2.5.3 Label in Name.</p> <p>WCAG 2.1 Success Criterion 2.5.3 Label in Name</p> <p>Understanding Label in Name</p> <p>How to Meet Label in Name</p> <p>(Level A)</p> <p>For user interface components with labels that include text or images of text, the name contains the text that is presented visually.</p> <p>Note: A best practice is to have the text of the label at the start of the name.</p>	<p>C.10.2.5.3 Label in name</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 2.5.3 Label in Name.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.2.5.4 Motion actuation</p> <p>Where ICT is a non-web document, it shall satisfy WCAG 2.1 Success Criterion 2.5.4 Motion Actuation.</p> <p>WCAG 2.1 Success Criterion 2.5.4 Motion Actuation</p> <p>Understanding Motion Actuation</p> <p>How to Meet Motion Actuation</p> <p>(Level A)</p> <p>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:</p> <ul style="list-style-type: none"> Supported Interface: The motion is used to operate functionality through an accessibility supported interface; Essential: The motion is essential for the function and doing so would invalidate the activity. 	<p>C.10.2.5.4 Motion actuation</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 2.5.4 Motion Actuation.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.3 Understandable</p>	<p>C.10.3 Understandable</p>

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10.3.1 Readable	C.10.3.1 Readable
<p>10.3.1.1 Language of page</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.11.</p> <p>Table 10.11: Document success criterion: Language of page</p> <p>The default human language of each document can be programmatically determined.</p> <p>NOTE: This success criterion is identical to the WCAG 2.1 Success Criterion 3.1.1 Language of Page replacing "web page" with "document".</p> <p>WCAG 2.1 Success Criterion 3.1.1 Language of Page</p> <p>Understanding Language of Page</p> <p>How to Meet Language of Page</p> <p>(Level A)</p>	<p>C.10.3.1.1 Language of page</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.11.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.3.1.2 Language of parts</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.12.</p> <p>Table 10.12: Document success criterion: Language of parts</p> <p>The human language of each passage or phrase in the document can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text.</p> <p>NOTE 1: There are some document technologies where there is no assistive technology supported method for marking the language for the different passages or phrases in the document, and it would not be possible to meet this success criterion with those technologies.</p> <p>NOTE 2: Inheritance is one common method. For example a document provides the language that it is using and it can be assumed that all of the text or user interface elements within that document will be using the same language unless it is indicated.</p> <p>NOTE 3: This success criterion is identical to the WCAG 2.1 Success Criterion 3.1.2 Language of Parts replacing "content" with "document" and with the addition of notes 1 and 2 above.</p> <p>WCAG 2.1 Success Criterion 3.1.2 Language of Parts</p> <p>Understanding Language of Parts</p> <p>How to Meet Language of Parts</p> <p>(Level AA)</p>	<p>C.10.3.1.2 Language of parts</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.12.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
10.3.2 Predictable	C.10.3.2 Predictable
10.3.2.1 On focus	C.10.3.2.1 On focus

EN 301 549 (2018) clauses	Determination of compliance
<p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 3.2.1 On Focus.</p> <p>NOTE: Some compound documents and their user agents are designed to provide significantly different viewing and editing functionality depending upon what portion of the compound document is being interacted with (e.g. a presentation that contains an embedded spreadsheet, where the menus and toolbars of the user agent change depending upon whether the user is interacting with the presentation content, or the embedded spreadsheet content). If the user uses a mechanism other than putting focus on that portion of the compound document with which they mean to interact (e.g. by a menu choice or special keyboard gesture), any resulting change of context would not be subject to this success criterion because it was not caused by a change of focus.</p> <p>WCAG 2.1 Success Criterion 3.2.1 On Focus</p> <p>Understanding On Focus</p> <p>How to Meet On Focus</p> <p>(Level A)</p> <p>When any user interface component receives focus, it does not initiate a change of context.</p>	<p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 3.2.1 On Focus.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.3.2.2 On input</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 3.2.2 On Input.</p> <p>WCAG 2.1 Success Criterion 3.2.2 On Input</p> <p>Understanding On Input</p> <p>How to Meet On Input</p> <p>(Level A)</p> <p>Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component.</p>	<p>C.10.3.2.2 On input</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail WCAG 2.1 Success Criterion 3.2.2 On Input.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.3.3 Input assistance</p>	<p>C.10.3.3 Input assistance</p>
<p>10.3.3.1 Error identification</p> <p>Where ICT is a non-web document, it shall satisfy the WCAG 2.1 Success Criterion 3.3.1 Error Identification.</p> <p>WCAG 2.1 Success Criterion 3.3.1 Error Identification</p> <p>Understanding Error Identification</p> <p>How to Meet Error Identification</p> <p>(Level A)</p>	<p>C.10.3.3.1 Error identification</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p>

EN 301 549 (2018) clauses	Determination of compliance
<p>If an <u>input error</u> is automatically detected, the item that is in error is identified and the error is described to the user in text.</p>	<p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 3.3.1 Error Identification</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.3.3.2 Labels or instructions</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions</u>.</p> <p>WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions</p> <p><u>Understanding Labels or Instructions</u></p> <p><u>How to Meet Labels or Instructions</u></p> <p>(Level A)</p> <p><u>Labels</u> or instructions are provided when content requires user input.</p>	<p>C.10.3.3.2 Labels or instructions</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 3.3.2 Labels or Instructions</u>.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.3.3.3 Error suggestion</p> <p>Where ICT is a non-web document, it shall satisfy the <u>WCAG 2.1 Success Criterion 3.3.3 Error Suggestion</u>.</p> <p>WCAG 2.1 Success Criterion 3.3.3 Error Suggestion</p> <p><u>Understanding Error Suggestion</u></p> <p><u>How to Meet Error Suggestion</u></p> <p>(Level AA)</p> <p>If an <u>input error</u> is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content.</p>	<p>C.10.3.3.3 Error suggestion</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail <u>WCAG 2.1 Success Criterion 3.3.3 Error Suggestion [4]</u>.</p> <p>Result:</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.3.3.4 Error prevention (legal, financial, data)</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.13.</p> <p>Table 10.13: Document success criterion: Error prevention (legal, financial, data)</p>	<p>C.10.3.3.4 Error prevention (legal, financial, data)</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p>

EN 301 549 (2018) clauses	Determination of compliance
<p>For documents that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true:</p> <p>Reversible: Submissions are reversible. Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.</p> <p>NOTE: This success criterion is identical to the WCAG 2.1 Success Criterion 3.3.4 Error Prevention (Legal, Financial, Data) replacing "web pages" with "documents".</p> <p>WCAG 2.1 Success Criterion 3.3.4 Error Prevention (Legal, Financial, Data)</p> <p>Understanding Error Prevention (Legal, Financial, Data)</p> <p>How to Meet Error Prevention (Legal, Financial, Data)</p> <p>(Level AA)</p>	<p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.13.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
10.4 Robust	C.10.4 Robust
10.4.1 Compatible	C.10.4.1 Compatible
<p>10.4.1.1 Parsing</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.14.</p> <p>Table 10.14: Document success criterion: Parsing</p> <p>For documents that use markup languages, in such a way that the markup is separately exposed and available to assistive technologies and accessibility features of software or to a user-selectable user agent, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features.</p> <p>NOTE 1: Start and end tags that are missing a critical character in their formation, such as a closing angle bracket or a mismatched attribute value quotation mark are not complete.</p> <p>NOTE 2: Markup is not always available to assistive technology or to user selectable user agents such as browsers. In such cases, conformance to this provision would have no impact on accessibility as it can for web content where it is exposed.</p> <p>NOTE 3: Examples of markup that is separately exposed and available to assistive technologies and to user agents include but are not limited to: documents encoded in HTML, ODF, and OOXML. In these examples, the markup can be parsed entirely in two ways: (a) by assistive technologies which may directly open the document, (b) by assistive technologies using DOM APIs of user agents for these document formats.</p>	<p>C.10.4.1.1 Parsing</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.14.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>

EN 301 549 (2018) clauses	Determination of compliance
<p>NOTE 4: This success criterion is identical to the WCAG 2.1 Success Criterion 4.1.1 Parsing replacing "In content implemented using markup languages" with "For documents that use markup languages, in such a way that the markup is separately exposed and available to assistive technologies and accessibility features of software or to a user-selectable user agent" with the addition of notes 2 and 3 above.</p> <p>WCAG 2.1 Success Criterion 4.1.1 Parsing</p> <p>Understanding Parsing</p> <p>How to Meet Parsing</p> <p>(Level A)</p>	
<p>10.4.1.2 Name, role, value</p> <p>Where ICT is a non-web document, it shall satisfy the success criterion in Table 10.15.</p> <p>Table 10.15: Document success criterion: Name, role, value</p> <p>For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies.</p> <p>NOTE 1: This success criterion is primarily for software developers who develop or use custom user interface components. Standard user interface components on most accessibility-supported platforms already meet this success criterion when used according to specification.</p> <p>NOTE 2: For document formats that support interoperability with assistive technology, standard user interface components often meet this success criterion when used according to the general design and accessibility guidance for the document format.</p> <p>NOTE 3: This success criterion is identical to the WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value replacing the original WCAG 2.1 note with note 1 and with the addition of note 2 above.</p> <p>WCAG 2.1 Success Criterion 4.1.2 Name, Role, Value</p> <p>Understanding Name, Role, Value</p> <p>How to Meet Name, Role, Value</p> <p>(Level A)</p>	<p>C.10.4.1.2 Name, role, value</p> <p>Type of assessment</p> <p>Inspection</p> <p>Pre-conditions</p> <p>1. The ICT is a non-web document.</p> <p>Procedure</p> <p>1. Check that the document does not fail the Success Criterion in Table 10.15.</p> <p>Result</p> <p>Pass: Check 1 is true</p> <p>Fail: Check 1 is false</p>
<p>10.5 Caption positioning</p> <p>Where ICT is a non-web document that contains synchronized media with captions, the captions should not obscure relevant information in the synchronized media.</p>	<p>C.10.5 Caption positioning</p> <p>Clause 10.5 contains no requirements requiring test.</p>
<p>10.6 Audio description timing</p>	<p>C.10.6 Audio description timing</p>

EN 301 549 (2018) clauses	Determination of compliance
Where ICT is a non-web document that contains synchronized media with audio description, the audio description should not interfere with relevant audio information in the synchronized media.	Clause 10.6 contains no requirements requiring test.
12 Documentation and support services	C.12 Documentation and support services
12.1 Product documentation	C.12.1 Product documentation
12.1.1 Accessibility and compatibility features Product documentation provided with the ICT whether provided separately or integrated within the ICT shall list and explain how to use the accessibility and compatibility features of the ICT. NOTE: Accessibility and compatibility features include accessibility features that are built-in and accessibility features that provide compatibility with assistive technology.	C.12.1.1 Accessibility and compatibility features Type of assessment Inspection Pre-conditions 1. Product documentation is supplied with the ICT. Procedure 1. Check that product documentation provided with the ICT lists and explains how to use the accessibility and compatibility features of the ICT. Result Pass: Check 1 is true Fail: Check 1 is false
12.1.2 Accessible documentation Product documentation provided with the ICT shall be made available in at least one of the following electronic formats: <ul style="list-style-type: none"> a. a Web format that conforms to the requirements of clause 9, or b. a non-web format that conforms to the requirements of clause 10. NOTE 1: This does not preclude the possibility of also providing the product documentation in other formats (electronic or printed) that are not accessible. NOTE 2: It also does not preclude the possibility of providing alternate formats that meet the needs of some specific type of users (e.g. Braille documents for blind people or easy-to-read information for persons with cognitive impairments). NOTE 3: Where the documentation is integral to the ICT it will be provided through the user interface which is accessible. NOTE 4: A user agent that supports automatic media conversion would be beneficial to enhancing accessibility.	C.12.1.2 Accessible documentation Type of assessment Inspection Pre-conditions 1. Product documentation in electronic format is supplied with the ICT. Procedure 1. Check that product documentation in electronic format provided with the ICT conforms to the requirements of clauses 9 or 10 as appropriate. Result Pass: Check 1 is true Fail: Check 1 is false

Annex - References (from EN 301 549)

2.1 Normative references

References are specific, identified by date of publication and/or edition number or version number. Only the cited version applies.

Referenced documents which are not found to be publicly available in the expected location might be found at [ETSI References in docbox](#).

- NOTE: While any hyperlinks included in this clause were valid at the time of publication, ETSI cannot guarantee their long term validity.

The following referenced documents are necessary for the application of the present document.

[1] ETSI ETS 300 381 (Edition 1) (December 1994): "Telephony for hearing impaired people; Inductive coupling of telephone earphones to hearing aids".

[2] ETSI ES 200 381-1 (V1.2.1) (October 2012): "Telephony for hearing impaired people; Inductive coupling of telephone earphones to hearing aids Part 1: Fixed-line speech terminals".

[3] ETSI ES 200 381-2 (V1.1.1) (October 2012): "Telephony for hearing impaired people; Inductive coupling of telephone earphones to hearing aids; Part 2: Cellular speech terminals".

[4] W3C Recommendation (December 2008) /ISO/IEC 40500:2012: "Web Content Accessibility Guidelines (WCAG) 2.0".

- NOTE: Available at [WCAG 2.0](#).

[5] W3C Proposed Recommendation (June 2018): "Web Content Accessibility Guidelines (WCAG) 2.1".

- NOTE: Available at [WCAG 2.1](#).

2.2 Informative references

References are either specific (identified by date of publication and/or edition number or version number) or non-specific. For specific references, only the cited version applies. For non-specific references, the latest version of the referenced document (including any amendments) applies.

- NOTE: While any hyperlinks included in this clause were valid at the time of publication, ETSI cannot guarantee their long term validity.

The following referenced documents are not necessary for the application of the present document but they assist the user with regard to a particular subject area.

[i.1] ANSI/IEEE C63.19 (2011): "American National Standard Method of Measurement of Compatibility between Wireless Communication Devices and Hearing Aids".

[i.2] ANSI/TIA-4965: "Receive volume control requirements for digital and analogue wireline terminals".

[i.3] European Commission M 376-EN: "Standardization Mandate to CEN, CENELEC and ETSI in support of European accessibility requirements for public procurement of products and services in the ICT domain".

[i.4] ETSI EG 201 013: "Human Factors (HF); Definitions, abbreviations and symbols".

[i.5] ETSI ES 202 975: "Human Factors (HF); Requirements for relay services".

[i.6] ETSI ETS 300 767: "Human Factors (HF); Telephone Prepayment Cards; Tactile Identifier".

[i.7] ETSI CEN/CENELEC/ETSI TR 101 550: "Documents relevant to EN 301 549 "Accessibility requirements suitable for public procurement of ICT products and services in Europe"".

- [i.8] ETSI CEN/CENELEC/ETSI TR 101 551: "Guidelines on the use of accessibility award criteria suitable for publicly procured ICT products and services in Europe".
- [i.9] ETSI TR 102 612: "Human Factors (HF); European accessibility requirements for public procurement of products and services in the ICT domain (European Commission Mandate M 376, Phase 1)".
- [i.10] ETSI TS 126 114: "Universal Mobile Telecommunications System (UMTS); LTE; IP Multimedia Subsystem (IMS); Multimedia telephony; Media handling and interaction (3GPP TS 26.114)".
- [i.11] ETSI TS 122 173: "Digital cellular telecommunications system (Phase 2+) (GSM); Universal Mobile Telecommunications System (UMTS); LTE; IP Multimedia Core Network Subsystem (IMS) Multimedia Telephony Service and supplementary services; Stage 1 (3GPP TS 22.173)".
- [i.12] ETSI TS 134 229: "Universal Mobile Telecommunications System (UMTS); LTE; Internet Protocol (IP) multimedia call control protocol based on Session Initiation Protocol (SIP) and Session Description Protocol (SDP); User Equipment (UE) conformance specification (3GPP TS 34.229)".
- [i.13] IETF RFC 4103 (2005): "RTP Payload for Text Conversation".
- [i.14] ISO/IEC 17007:2009: "Conformity assessment - Guidance for drafting normative documents suitable for use for conformity assessment".
- [i.15] ISO 9241-11:1998: "Ergonomic requirements for office work with visual display terminals (VDTs) -- Part 11: Guidance on usability".
- [i.16] ISO 9241-110:2006: "Ergonomics of human-system interaction -- Part 110: Dialogue principles".
- [i.17] ISO 9241-171:2008: "Ergonomics of human-system interaction-Part 171: Guidance on software accessibility".
- [i.18] ISO 26800:2011: "Ergonomics - General approach, principles and concepts".
- [i.19] ISO/IEC 13066-1:2011: "Information technology - Interoperability with assistive technology (AT) - Part 1: Requirements and recommendations for interoperability".
- [i.20] Recommendation ITU-T E.161 (2001): "Arrangement of digits, letters and symbols on telephones and other devices that can be used for gaining access to a telephone network".
- [i.21] Recommendation ITU-T G.722 (1988): "7 kHz audio-coding within 64 kbit/s".
- [i.22] Recommendation ITU-T G.722.2 (2003): "Wideband coding of speech at around 16 kbit/s using Adaptive Multi-Rate Wideband (AMR-WB)".
- [i.23] Recommendation ITU-T V.18 (2000): "Operational and interworking requirements for DCEs operating in the text telephone mode".
- [i.24] TIA-1083-A (2010): "Telecommunications; Telephone Terminal equipment; Handset magnetic measurement procedures and performance requirements".
- [i.25] US Department of Justice: "2010 ADA Standards for Accessible Design".
- [i.26] W3C Working Group Note 5 September 2013: "Guidance on Applying WCAG 2.0 to Non-Web Information and Communications Technologies (WCAG2ICT)".

- NOTE: Available at [WCAG2ICT](#).

- [i.27] Commission Implementing Decision of 27.4.2017 on a standardisation request to the European standardisation organisations in support of Directive (EU) 2016/2102 of the European Parliament and of the Council on the accessibility of the websites and mobile applications of public sector bodies.
- [i.28] Directive (EU) 2016/2102 of the European Parliament and of the Council of 26 October 2016 on the accessibility of the websites and mobile applications of public sector bodies.
- [i.29] ETSI EN 301 549 (V1.1.2) (04-2015): "Accessibility requirements suitable for public procurement of ICT products and services in Europe".

[i.30] ETSI TR 101 552: "Guidance for the application of conformity assessment to accessibility requirements for public procurement of ICT products and services in Europe".

Annex - Definitions and abbreviations (from EN 301 549)

3.1 Definitions

For the purposes of the present document, the terms and definitions given in ETSI EG 201 013 [i.4] and the following apply:

accessibility: extent to which products, systems, services, environments and facilities can be used by people from a population with the widest range of characteristics and capabilities, to achieve a specified goal in a specified context of use (from ISO 26800 [i.18])

- NOTE 1: Context of use includes direct use or use supported by assistive technologies.
- NOTE 2: The context in which the ICT is used may affect its overall accessibility. This context could include other products and services with which the ICT may interact.

assistive technology: hardware or software added to or connected to a system that increases accessibility for an individual

- NOTE 1: Examples are Braille displays, screen readers, screen magnification software and eye tracking devices that are added to the ICT.
- NOTE 2: Where ICT does not support directly connected assistive technology, but which can be operated by a system connected over a network or other remote connection, such a separate system (with any included assistive technology) can also be considered assistive technology.

audio description: additional audible narrative, interleaved with the dialogue, which describes the significant aspects of the visual content of audio-visual media that cannot be understood from the main soundtrack alone

- NOTE: This is also variously described using terms such as "video description" or variants such as "descriptive narration".

authoring tool : software that can be used to create or modify content

- NOTE 1: An authoring tool may be used by a single user or multiple users working collaboratively.
- NOTE 2: An authoring tool may be a single stand-alone application or be comprised of collections of applications.
- NOTE 3: An authoring tool may produce content that is intended for further modification or for use by end-users.

caption: synchronized visual and/or text alternative for both speech and non-speech audio information needed to understand the media content (after WCAG 2.1 [5])

- NOTE: This is also variously described using terms such as "subtitles" or variants such as "subtitles for the deaf and hard-of-hearing".

closed functionality : functionality that is limited by characteristics that prevent a user from attaching, installing or using assistive technology

content: information and sensory experience to be communicated to the user by means of software, including code or mark-up that defines the content's structure, presentation, and interactions (after WCAG2ICT [i.26])

- NOTE: Content occurs in three places: web pages, documents and software. When content occurs in a web page or a document, a user agent is needed in order to communicate the content's information and sensory experience to the user. When content occurs in software, a separate user agent is not needed in order to communicate the content's information and sensory experience to the user - the software itself performs that function.

context of use: users, tasks, equipment (hardware, software and materials), and the physical and social environments in which a product is used (from ISO 9241-11 [i.15])

open functionality: functionality that supports access by assistive technology

- NOTE: This is the opposite of Closed Functionality.

operable part : component of ICT used to activate, deactivate, or adjust the ICT

- NOTE: Operable parts can be provided in either hardware (see mechanically operable parts, above) or software. An on-screen button is an example of an operable part provided by software.

platform software : collection of software components that runs on an underlying software or hardware layer, and that provides a set of software services to other software components that allows those applications to be isolated from the underlying software or hardware layer (after ISO/IEC 13066-1 [i.19])

- NOTE: A particular software component might play the role of a platform in some situations and a client in others.

programmatically determinable : able to be read by software from developer-supplied data in a way that other software, including assistive technologies, can extract and present this information to users in different modalities

- NOTE: WCAG 2.1 uses "determined" where this definition uses "able to be read" (to avoid ambiguity with the word "determined").

real-time text : form of a text conversation in point to point situations or in multipoint conferencing where the text being entered is sent in such a way that the communication is perceived by the user as being continuous

satisfies a success criterion: success criterion does not evaluate to "false" when applied to the ICT (after WCAG 2.1 [5])

terminal: combination of hardware and/or software with which the end user directly interacts and that provides the user interface

- NOTE 1: The hardware may consist of more than one device working together e.g. a mobile device and a computer.
- NOTE 2: For some systems, the software that provides the user interface may reside on more than one device such as a telephone and a server.

user agent: software that retrieves and presents content for users (after WCAG 2.1 [5])

- NOTE 1: Software that only displays the content contained within it is treated as software and not considered to be a user agent.
- NOTE 2: An example of software that is not a user agent is a calculator application that does not retrieve the calculations from outside the software to present it to a user. In this case, the calculator software is not a user agent, it is simply software with a user interface.

- NOTE 3: Software that only shows a preview of content such as a thumbnail or other non-fully functioning presentation is not providing user agent functionality.

user interface: all components of an interactive system (software or hardware) that provide information and/or controls for the user to accomplish specific tasks with the interactive system (from ISO 9241-110 [i.16])

user interface element: entity of the user interface that is presented to the user by the software (after ISO 9241-171 [i.17])

- NOTE 1: This term is also known as "user interface component".
- NOTE 2: User-interface elements can be interactive or not.

web content: content that belongs to a web page, and that is used in the rendering or that is intended to be used in the rendering of the web page

web page: non-embedded resource obtained from a single URI using HTTP plus any other resources that are used in the rendering or intended to be rendered together with it by a user agent (after WCAG 2.1 [5])

3.2 Abbreviations

For the purposes of the present document, the following abbreviations apply:

ADA Americans with Disabilities Act

ANSI American National Standards Institute

AT Assistive Technology

CIF Common Intermediate Format

CSS Cascading Style Sheets

DOM Document Object Model

EU European Union

FPS Frames Per Second

FXML XML-based user interface markup language

HTML HyperText Markup Language

HTTP HyperText Transfer Protocol

ICT Information and Communication Technology

IETF Internet Engineering Task Force

IMS IP Multimedia System

IP Internet Protocol

JWG Joint Working Group (of CEN/CENELEC/ETSI)

ODF Open Document Format

OOXML Office Open eXtensible Markup Language

PSTN Public Switched Telephone Network

QCIF Quarter Common Intermediate Format

RFC Request For Comment

RTT Real-Time Text SC Success Criterion

SIP Session Initiation Protocol

URI Uniform Resource Identifier

USB Universal Serial Bus

VoIP Voice over IP

W3C World Wide Web Consortium

WCAG Web Content Accessibility Guidelines (of W3C)

XML eXtensible Markup Language

XUL XML User interface Language

Annex - Practical guidance for accessible non-web documentation

In WCAG “success criteria” are all technology agnostic. The requirements for non-web documents are based on the WCAG 2.1 level AA requirements, which means all level A and AA criteria relevant to documents must be met.

The W3C publishes [sufficient techniques](#) to meet WCAG success criteria, including techniques for non-web document formats such as PDF. Using a given technique is considered “sufficient” to meet the criteria relevant to the technique, but you can also meet the criteria in other ways.

Various software vendors and organizations offer supplementary material that provides more concrete or simplified instructions for making documents accessible.

- [Adobe PDF accessibility](#)
- [Accessible Digital Office Document \(ADOD\) Project](#)
- [Microsoft Accessibility Checker](#)
- [Webaim: Microsoft Word Techniques](#)
- [Webaim: PDF Techniques](#)
- [Canada.ca Content Style Guide](#)
- [Google Docs – Make your document or presentation accessible](#)
- [Web Accessibility Perspectives - Compilation of 10 Topics/Videos](#)
- [18F Web Accessibility Guide](#)
- [University of Washington Accessible Document Guides](#)

NOTE: Following the guidance given in the links above does not guarantee compliance with WCAG 2.1. Links are provided for reference only.

ANNEX B

QUESTIONS FOR THE INDUSTRY

As the purpose of this RFI is to solicit industry feedback with respect to this GoC-wide requirements, the industry is invited to submit answers in response to the questions below. Respondents are encouraged to submit answers to as many questions as possible; however, you may choose to only answer certain questions. The draft Statement of Work (see Annex A) should be taken into consideration when responding to questions.

Learning

1. Are there phonetic exercises in your online self-learning program?
Do you believe that those exercises are effective for learning a second language that will be used in the workplace?
2. In your opinion, should a learning platform provide grammatical and vocabulary explanations in the learner's first language at all learning levels? If not, at what level is it acceptable to remove that option?
3. Does your learning program offer subscriptions of various lengths? If so, what are the possible terms?

Tutoring

4. **Cancellation fee**
For online tutoring, what are your standard cancellation policies for individual and group tutoring?
5. **Videoconference platform** (section 4.4.1 and 5.1 of Annex A)
What features should a videoconference platform include for optimal learning (e.g. a whiteboard, screen sharing, etc.)?

Learning management system (see section 4.2 of Annex A)

6. What types of reports are available? What kind of data is included in your learning management system's reports?
For example, is it possible for a department to obtain all their learners' progress, including the grades received at the end of modules, the number of attempts and the time spent on each module?
7. Could the Standing Offer Authority obtain a total use report?
8. Following an end-user consultation, it is important to have direct access to the reports in the management system and be able to download them in an editable format. Does your learning management system include that feature? Are all the requested data available? If not, what data are not accessible in your learning management system?

Qualification requirements

9. The requirements for the teaching resources and pedagogical advisors were reviewed after the first RFI. Do you anticipate that they will create a recruiting issue?
10. Regarding the qualification of the service provider(s). The Government of Canada intends, among other things, to assess the content of your learning program based on the Qualification Standards in Relation to Official Languages (<https://www.canada.ca/en/treasury-board-secretariat/services/staffing/qualification-standards/relation-official-languages.html>). In your opinion, what is the best way to demonstrate that you comply with these standards?

Accessibility

1. Does the solution offered by your company meet the accessibility requirements of the Information and Communications Technology (ICT) mentioned in Annex A, Appendix 3 : ICT Accessibility Requirements?

2. If not, what percentage of your solution meets the accessibility requirements of the ICT mentioned in Annex A, Appendix 3 : ICT Accessibility Requirements?
3. If your company's solution does not meet the Information and Communications Technology (ICT) accessibility requirements listed in Appendix 3 of Annex A, how many months after the award of a Standing Offer could this requirement be met in its entirety?

General

4. Please send us any questions or comments on the Draft Statement of Work.
5. Please provide us with any other information that you believe would be useful in preparing an RFSO for the services described in this RFI.

ANNEX C

**Report on the Request for information publish for external providers on
the online language training services**

Public Services and Procurement Canada

Linguistic services Division

July 2020

Acknowledgement

Public Services and Procurement Canada (PSPC) would like to acknowledge and thank the organizations that participated in the request for information for the online language training services.

The knowledge, insights and perspectives shared have assisted in understanding the issues and opportunities involved in the acquisition of online language training services. The information collected will also assist the Crown in obtaining best value in a fair, open and competitive manner. Service providers will also stand to benefit from this endeavour by contributing their diversified learning content.

Disclaimer

The report should not be construed as representing decisions made by Canada or a preferred course of action that may result. The report is made available to help ensure the transparency of the procurement process and to make the findings available to interested parties.

Executive summary

A request for information (EN578-202723/A) was published in February 2020 to solicit comments from external providers on how to best acquire online language training services to meet the learning needs of the public service. The request for information closed on May 6th 2020 and PSPC received 9 responses.

The responses indicate that the respondents have a good understanding of PSPC's requirements and that they possess the capacity to meet them.

Summary of responses

- The private sector has shown that it has the relevant technical capabilities to meet PSPC needs.
- It is important that PSPC provide clear requirements and objectives.
- Some procedures must be clarified.
- Accessibility requirements must be better defined.
- Some key services were not included in the Statement of Work.

This document is intended to highlight the key themes raised by the respondents. It does not necessarily represent the elements that will be included in an eventual Request for Proposal (RFP).

PSPC intends to utilize the information provided in the response to the request for information to inform its procurement strategy to support the development of its online language training services.

1. Introduction

1.1 Purpose of the report

In February 2020, PSPC began an engagement process with external providers. Potential service providers were asked to respond to a series of questions in order to gather information on how to best acquire quality, leading-edge courses for online language training services to meet the learning needs of the public service.

This report describes the findings following responses from 9 organizations received as of May 6th 2020. It should be noted that some providers did not answer every question.

1.2 Background

Canada's two official languages, English and French, are a fundamental characteristic of Canadian identity. Throughout its history, Canada has passed laws, such as the *Official Languages Act*, and implemented policies to better protect and promote official languages to benefit Canadians from coast to coast to coast. The Official Languages Act aims to ensure that the Government of Canada is able to provide services to English- and French-speaking Canadians in the language of their choice. To do this, second-language training in Canada's official languages is offered to federal employees in accordance with the provisions of this same Act.

Through its request for information, PSPC wanted to gauge industry interest in online language training and tutoring services in French and English.

1.3 Information requested

The request for information (EN578-202723/A) asked respondents to describe their interest, services and capabilities in writing. It provided them with an opportunity to inform PSPC about the current marketplace, the courses that were available and their respective capabilities. More specifically, PSPC asked the following questions. Its analysis of the replies received and actions taken following the initial request for information are included below.

General

Q.1 Please state any questions you may have about the draft Statement of Work.

1. Many of the comments received dealt with the estimated number of users for the online program and tutoring services, and the number of learners with visual or hearing impairments, all divided according to the second language to be learned and the learners' level of fluency in this language.
Since this is a Request for Standing Offer (RFSO), the specific characteristics of each learner are unknown. It is therefore impossible to provide an estimate with the requested breakdown. However, following a consultation with various Government of Canada departments, it was estimated that 5% of public-service employees might use the services included in Annex A. It was also estimated that 90% of training requests would be for French as a second language.
2. The Statement of Work mentioned a browser (Explorer 11) and tool (BlackBerry) that are at the end of their service life. Will the Government of Canada modify these in the near future?
The Government of Canada no longer uses BlackBerry devices. Furthermore, the Statement of Work was updated to include all browsers available to federal public servants.
3. Some suppliers would like the Statement of Work to omit or include some services. Some said that group courses were not as effective as one-on-one tutoring and that these services should be deleted, while others proposed adding full-time group courses, courses to prepare for Government of Canada exams or

conversation courses to maintain language skills. One provider proposed a service to simulate the Public Service Commission's second-language exams.

Some services were added to the Statement of Work, such as oral-communication tutoring with no self-directed learning, and pedagogical-advisor services for self-directed learners. The Government of Canada will keep group courses and intensive group courses, which are considered to be full-time training.

4. Some elements in the Statement of Work are preferable for beginner students, but less so for intermediate and advanced learners, such as a translation in the first official language (French or English) of explanations and new vocabulary.

A question on this subject is included in the second request for information.

5. The providers requested clarification on the following subjects:
 - a. Will the Common European Framework of Reference be accepted?
The programs must meet the technical evaluation criteria and fulfil the Statement of Work.
 - b. Are the password requirements necessary?
Research on this subject was conducted and password requirements were modified.
 - c. Will the SCORM and LTI standard be acceptable?
The standard was added to the Statement of Work as an option.
 - d. Could new services be added during the process?
No. New services cannot be added once a standing offer has been awarded. If services are added, they will be subject to a competitive process.
 - e. Can some functionalities be performed outside the learning management system (e.g., billing, sending reports to training managers/coordinators)?
The learning management system must include the elements requested in the Statement of Work. There are questions to this effect in the request for information (EN578-202723/B).

Q.2 Please include any other information that, in your opinion, would be useful in the preparation of a RFSO for services as describe in this RFI.

Some providers suggested dividing the standing offers into two groups, namely one group for tutoring services and another group for the learning platform. Another proposal was to divide the standing offer according to the language learned.

Division according to language learned was selected. It should be noted that additional tutoring services without self-directed learning were also added, for a total of three work streams.

The providers mentioned various learning methods and their approaches, be it the preferred number of learners per group course or the duration of one-on-one and group tutoring sessions. However, the providers all seemed to agree that every hour of tutoring must be followed by two to three hours of individual training time. One provider would also like to have flexibility with respect to the duration of group sessions, given that some modules cover more material than others.

The number of participants for group courses was reduced to two to four learners. The duration of each group-course session would remain the same, as this reflected the needs of Government of Canada users.

Many questions were asked about the educational and experience requirements for pedagogical advisors and teaching resources, specifically the required teaching experience for pedagogical advisors, the recognition of foreign credentials and the acceptance of teaching resources who have the required experience or education.

In cases where the education was completed in an institution outside Canada, only a comparative assessment granted by an accredited institution will be accepted. Some requirements were changed after consultation with various federal departments. The experience and education of teaching resources are still included in the requirements.

Some providers said that the website concept for the registration procedure should be clarified, and that the billing system should be separate from the learning management system.

This section has been updated.

Lastly, one provider recommended incorporating the need for an IT support team so that issues could be quickly resolved.

The standard for managing computer-related issues remains unchanged.

Q.3 For how long has your firm been offering online language training services in French?

More than 50% (5/9) of businesses have offered these services for over nine years.



Q.4 For how long has your firm been offering online language training services in English?

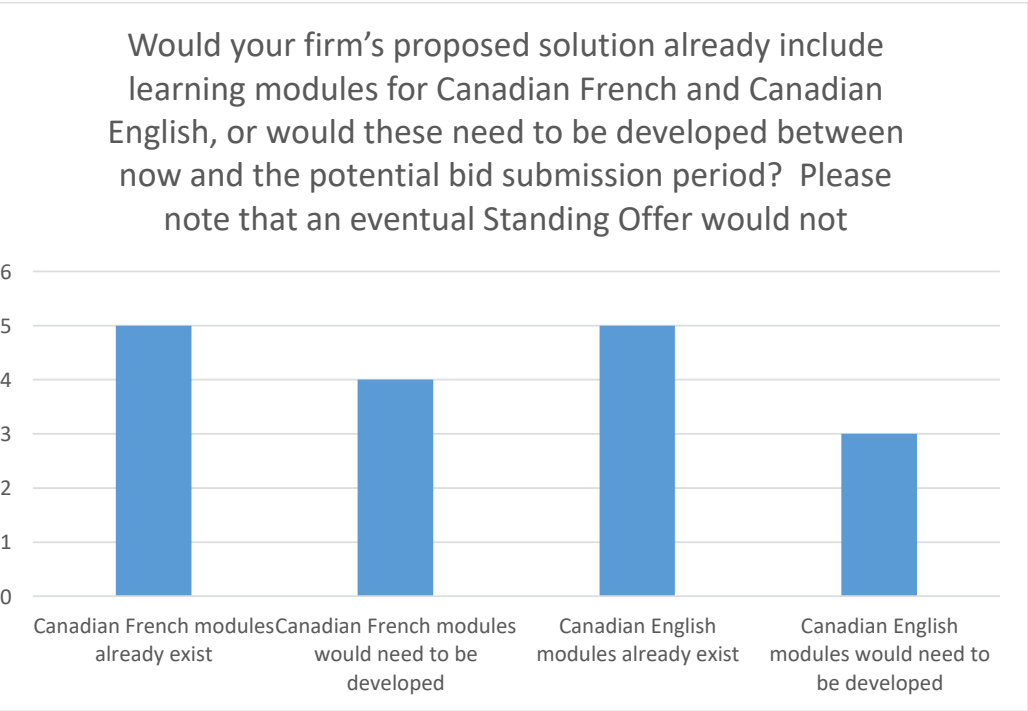
50% (4/8) of businesses have offered these services for over nine years.



Q.5 Would your firm’s proposed solution already include learning modules for Canadian French and Canadian English, or would these need to be developed between now and the potential bid submission

period? Please note that an eventual Standing Offer would not include the development of a custom-based solution and would rather be subscription or license-based.

In just over 50% of responses, the Canadian French and Canadian English modules already existed. If we look at the responses in greater detail, four businesses had already developed French and English modules, while three businesses would have to develop these two modules.



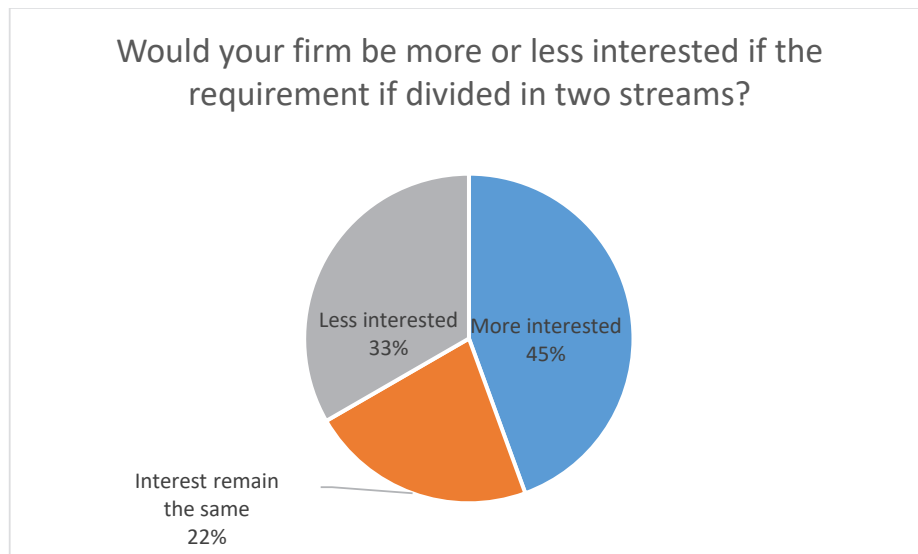
Q.6 Canada might decide to issue more than one Standing Offer by dividing its requirement in two streams:

Work Stream 1 – Canadian French Online Language Training for Anglophone learners

Work Stream 2 – Canadian English Online Language Training for Francophone learners

Would your firm be more or less interested if the requirement if divided in two streams?

Responses to this question were somewhat varied. The two businesses that had already developed only one of the modules were naturally more interested in this possibility. The businesses that had already developed Canadian French and Canadian English modules were less interested (2 of 4), more interested (1 of 4) and equally interested (1 of 4).



Please explain why:

Less interested: The fixed costs for a single stream would be too high. The prices would therefore be different if one provider was awarded one or two streams, which could not be determined in advance. If services were divided, the quality of service between the selected providers would be different.

More interested: Providers had more experience in one of the languages of instruction, and costs were therefore lower. Canada's needs in terms of volume were different for each language to be learned, and different staff would be involved.

Interest remain the same: The solution proposed by providers were ready in both languages. The staff was already trained, and the staff was often the same for the two proposed streams. The ability to provide service in both streams should be taken into account when evaluating the technical aspects. Having the same service provider ensured fairness for public servants (same service, format, service quality).

After analysing industry responses to questions 5.5, 5.6.1 and 5.6.2, a decision was made to divide services into the following three work streams:

Stream 1: Online self-directed learning program with or without English second-language tutoring;

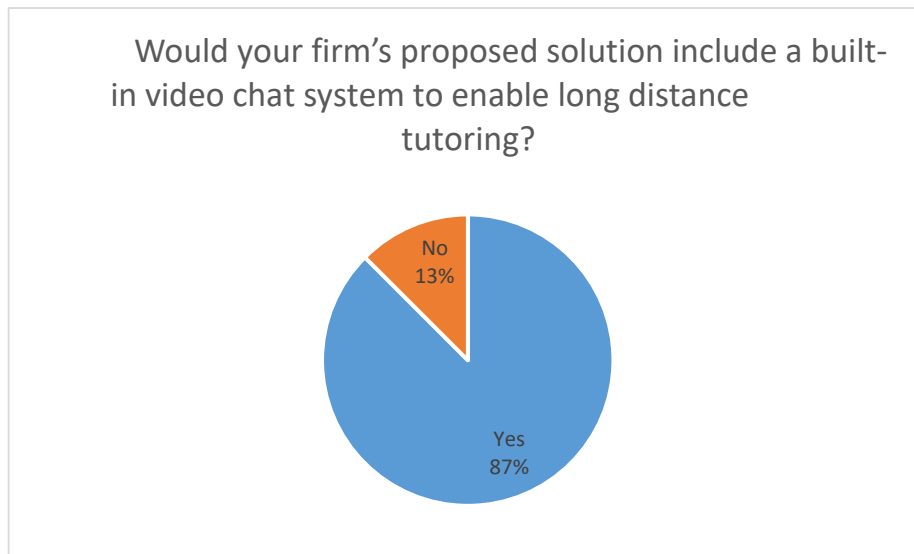
Stream 2: Online self-directed learning program with or without French second-language tutoring;

Stream 3: Online tutoring in oral proficiency.

Tutoring

Q.7 Would your firm's proposed solution include a built-in video chat system to enable long distance tutoring?

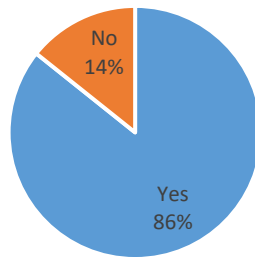
It is important to note that most providers have access to this type of system. The negative response simply indicated that this tool had not yet been directly incorporated into their learning system (an external system was used). In short, this aspect did not appear to be problematic for any of the providers.



Q.8 Would your firm be able to recruit enough pedagogical advisor and teaching resources for this requirement based on the qualifications defined in Annex A?

This question elicited a few comments from providers. First there was the issue of the estimated number of learners, which has already been mentioned above at Question 5.1. There was also the issue of resource qualifications, which was an unknown, particularly during this pandemic period, given the scarcity of second-language training professionals. The 14% rate of "No" responses came from a single provider that had fairly serious concerns regarding recruitment and believed this would be a problem.

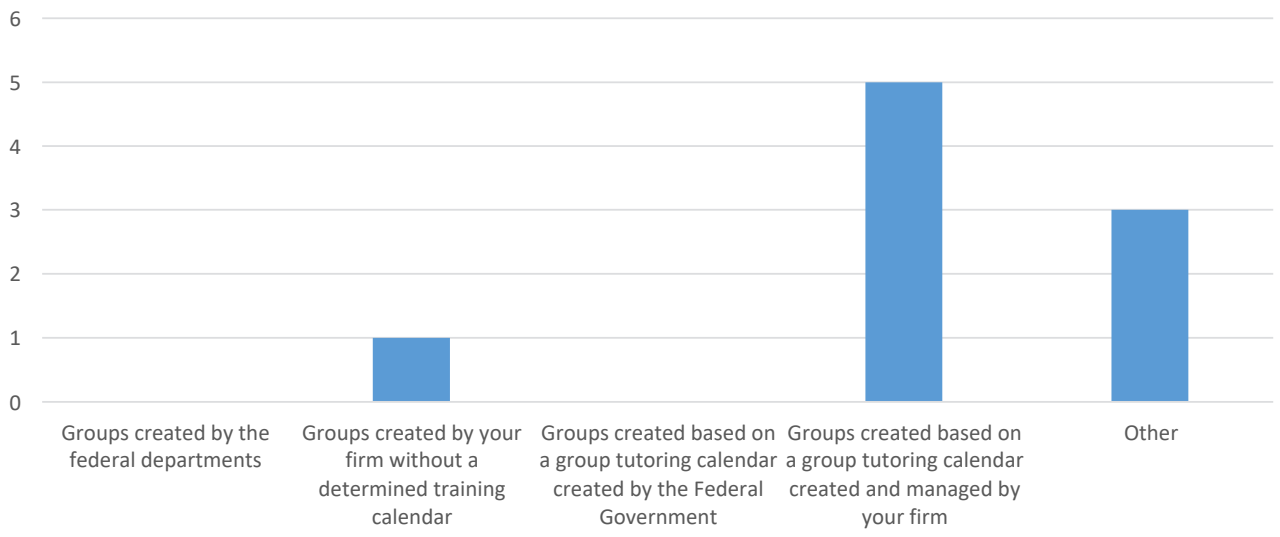
Would your firm be able to recruit enough pedagogical advisor and teaching resources for this requirement based on the qualifications defined in Annex A?



Q.9 Considering that the Standing Offer would be used by most Federal Department across Canada, how would you recommend the groups, for group tutoring, should be created?

Most respondents said that they would prefer to create the groups themselves based on their own calendar. Among the providers that answered “Other,” a preference was expressed that the departments be in charge, but that the provider would be able to manage this task. Moreover, the groups could start at any time (no calendar) and be created by the department or the provider.

Considering that the Standing Offer would be used by most Federal Department across Canada, how would you recommend the groups, for group tutoring, should be created?

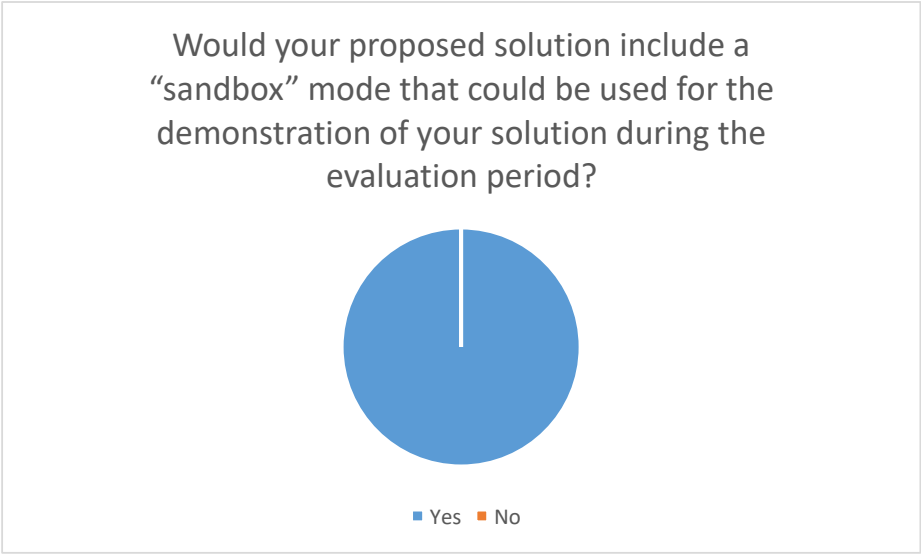


The Statement of Work was updated to reflect the preference of most respondents, namely groups created by the provider. However, the Statement of Work maintains some of the criteria to be met, such as the frequency of groups and the number of weeks.

Your solution

Q.10 Would your proposed solution include a “sandbox” mode that could be used for the demonstration of your solution during the evaluation period?

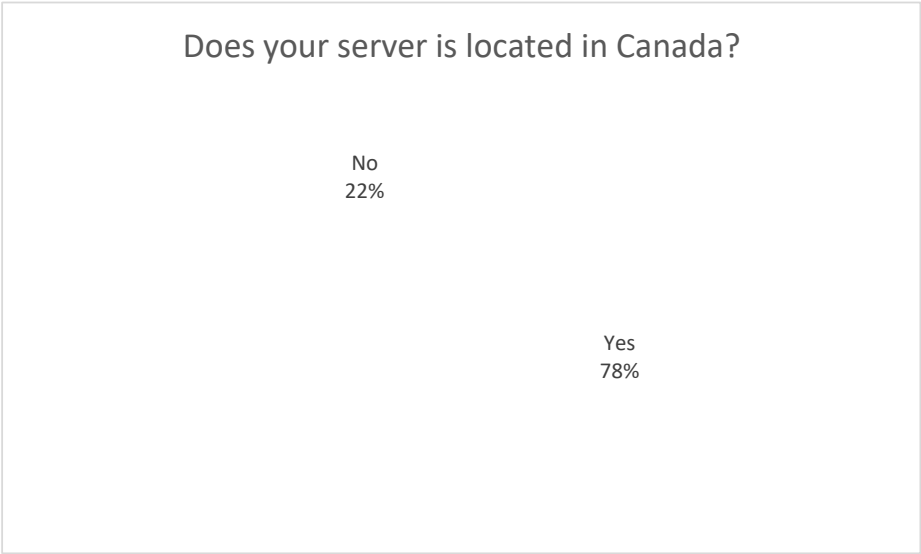
A sandbox mode for a possible technical evaluation did not seem to be an issue for the industry.



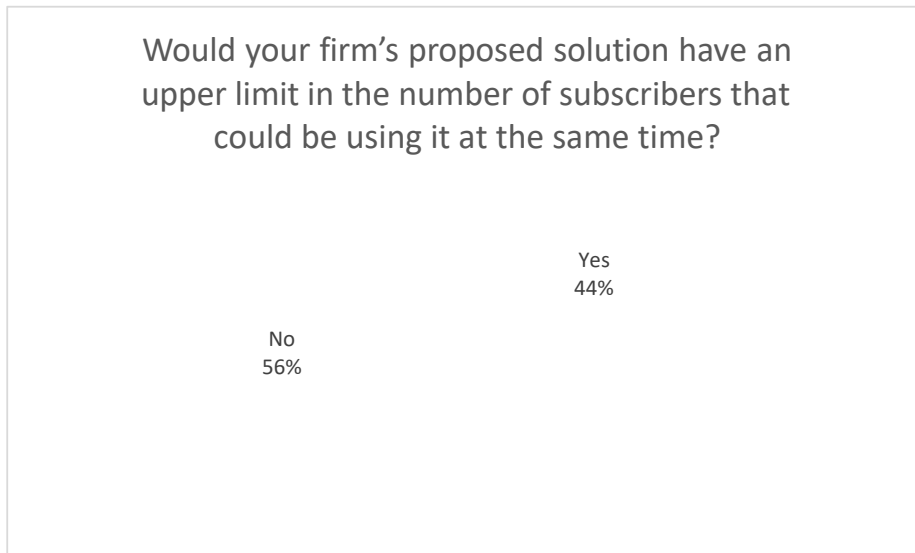
Q.11 Does your server is located in Canada?

Providers that only had servers outside Canada were identified as “No” for this question. Those that had servers in Canada and elsewhere were identified as “Yes”.

It should be noted that the Government of Canada requires that all servers containing employee information be located in Canada.

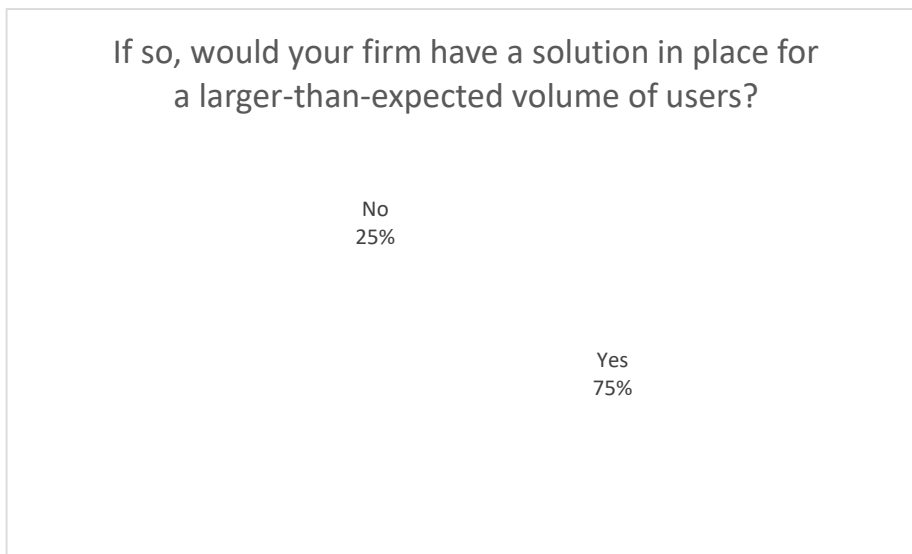


Q.12 a) Would your firm's proposed solution have an upper limit in the number of subscribers that could be using it at the same time?



b) If so, would your firm have a solution in place for a larger-than-expected volume of users?

For this question, it is important to note that the negative responses came from providers that did not have an upper limit on the number of subscribers, and positive responses came from providers that did have an upper limit.



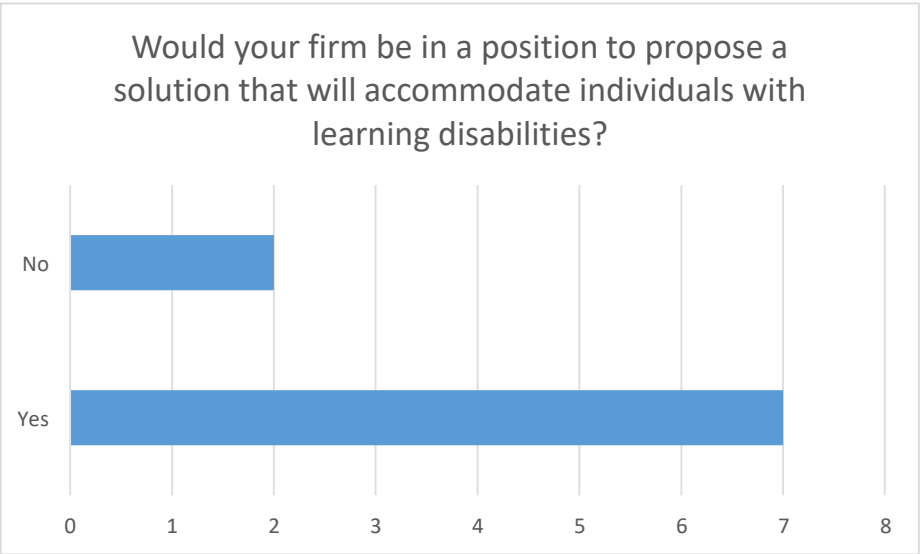
c) What is the upper limit of subscribers that could be using your solution at the same time?

Responses ranged from 20 to 8,000,000 users.

Accessibility

Q.13 Would your firm be in a position to propose a solution that will accommodate individuals with learning disabilities?

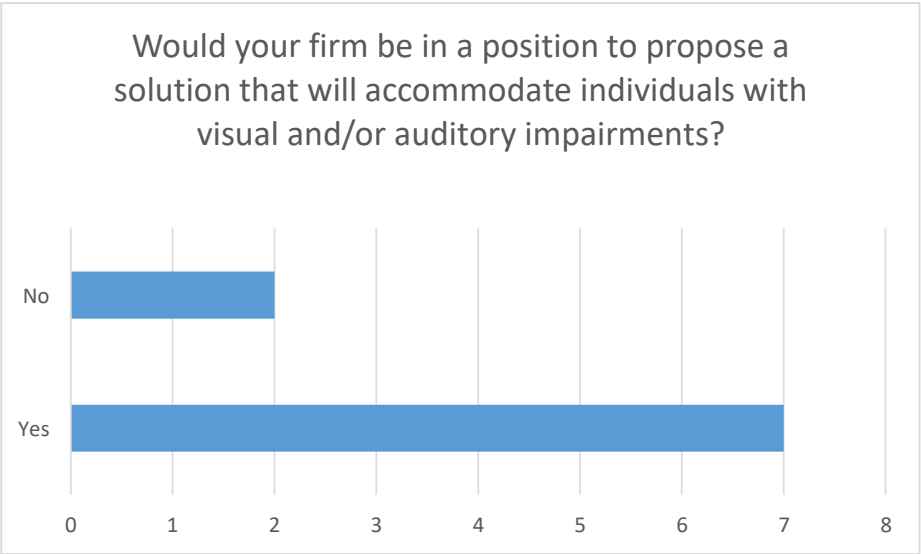
This was a fairly open-ended question, as respondents were unsure of Canada included in the term “learning disabilities.” An analysis of the responses to this question proved to be interesting, especially in light of the comments received.



The industry said that online learning could be completed at the learner’s own pace using an intuitive platform, which could address some learning disabilities. Some providers said that their solution could offer a choice of different curricula depending on the learner; the appropriate selection could be made with a pedagogical advisor. Providers also pointed out that online learning was not necessarily desirable for some learning disabilities, but that this was always a case-by-case decision.

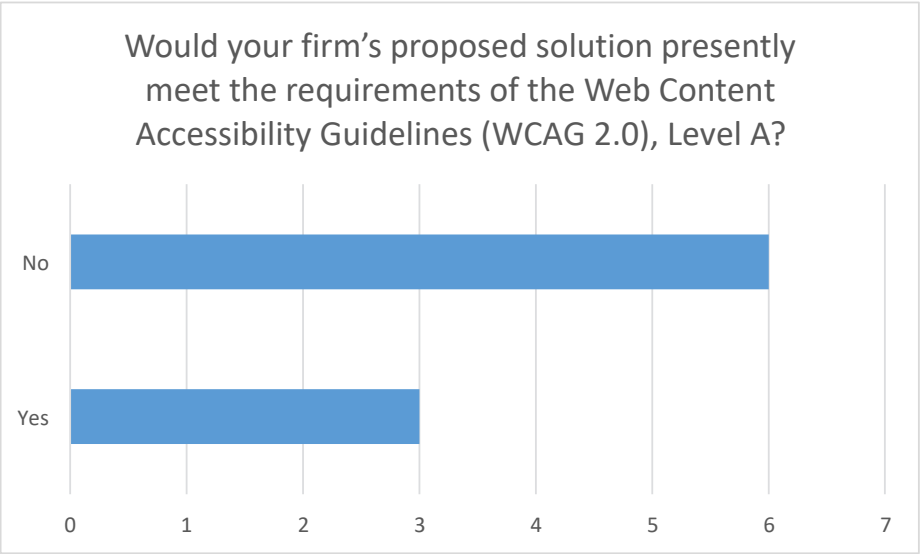
Q.14 Would your firm be in a position to propose a solution that will accommodate individuals with visual and/or auditory impairments?

It is interesting to note that most providers said they were able to accommodate visual and hearing impairments.

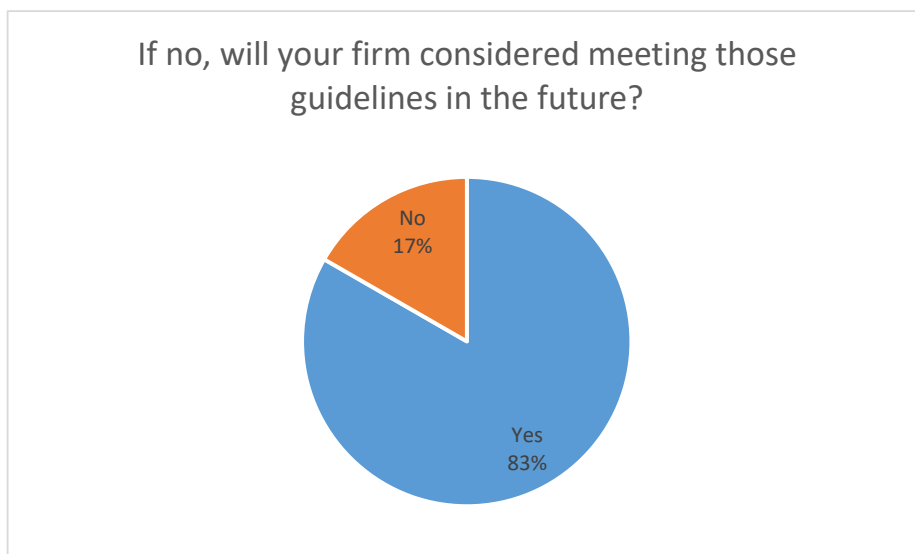


However, of the seven providers that said they could accommodate these disabilities, four said that their platform was partially adapted and required additional investment, or that they would have to add fees for screen readers. Consequently, a more realistic interpretation of the responses would be that three of the nine providers could accommodate the disabilities in question in the current version of their solution. The providers with no internal capacity to accommodate pointed out that external partners could do this work.

Q.15 A) Would your firm’s proposed solution presently meet the requirements of the [Web Content Accessibility Guidelines \(WCAG 2.0\)](#), Level A?



B) If no, will your firm considered meeting those guidelines in the future?



Businesses that are not already WCAG 2.0 compliant said that compliance could take from 2 to 18 months. The reasons for not considering WCAG 2.0 compliance were that some requirements (e.g., 100% closed captioning) run counter to learning objectives (e.g., for oral comprehension).

C) Does your firm's proposed solution presently meet another accessibility standard?

Providers were not currently compliant or planning to become compliant with another standard.

With respect to accessibility, certain clauses of standard EN 301 549 were selected after consultations within the Government of Canada. The standards can be found in Appendix 3 of Annex A of the request for information.

