



Pearson

At Pearson, we support every learner.

Pearson's defining goal — to help people make progress in their lives through learning — can only be fulfilled when our educational materials are accessible to all users.

Our commitment & progress

Accessibility and achievement go hand in hand. We are committed to enabling access for people with disabilities as part of the fabric of our learning materials, development processes, innovation efforts, and employee culture. Our goal is to ensure that all students can learn from our products and demonstrate that learning.

Pearson continues to make steady progress in developing our learning platforms, rich media assets, and other content to be as accessible as possible to all of our customers. WCAG 2.0 AA standards form the basis of the Pearson Accessibility Guidelines for product development, and we regularly review our existing platforms and content to improve accessibility with each release. We provide up-to-date, clear and straightforward statements on the accessibility of our products.

Partnering for accessibility audits and tests

If you are auditing a Pearson product, let us help you by ensuring you

- have the most current version of the product available,
- are using the recommended browser and operating system combination, and
- have student access for the product you are testing.

We recommend using a combination of automated and manual testing, as well as assistive technology, when you review a product for accessibility compliance. Contact [Pearson Disability Support](#) to get started.

About this VPAT

The enclosed Voluntary Product Accessibility Template (VPAT) of the Mastering platform is based on an evaluation of Mastering Biology. This product was selected for evaluation as representative of the Mastering platform as it applies to the Life and Applied Sciences: Anatomy & Physiology, Biology, Environmental Science, Genetics, Geography, Geology, Health, Microbiology, Meteorology, Nutrition and Oceanography.

Due to the variety of content delivered via the Mastering platform across the sciences, we limited our evaluation to the Mastering platform only. We are evaluating our discipline-specific content on a title-by-title basis and have documentation available by request.

For more information

For more information about this VPAT or accessibility at Pearson, please contact [Pearson Disability Support](#).



Mastering Life & Applied Sciences Platform
Voluntary Product Accessibility Template (VPAT® Version 2.0)

Presented to: Pearson Higher Education

Contact:
Pearson Disability Support
disability.support@pearson.com

Prepared by:
Tech for All, Inc.
www.TFAConsulting.com

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Pearson Additions:

*Preceding cover page, Product Description,
Contact Information, Legal Disclaimer*

Pearson Modifications:

*Removed 'Confidential' from TFA Cover page
Removed MasteringBiology URL from Product Name*

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Executive Summary: Mastering Life & Applied Sciences Platform VPAT® Version 2.0

TFA's evaluation of the Mastering Life & Applied Sciences Platform identified accessibility features and functionalities of the web application. This evaluation provided the information required to assess the conformance of the Mastering Life & Applied Sciences Platform with the Section 508 Accessibility Standards. TFA concludes that the Mastering Life & Applied Sciences Platform does not support the Revised Section 508 standards as there are significant accessibility issues that render several activities inaccessible to blind and visually impaired as well as mobility impaired users.

The Information Technology Industry Council (ITIC) has published recommended language to be used in completing VPAT documents that has been designed to create simplicity and uniformity/consistency in VPATs presented by a variety of suppliers. In preparing the Mastering Life & Applied Sciences Platform VPAT, TFA has used the ITIC-recommended VPAT® Version 2.0 format.

Based on this evaluation and on information published on the ITIC website (<http://www.itic.org>), TFA presents the VPAT® Version 2.0 document for the Mastering Life & Applied Sciences Platform on the following pages.

Mastering Life & Applied Sciences Platform Accessibility Conformance Report

VPAT® Version 2.0 – October 2017

Name of Product/Version: Mastering Life & Applied Sciences Platform

Product Description: Pearson Mastering is an online homework, tutorial & assessment product for the sciences and engineering.

Date: March 29, 2018

Contact information: disability.support@pearson.com

Evaluation Methods Used:

The accessibility assessment was conducted according to the following steps:

- I. A sighted accessibility expert conducted an overall technical analysis in order to identify issues of technical compliance that would affect mobility impaired, deaf/hearing impaired and low vision users. The evaluator inspected each screen using Chrome with the Wave and aXe toolbars. Code analysis was conducted using browser Developer Tools (IE and Firefox).
- II. Keyboard accessibility analysis (for mobility and physically impaired users) was conducted by attempting to thoroughly navigate the web application through the keyboard, without using a mouse.
- III. For deaf and hard of hearing users, any audio content was assessed for proper captioning.
- IV. The accessibility for low vision users was evaluated three ways: (1) using the screen magnification, palette, and contrast controls provided by the operating systems; (2) using the font resizing capability offered by the browser, and (3) using Color Contrast Analyzer version 2.2.
- V. The screen reader testing was conducted by an expert screen reader user. The goal was to identify accessibility barriers that are likely to be experienced by users who are blind. The evaluator worked through the web application using the JAWS 2018 for Windows (v. 2018.1803.24) and NVDA (2018.1) screen readers with Firefox ESR (52.7.3) as well as Internet Explorer 11. Testing was also performed with the VoiceOver screen reader with the Safari browser using MacOS 10.13.3 (High Sierra). Any pages found to have screen reader issues were re-examined in interactive sessions with a sighted evaluator.

- VI. Any usability issues for users with disabilities encountered during the accessibility assessments in Steps I-V were noted for subsequent mention.

Applicable Standards/Guidelines

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

Standard/Guideline	Included in Report
Web Content Accessibility Guidelines 2.0, at http://www.w3.org/TR/2008/REC-WCAG20-20081211/	Level A (Yes) Level AA (Yes) Level AAA (No)
Section 508 as published in 2017, at http://www.Section508.gov	(No) Note: Not applicable to web-based applications. Refer to WCAG 2.0 results for 508 Compliance
EN 301 549 Accessibility requirements suitable for public procurement of ICT products and services in Europe, at http://mandate376.standards.eu/standard	(No)

Terms

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

- **Supports:** The functionality of the product has at least one method that meets the criterion without known defects or meets with equivalent facilitation.
- **Supports with Exceptions:** Some functionality of the product does not meet the criterion.
- **Does Not Support:** The majority of product functionality does not meet the criterion.
- **Not Applicable:** The criterion is not relevant to the product.
- **Not Evaluated:** The product has not been evaluated against the criterion. This can be used only in WCAG 2.0 Level AAA.

WCAG 2.0 Report

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

Table 1: Success Criteria, Level A

Criteria	Conformance Level	Remarks and Explanations
1.1.1 Non-text Content (Level A)	Does Not Support	Several iFrames and form fields are not labeled for accessibility. Some interactive elements have images that are not described. Several of the drag and drop activities could not be completed by screen reader users as a result of these issues.
1.2.1 Audio-only and Video-only (Prerecorded) (Level A)	Not Applicable	No video content was available on the pages tested.
1.2.2 Captions (Prerecorded) (Level A)	Supports	All videos had captions.
1.2.3 Audio Description or Media Alternative (Prerecorded) (Level A)	Supports with Exceptions	All videos have transcripts that reflect the captions. Some transcripts did not include on screen information pertinent to an understanding of the videos.
1.3.1 Info and Relationships (Level A)	Supports with Exceptions	Some labels are missing matching ID attributes and some landmarks are not uniquely identified.
1.3.2 Meaningful Sequence (Level A)	Supports with Exceptions	When answering multiple choice questions with figures the figures are not presented in line with the questions.
1.3.3 Sensory Characteristics (Level A)	Supports	Sensory characteristics are not used as the sole means of conveying information.
1.4.1 Use of Color (Level A)	Supports	Color is not used as the sole means of conveying information.
1.4.2 Audio Control (Level A)	Not Applicable	No audio only content was available on the pages tested.
2.1.1 Keyboard (Level A)	Does Not Support	Some drag and drop activities were not accessible using only a keyboard to navigate the activities.

Criteria	Conformance Level	Remarks and Explanations
2.1.2 No Keyboard Trap (Level A)	Supports	Keyboard focus is not trapped in the user interface.
2.2.1 Timing Adjustable (Level A)	Supports	No user timeouts were experienced during testing pages.
2.2.2 Pause, Stop, Hide (Level A)	Supports	No automatically updated information is present.
2.3.1 Three Flashes or Below Threshold (Level A)	Supports	No flashing content is present.
2.4.1 Bypass Blocks (Level A)	Supports	Heading structure can be used to skip blocks of content.
2.4.2 Page Titled (Level A)	Supports with Exceptions	Page titles do not update with unique names as users navigate through the platform.
2.4.3 Focus Order (Level A)	Supports	The focus order of the page was logical and intuitive.
2.4.4 Link Purpose (In Context) (Level A)	Supports	Links and buttons were sufficiently descriptive.
3.1.1 Language of Page (Level A)	Supports	The language of the page is defined for the Reader.
3.2.1 On Focus (Level A)	Supports	Elements do not initiate a change of context when focused.
3.2.2 On Input (Level A)	Supports	Users were sufficiently informed when inputs were made.
3.3.1 Error Identification (Level A)	Supports	Error messages receive focus.
3.3.2 Labels or Instructions (Level A)	Supports with Exceptions	Drag and Drop exercises were found to be extremely challenging for screen reader users and instructions were not provided to help users navigate these activities.
4.1.1 Parsing (Level A)	Supports with Exceptions	Some ID attribute values are not unique. Some aria values were found to be invalid. Some lists were not properly structured.
4.1.2 Name, Role, Value (Level A)	Supports with Exceptions	There is no indication provided when some elements have been selected such as the navigation menu and tabs within the calendar view.

Criteria	Conformance Level	Remarks and Explanations
		There is no indication provided that drag and drop items have been selected.

Table 2: Success Criteria, Level AA

Criteria	Conformance Level	Remarks and Explanations
1.2.4 Captions (Live) (Level AA)	Supports	No live audio/video content.
1.2.5 Audio Description (Prerecorded) (Level AA)	Supports	No audio only content is present.
1.4.3 Contrast (Minimum) (Level AA)	Supports with Exceptions	Some text within the platform and associated exercises did not have sufficient color contrast.
1.4.4 Resize text (Level AA)	Supports with Exceptions	When the page size is doubled the navigation menu can block other elements on the screen.
1.4.5 Images of Text (Level AA)	Supports	Images of text were not found on the pages evaluated except when part of a picture label.
2.4.5 Multiple Ways (Level AA)	Supports	Many pages are steps in a process and need to be accessed sequentially.
2.4.6 Headings and Labels (Level AA)	Supports	Heading and labels are used to describe topics.
2.4.7 Focus Visible (Level AA)	Supports with Exceptions	Some elements do not display a visible keyboard focus, including some of the course navigation elements and drag and drop exercise elements.
3.1.2 Language of Parts (Level AA)	Supports	A single language was used on the audited pages.
3.2.3 Consistent Navigation (Level AA)	Supports	Pages have consistent navigation mechanisms.
3.2.4 Consistent Identification (Level AA)	Supports	Elements are consistently identified.
3.3.3 Error Suggestion (Level AA)	Supports	Error messages provide suggestions for correction when used.

Criteria	Conformance Level	Remarks and Explanations
3.3.4 Error Prevention (Legal, Financial, Data) (Level AA)	Supports	General instructions are provided to prevent user errors.

Legal Disclaimer

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