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**UCISA CONFERENCE**

**18TH SEPTEMBER 2019**

FIONA STRAWBRIDGE: We will make a start in a minute, if you are a new UCL student looking for induction, it is in the room next door. But looking at the demographic I think you are in the right place! OK, a really warm welcome on behalf of both UCL where I work and UCISA who I also work for. I am the chair of the UCISA for the digital education group and I have been involved for the last 12 years, my name is Fiona Strawbridge and I am chairing this conference, event. So, a couple of things just to note, do please turn your phones to silent, and please though I am sure the e‑mail will be almost irresistible do try and take this opportunity to get away from the day‑to‑day stuff and to listen and engage. Before we start, we are not expecting any fire drills or anything today, so if the alarm goes, we will be going out through that door. And we will then either go to the left or the right depending on where the smoke is coming from. If it is just a drill, you will be going to the right because that is a quicker way to get to the outside world. I have already mentioned turn your phones to silent. Ignore your e‑mails. We do have Wi‑Fi through edgy roam and hopefully you have managed to get connected through that. The alternative is UCL guest service, and you need to put in a conference code which is conference‑and the date and then you have to do a bit of registration which is a bit fiddly, which is why I don't necessarily recommend that as the way to go. So I am just going to start this event by talking a bit about why we're here and just to give you my own institutional, personal perspective on this. In the last year I have moved from knowing almost nothing about digital accessibility to spending probably two‑thirds of my time thinking and worrying about it. And this is all thanks to the legislation which hit the statute book last September. I didn't actually find out about it at that point. I think that first alerted me was this document, I don't know how many of you have seen this, it was produced by an all‑party parliamentary working group or committee. It's called accessible virtual learning environments and it was produced by an organisation called Policy Connect. And there was a guy Robert McLaren who works there who is instrumental in bringing this together. It is a very useful piece of guidance but it was seeing an e‑mail on a Jisc mail list about this document that first alerted me to the digital accessibility legislation and to be honest at first I thought that looks interesting I will get round to reading it when I get round to it and then I noticed there was a lot of e‑mail conversation about this document, and some of my colleagues who are quite level headed seemed to be getting into a degree of panic about it. So I read the document and I realised tiltly this legislation was already in place and not just I but my whole institution was going to have to take action, and this was about October/November time last year, so I alerted senior colleagues at UCL that we needed to do something and of course I found myself leading on our institutional response. My role is Head of Digitalisation, I work in information services. Accessibility touches on so many different areas, and so it has been quite a learning experience, it's been a networking experience actually. Working with different people to try and work out how we are going to respond as an institution. In short, we had, I am sure in the same position or similar position, we have had to tell all the people who are responsible for our web presence, which probably number in the hundreds, that they need to do things differently. And we have had to tell the academic body who produce online content for learning, that they need to do things differently. And that hasn't always gone down terribly well. We knew that we needed to make sure that we had really clear guidance centrally, so of course I started looking and doing search or our website for where our accessibility guidance was and there was lots of bits and pieces but weren't joined up and there was overlap and there were gaps and there was contradiction and it really wasn't something we could confidently point people to. But we needed let the community know that they needed to take action. So we had a big delay, when we flailed around to an extent trying to get our resources together and trying to develop better training. We got there, but it took us until Easter to send out the co mm s that we were confident about, about the legislation and need to kitty a. That's six after the lemmingslation came into force. (Act) we have an institutional task of finish group and that's been chaired by the Dean who led on the institutions GDPR response, we thought if he can get that one through, then he will be a good person to drive this and he has been, he has been very engaged and committed. We've also got a well funded project in information services area, to do quite a bit of work. So that is very useful and I realise not all institutions have been able to provide funding to take this forward. The things I have struggled with and have prompted me to talk to you, and to suggest we bring this event together, and are the legislation is aimed at the public sector weirdly and universities tend to work in a different way. Public sector websites tend to be fairly top down in manage, looser in education and then you get to the VLE, to the online learning environment, then it is more like the Wild West than anything, because you've got all of these academics individually creating their own content in their own unique and creative ways, which aren't always terribly accessible. Another thing I struggled with is the scope of the legislation. OK replied to websites and apps but what actually is a website. If the VLE's need scope, if the student information in scope and is the HR system in scope and are our research platforms in scope and still don't really know with confidence what is in scope. There are things in the legislation, disorganisation of Burt but those are open to interpretation and you get the sense we need to take legal advice on these, which is difficult for individual institutions to afford. We are discovering the hard way, that testing our platforms is difficult, we thought we had done a reasonable job of testing the VLE and then we went to write the accessible statement for it and realised we needed to test it more thoroughly, so that has been quite challenging. The other thing is when you talk to colleagues about this, they want to know what is the penalty, what will the fine be, does this have teeth, will it be me, who is accountable for this and I don't have a very clear answer. And when I say I don't have a clear answer, but it probably won't be as bad as GDPR, they advisably resex.

>> Next Monday in case you hadn't realised, getting your websites sorted, you've got the weekend, you know! Then the other thing I guess is that I have a day job. My day job has been really neglected by the time I have been spending on this. But I do feel this is a tremendously worthwhile piece of legislation actually. The fact it's gathering people together with this now and I have been to a number of events which have been really well attended and people have been very engaged and to be honest I think even if the legislation wasn't there I would be thinking we should be doing this any way. Because it is the right thing to do. And it's been an area which has been neglected. So in fact I have learned a lot and I am a convert and I do believe we need to make our institutional services much more accessible and if they are accessible to people who have disabilities, then they are more useable for everyone. I have learned a lot from colleagues here but I have also learned a lot from people in the sector and we have got many of them here today to talk to you. So we've got folk from AbilityNet, which is a disability charitable organisation. They are absolute authorities on doing testing and the kinds of things you might need to do. Jisc have been super helpful. They run monthly surgeries online and they are also looking to get some legal guidance on behalf of the sector. Policy connect who are part of the all party parliamentary working group and brought this document together. Government digital services who are trying to help to make it clearer to us what we need to do. And my top speed dial person who isn't here today because he's on his wedding anniversary, Alistair Mcnought, who is such an authority and such a person of wise words in this area. So we have brought as many of those people as we can into the room today. So that you can hear from the people who are the experts in this area and also from peers in other institutions on how they have been responding and you will have a chance to ask the individual presenters this morning at the end of each presentation, we have five minutes for questions. This afternoon we will have a panel session with the institutional representatives, so you can quiz them together about what they have been doing. I think UCISA can help the sector. Kicking thing off with the directors cut briefing from IT directors some of whom will be in the room and this event, but there may be things you think we can help with, so perhaps lobbying suppliers to make their services more accessible but if there are others please let us know. This event has been built together really quickly, it's our first agile event and so I am very grateful to Deborah Green who is sat there, who is the CEO of UCISA and has been really helpful in supporting us in making this work. We have brought it together in short order. The presenters were only approached a couple of months ago and I am grateful everyone has devoted the time to it. I hope we will a successful and interesting day. Any issues, keep them to yourselves! No, let me know and we will see if there are any difficulties or practical issues, please do let me know. So, I'm going to hand over now to Adi Latif who is from AbilityNet and he's going to tell you about some of the barriers that we build when we are creating systems and online systems, so we will get ourselves transferred over to Adi's presentation.

>> Is anything there?

>> I have realised I have blanked the screen.

>> Makes no difference to me, I would like to follow, so grateful for that e‑mail from Jisc, to get you on board, really valuable to have driven ‑‑ valuable to have driven and passionate people on board. My name is Adi Latif and I am going to share with you some of the barriers that I have experienced in education and in life. It is a bit of a therapy session for me actually! Also to demonstrate the effects of technology and good accessible design that have helped me. I am originally from Scotland, but I have lived here long enough, so you should be able to understand my accent. I consult for AbilityNet which Fiona touched upon and we do have a few people from AbilityNet in the room, can you raise your hands. I am assuming they are raised! So feel free to grab them at any point, they are very approachable. I hope to share with you some of the barriers that I have faced. And how technology has helped me. So just to give you a bit of background: When I was a teenager, it was a pretty tough time to be blind. I had lost most of my vision by the age of 12 due to a genetic eye condition called retinitis pigment osa. I was not able to print any more. People would have to read books to me and I would have to tell people what to write down for me at school. I knew I wouldn't have the same mile stones as other teenagers would have, learning to drive a car or do a part‑time job such as a paper round, or even just read the magazines teenage boys would be reading! My parents expected all their children to do well and live up to the high expectations. Having three kids out of the five going blind was not part of their plan. But they stuck to the plan anyway and I think this was a great idea in the long run, as you see a lot of the times people don't expect someone with a disability to have the potential to be capable. They associate disability with something that's lagging and not at the same level as the general population. Which I guess was the way in the past, the traditional professions for people who were blind were limited to things like basket weaving and piano tuning. There is also the other extreme where people expect disabled people to be Paralympians or like Stephen Haw kin and that is also not very helpful. Not everyone can do that, and not everyone would want to do that. We should all have the opportunity to be whatever we want to be. Can you see my slides? It I ‑‑ I clearly wanted to be superman, that looks like I am in some industrial estate or prison but that is a playground in Glasgow! Now thanks to technology someone blind to be anything from an accountant to a High Court judge, a film director, to working in a call centre. A lecturer or a student. So before all the hi‑tech stuff, let's go back to some low‑tech. The first assistive technology I used was reading glasses. Which look like this. Really fat bulky things. Old‑fashioned milk bottle glasses they used to call them. My sight was deteriorating so fast that the NHS couldn't keep up with giving me new prescription glasses, so I moved on to something called a CCTV which was a device under which you placed a book and it would enlarge the text to as big as you wanted it to be. This became quite impractical, it would take a long time for me to read a line, and so I had to resort to people reading and writing for me. It was also a whole host of assistive technology someone blind used. From having a Braille compass to having colour, little gadgets that would identify colours to you, talking dictionaries and old classic the talking watch, so you might have heard this... the time is 9.22pm, today is Friday 20, year 2016, time is 8.30... for people who can't hear that, it is a robotic, slightly posh BBC voice that announces the time and it was always a classic because you would always find the blind person in the room and a lot of the time it would be appreciated by a chime, so it would go DONG, blind person sitting in the corner! By the time I got to university assistive technology called a screen reader, have you heard of screen readers? Yes, it was becoming widely available. And using my screen reader I could independently do my exams and not require someone to read and write for me. In a way I got some of my independence back. There are two main models of disability and the medical model in this says if something doesn't work, physically or emotionally, then you are disabled, you are not able to do something because that is not working in the same way as it is for the general population. So, for example, because my eyes don't work as well as your eyes, that is why I am disabled and not able to do things. The social model states that a person is made disabled, not able to do something, due to the environment that they live in. And also due to people's ignorance about the abilities of that person. Products and services not being designed in a way that allows that person to use them and to be included into society. So in a way, people are disabled through bad design and bad attitude. In this digital age, so much is possible. The iPhone, for example, has opened up a whole new world of possibility for someone blind like myself. It has a built in screen reader called voice‑over and most of the assistive technology which I showed on the previous slides is now available through app form. So you don't need to carry around so many different advices and best of all got to ditch the talking watch. Would you like to see a demonstration of voice‑over in action. OK, so here is something I prepared earlier: Hello, so I've got a feature called voice‑over turned on, and that allows a blind person to navigate their iPhone as I move my finger, it tells me what I am touching. I am going to slow it down, I am guessing that is what you want me to do." 60%, safari, address," using voice‑over I can navigate the Web page by not looking at the screen." Access B BC4 news, Turkey, murdered Brit, Saudi Arabia, Southgate, three things we love today. Five amazing scientists you may not have heard of. Terrific scientific.

>> I will stop it there because I got a text from my mum at that point! So entirely new things are possible, that wasn't possible in the past. Someone blind couldn't ever flag a black cab and now thanks to you better for example I can ‑‑ Uber, for example I can flag a cab whenever I want. Who knows in the near future I could get into my own car and drive off. Picture of Knight Rider there, I hope the demographic appreciates that. They all look so young to me Fiona! That is the last blind joke I promise. Is that the slide with the barriers? I had to have a slide in there because it is in the title. So despite the brilliant tech, there's still many challenges when you are blind and have a disability. At university I had a constant struggle for lecturers to send me their slides, so as I mentioned I had a screen reader but I couldn't use it because I didn't get the slides in time. Obviously being blind in the lecture theatre it is useful to have the slides in advance so I can prep and know what the lecturer will be talking about. To make things more challenging, the professors that would send me the slides and the word documents, they would not be accessible with my screen reader, so my screen reader would really struggle to try and understand what was on those documents. Luckily now there's obviously features built into Office that can check accessibility at basic level and obviously there's tools like black board ally that can check the accessibility of documents when uploading them to the VLE, virtual learning environment. Documents were quite new back then and impossible to read with my screen reader. To this day, PDFs are a big barrier to people with disabilities, regardless of how accessible you try to make them. I would have a moderately have a Word document or HTML document over an PDF document that's a PDF rant out of the way. Check. There are many methods and tools in the learning environment from videos to online forums to eBooks, it's vital to understand that each tool needs to be used in the right way. So for example, having a video with no vocals on it will prevent someone blind from benefitting from the content. Conversely, having audio without any text or captions on it will halt the learning for someone deaf. So it is essential to know not one tool fits all, so having an online forum on which key learning takes place may not be suitable for everyone, it will be ideal for some groups of people but not for everyone. A study by advance HE shows that the dropout rate for disabled students is higher than non‑disabled students especially when they are not receiving the support that they need. Also, the same study shows that disabled students are less likely to get a 2‑1 or first‑class degree than non‑disabled students. This can be partly done to the extra effort and time needed by a disabled student to get through their degree. Barriers aren't always digital or physical. You get lots attitude barriers you face. While at school for example I wasn't allowed to study chemistry and there wasn't even a conversation around it. While at university, I applied for a job and after completing a successful telephone interview, I turned up for the face‑to‑face interview, and the first thing the person said to me was, if I had known you were blind, I wouldn't have let you get this far in the process. This person in hindsight ‑ and I say hindsight because... ‑ this person meant well, they genuinely felt that I couldn't do the job and they didn't want to waste my time. Outside university I approached a disabled sports group, skiing group and I tried skiing and it really wasn't for me and I told them I would like to try my hand at snowboarding. They told me that it wasn't appropriate for someone in my condition. I was thinking I'm blind, I'm not pregnant. Even though I might look it now! So regardless of all the technology and all the best intentions in the world, other people's attitudes can become barriers. Which can help to explain a recent study by the charity Scope found that there are over a million disabled people in the UK who want to work and who can't because of the barriers they face. Is that the benefit slide? OK, enough of all the barriers. There are some clear benefits to being blind. Using my screen reader I can listen to a document that is accessible faster than my sighted peers. To give you an example, I did a professional exam last year, and we were all doing it on the computer, myself and my colleagues, and I completed it 30 minutes before everyone else in the room and that's because obviously as you heard I listen to the speech really fast, plus I was smarter than them also! People with disabilities develop into becoming really great problem‑solvers. And good at challenging conventions because the world isn't designed to take into account their needs. These are two great skills for today's volatile and uncertain world. Less importantly here, I get half price on TV Licence because I'm blind. I still don't have one. I shouldn't have announced that in public! There are some embarrassing moments to being blind as well. Do you want to hear one story? So I went into a bar on my own and I had my cane folded up and I was on my own not because I don't have any friends, well, actually because I don't have any friends, and my cane was folded up and I was sitting there minding my own business and then a lady comes up to me and she says "are you blind?" And I was really taken aback by this, because I had my cane folded up I wasn't doing any Stevie Wonder impressions or anything, I was sitting there like a regular person, and so I responded, I said what makes you ask that question. She said, "well you are either blind or you have been staring at my chest for the last ten minutes."

>> (Laughing)

>> Luckily some of today's apps can save myself and other people from that type of embarrassment. So there's an app called seeing AI and that helps to describe the world around me, so I can use that read text, I can take a picture of this room and can have it described what the scene is like, and I can even take a picture of someone and it will tell me what someone, what kind of emotion is on their face, roughly what they look like and also guess their age. Great way to lose friends and alienate people. Be my eyes, some of you may have heard of this app, it connects you to a volunteer, you can be a volunteer for Be My Eyes and if a blind person needs to crowd source, it connects me to a volunteer and they can describe things around me. There are other apps, there's one that buildings on be my ears, aria and that connects you to a trained agent who has access to your location, they can take photographs, if they want to read something to you if the writing is not clear and companies and organisations sign up to that, so in Heathrow Airport, I get a notification saying I can use aria and then I can be connected to an agent who can guide me through the whole check‑in process as they have access to maps of the airport. So you will be happy to know, I adopted the social model of disability focussed on making the world work for me. I have managed to get my degree in business from the Strathclyde business school in Scotland and doing a stint at the Arizona business school in the USA. I created and sold an award winning business by the age of 25. Even though I didn't get that call centre job as you may remember, I went through a number of rigorous interviews and assessment centres for the global management consultancy Accenture, but best of all, I had learnt to snowboard. For someone who can't see, it is absolute freedom, a lot of the time I don't have my cane around me. When I have those moments when I am free to do whatever I want on a snowboard without a cane, that's really good, I love that.

>> He contacted a year‑and‑a‑half ago as a complete novice and said he wanted to a do an heli drop. He then informed me he was blind which upped the ante.

>> I feel quite calm actually. It's really peaceful. You feel like you are on a different planet. I'm looking forward to the descent. (Music: Afterglow)

>> In conclusion, in this digital age, there is a promise of equality never seen before. However, if inclusivity, accessibility are not seen as a foundation and key stones, there is a risk of building barriers greater than before. It's vital to understand how to create the right culture and environment which can lead to the right systems, processes and attitudes in place that can empower people. It can break down traditional barriers through education through digital and let's prevent new digital barriers from going up. Hopefully the rest of today will be a great chance for you to learn about some of the great tools and strategies through which you can create an inclusive education system. Thank you. (Applause)

>> Thank you very much. Super time keeping as well. If anyone has any questions we have an mic to hand around.

>> I am Jonathan from the University of Edinburgh, I am mostly fascinated to ask you about the snowboarding but I will leave that to coffee and I think everybody wants to know what the seeing eye makes of them. But a more prosake question, what is so bad about PDFs?

>> There's obviously, many people more qualified to answer on a technical level but PDFs were a format designed for keeping a certain look to something and then printing it out and when it came to accessing them with my screen reader, it was very difficult to get the information from the PDFs. For example, if in a Word document there is a table and my screen reader, if the table is made accessibly, my screen reader will tell me I am in a table and I can navigate it easily but a lot of the times the PDFs I would get, the tables would not be correctly marked up as tables and a lot of the time the screen reader would be reading a row of gibberish to me. I think PDFs historically have been really difficult and now there's ways of making them accessible, however a lot of the time there's a lot of history so a lot of blind people have had bad experiences and a lot of it can come down to the assistive technology you are using the version of screen reader you are using and may not work with the accessible PDF and there's loads of other reasons, people struggle with different disabilities and I think in pal so of the sessions today I think that will be covered.

>> Can I ask a related question, which is if you have done a good job with your Word document, your PDF has come from, will that mean that the PDF is as accessible as the Word document?

>> No, just in my personal experience and the experience of other blind people, if I open the PDF document there will be things I will struggle things. It won't read things as clearly as it will in a Word document. In PDF documents one of the key things about PDF document is that you don't want anyone to change it, you don't want anyone to play with it, you don't want anyone to manipulate it in any way. People using assistive technologies, that is what they need to do. If you want to increase text and you want to, I can't think of any other examples at the moment, for non‑blind people, but for myself, I just know that ‑ a lot of the times if you have an accessible Word document you can convert it easily, you can convert it in a PDF document and not the other way round, it is easier going from accessible Word document. I think the idea is to give people options. So if you do start in an accessible Word document and you have a PDF document you have got both options there. The easiest and quickest document to navigate is, for myself, using a screen reader, would be an HTML document and that is the format as a screen reader user is accessing the internet, that is the most familiar with any way, you can understand the key strokes and it's quicker.

>> Thank you very much. Any other questions?

>> I guess we can hand over then to our next speaker. Thank you Adi once again. Superb.

>> (Applause)

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>> So next up is Richard Morton from Government digital services who has been doing a lot of work behind the scenes. They have not only got Brexit to contend with at the moment but they also have this. I am going to hand over to Richard who knows a lot about the legislation.

>> I am Richard Morton from the Government digital service, head of accessibility there and I want to talk to you about the accessibility regulations and how to act on those. So in other words empowering you to act on accessibility. Obviously I am focussed on regulations at the moment because it is a big deal, there's time deadlines coming up soon and there is' a lot of things happening but my vole more than that, it is across Government in terms of providing support for the whole of Government to make services as accessible as possible. It's also about making sure our own internal services at GDS are accessible. The things we publish at Gough UK, and various other services that get used as part of other transactional services. So on the accessibility regulations, I hope you are aware of the accessibility regulations, I am going to talk in detail about they are and the impact and the sort of things you need to do and the sort of things we have in terms of resources and guidance that can help with that. Just a time line first of all. The regulations came into force last September 23rd September 2018. And the time lines for compliance are that new websites need to be up and compliant by 23rd September 2019. Or as I like to call it, next Monday. So not a lot of time if you haven't started, hopefully you are well down the route of doing that. New websites means websites published since 23rd September last year, in other words anything newly published, may be things that have been substantially changed since then, up to you to decide whether something is new or not. Existing websites have a different deadline and that's by 23rd September 2020. So if you have got your existing website, you have more time to deal with that and meet the requirements. And then mobile applications need to be compliant by 23rd June 2021. I think it was recognised that it's still technically harder to make mobile apps fully accessible. The technology is maturing, if you like and it's harder to test these things as well. The deadlines were further back for that. Accessible isn't something new and accessibility regulations aren't something new. I hope you are aware of some of the regulations around accessibility that already exist. So the main one being the Equality Act 2010. This says we have a legal obligation to provide equal access to people with disabilities and this isn't just the public sector, this is across the whole of the UK apart from Northern Ireland, which is covered by the disability discrimination act. There's very little different difference between the two. The equality act incorporated the disability discrimination and modified since then. So it is within the equality act we need to provide accessible services and information. We also have for the public sector we have the Public Sector Equality Duty and that says we have a duty to be proactive in making things accessible. So for the private sector, technically, you could make a website that isn't really accessible but if someone says I can't access this you can react to that, provide the information and that's OK in the law. Up to this point. But the public sector has a duty to be proactive, it seems we have a bigger responsibility to make sure things are accessible and as inclusive as possible. The accessibility regulations came into force last September, 2018, but it's important to know they don't replace or supersede the equality act, disability discrimination act or the public duty. Being compliant with the regulations is great, it is going to be really important to do that but bear in mind that doesn't necessarily excuse you from meeting the requirements of the equality act and Public Sector Equality Duty, it doesn't excuse you from that. I have had questions this week about Brexit, not about Brexit in general, but about how does Brexit impact on this. The answer is it doesn't. This is already in UK law. If you come out of E U Directive, but it's gone into UK law, the only difference with Brexit is that it might affect how we report back to the European Commission, or won't be reporting back to the European Commission. So the accessibility regulations are already in place. It is up to the UK Government to decide what to do with that going forward in the future, but they are in place and these time lines already exist and are there. So what does it mean, what does the actual regulation and compliance mean? Just thinking more generally in terms of accessibility inclusion, we need to think about the whole range of human capability through different areas, so things like vision, hearing, speech, motor and cognitive and that's across abilities and disabilities. We need to make things work for everyone as far as possible. With a whole range of human capability. And to do this as part of the regulations public sector bodies must make their websites and mobile applications more accessible, making them perceivable, operable, understandable and robust. That is a bit jargony, it is part of the accessibility guidelines but I will explain what I mean by that. The words were chosen to come up with a nice acronym. If you think about a typical online service with maybe some off‑line aspects like telephone and pay per based services, face‑to‑face services, thinking about the online aspects of the service, in order to use that service, whether that is information or a transactional service, or something like a VLE, virtual learning environment or any kind of website service, intranet whatever you want to look at, it needs to have these four capabilities. So people will need to be able to perceive the information on the website first of all and that's through one of your senses, the senses of sight, hearing or touch, sight being the obvious one, hearing maybe for audio content but also for text to speech as Adi was talking about, screen readers and things like that, things that convert text to speech you would need to be able to perceive that through hearing or potentially through Braille devices, Braille displays and that would be through the sense of touch. You need to be able to understand that content. So I could show you a gov.co.uk page in Japanese and if you can perceive that information that's great but you may not be able to understand it because if you don't understand Japanese you are going to be stuck. That is the stage. Is it in plain English, does it explain terminology, does it use terms people don't understand, does it have gloss Rhys, does it have acronyms that people don't understand. If some things are common, you don't have to explain what the BBC means, but if you are talking about GDS, you would need to say what GDS means and you need to be able to operate that interface, that is things like general browser controls and links, being able to go back and forward between pages, but also the more interactive components like buttons, form controls, text boxes where you input text, radio buttons, check boxes, media player controls, not just the play button but all the media player controls. You need to be able to operate them in the way that you have, the means that you have available to you. Which could be through a mouse, could be through a touch screen but it might be you need to use a keyboard instead, or it might be you do it through voice recognition or a combination of things. Or it might be you use a switch device which is something you could operate maybe using your cheek or sucking or blowing into a tube which operates a switch. Can you operate things lieu that. Things need to work in a way by the means that you have available to you. And then fourthly, things need to be robust. What does that mean in this context? It means things need to work across different platforms, different browsers, different assisted technologies. It is no good if something works in Cham but doesn't work in Firefox but it is no good if something works in jaws screen Rieder or not on an iPhone, it needs to work across a range of technologies and assisted technologies. It doesn't mean you have to test it and make sure it works for every combination because that would be impossible, but for a range of commonly used technologies. So organisations, what they need to do. They need to understand how the regulations will impact them. Decide how to check accessibility. Make a plan to fix any problems, and publish an accessibility statement. I will talk more about some of those things. On the point of view of the stand orders, technical compliance can be say achieved by meeting all 50 success criteria in levels A and AA of the web content, version 2.1. Verse 2.1 came out in June ands year and added new additional criteria. Mainly around mobile device access because more and more access is being done through mobile devices. So how is your organisation impacted? First of all I will gloss over this because as universities and further education colleges, you are covered, but basically the regulations cover central government, local government organisations, some charities and other non‑government organisations. There are some exemptions, so charities unless they are mostly financed by public funding, provide services essential to the public or aimed at people with disability. Schools or nurseries, apart from content that people need to in order to use their services. For example a form that lets you outline school meal preferences, a parent working with that school or guardian working with that school. Public sector broad casters and their subsidiaries are exemption. What about outsourced services or third party services, if you outsource some of your website or parts of it, you will need to work together with them to make sure your website meets the regulations. Even if you commission a site to a third party, it's your responsibility as the public sector body to make sure it is compliant. So third parties, if they are not a public sector body they have no legal responsibility to meet these regulations. They may have a contractual responsibility through you but it is up to you to determine what that is. In terms of deadlines then. 23rd September 2019, or next Monday, public sector ‑ public facing websites must be compliant by next Monday. So this includes also existing websites that have undergone significant changes. But again, the regulations, the guidance doesn't specify exactly what that means, it is up to you to interpret that. For next year 23rd September 2020, public sector websites published before September 2018, it is the case anything you publish after next Monday will need to be compliant straightaway, that will then come into the category of new website. And 23rd June 2021, any public sector mobile applications must be compliant by this date. What about documents. PDFs or other documents published on or after 23rd September last year are in scope and need to be compliant and as Adi said there are significant challenges to making PDFs accessible to as many people as possible. Even getting technical accessibility can still lead to some difficulties. However, technically they can be made to pass the Web constant guidelines. PDFs or other documents published before that date last year are still in scope if users need them in order to use a service. The example again of a form that lets you outline school meal preferences, essential forms, doesn't matter if they are new or old, they will be in scope before the regulations. And then there is the question of intranets and extra nets must be compliant if the intranet or intranet went live after next Monday. New ones will need to be compliant. Or if they went live before that, and they have undergone a major revision. Again there's no definition of what a major revision is. I have had questions about whether VLEs or intranets or extra nets. Anything that has a web browser interface is classed as an website. If it is not pubically available to everyone it is more of an intranet. That would be my own interpretation, but it is again up to you to interpret that guidance for yourselves. How to check for accessibility. I want to give you three methods, these are in the guidance, you can do a detailed check yourself. If you have the expertise for someone to do a detailed check of the accessibility of your website, your intranet or VLE whatever it is, then you can do it yourself, there's no legal requirement to have an external audit or any kind of certification. The legal requirement is to meet the Web content accessibility guidelines, it doesn't say you have to do it in particular way. However, if you don't have that expertise, you could pay a third party to do it for you. They can tell you what needs fixing and once you have made the fixes, because you will need to fix things, they can audit again to check it is accessible. You can ask them to fix some of the issues as well, denned depending on the relationship you have got with them. The third method, you can do a basic check rather than a detailed check, but this is classed as a disproportionate burden. You would have to establish whether you consider it a disproportionate burden and that would depend on the size of your organisation, the resources available to you. You have to do an assessment to weigh up burden of paying for a detailed check would put on you compared to the benefits of making your website or app accessible. There is guidance on this. The different types of checks on doing detailed check, choosing a supplier and writing an audit brief. And doing a basic check if a detailed check is a disproportionate burden. You need to make a plan then to fix issues. You should estimate how long issues will take to fix. The way that web accessibility guidelines are easier to fix than AA issues and removing level A issues or barriers generally impacts more people than removing AA barriers, you can see that as a prioritisation level if you like. And obviously I would recommend you build accessibility into your processes so you don't have this ongoing problem. Again on the disproportionate burden front, if you consider some issues are too difficult to fix, they are a disproportionate burden you can say in your statement you are not going to do it but you will need to carry out an assessment and that is a legal requirement. You need to document that in your statement. Which brings me on to publishing an accessibility statement. You will need to publish an accessibility statement for your website, for your organisation.

>> You must do it by next Monday, for new websites created on or after last September. You need to do it by 23rd September 2020 for one sites published before that date. This matches the new websites, the old websites and new websites will seed accessibility standard from next Monday. Existing ones will need one from 2020 and mobile apps will need one from 23rd June 2021. You need certain things within it. It needs to say whether the website is fully or partially or not compliant, not compliant is a lot of issues, probably more than half the success criteria aren't met. Partially means you have met a lot of them but not necessarily fully. If it is not fully compliant you need to identify which parts of your website or app or documents do not currently meet accessibility standards and why and what you are going to do about that. It also needs top information on how people can get alternatives to content that's not accessible to them. Say you have some PDFs that aren't accessible and you have decided that is a disproportionate burden to fix those, you have done that assessment, you still need to provide alternatives for them under the reasonable adjustments part of the equality act and you need to provide means for people to contact you to get that information. You also need to provide a means for people to contact you to report accessibility problems and specifically a link to the equality advisory support service, who are part of the enforcement bodies side of things. So what's next? Monitoring and reporting. Monitoring will be done by GDS, who are the body, it will be part of GDS independent from pal so of the other work that we do. That will begin in January 2020. Equality and Human Rights Commission will be the enforcement body in Great Britain. In Northern Ireland it's slight slay different, it will be the Equality Commission, but they will have similar roles and responsibilities. You need to make sure, this is thinking no the future once you have got to this stage of making sure your website is compliant, you need to make sure any new features or content meets the accessibility standards. The same with new PDFs or other documents you create, make sure they are accessible and you need to review and update your statement regularly, at least once a year, it is recommended as you change and fix things you update it as regularly as you can so people have an up‑to‑date picture of the accessibilities of things and you don't get people contacting you for things that may have been fixed. We have some guidance and resources available for this, I have mentioned one or two things. So there is overall guidance on understanding new accessibility requirements for public sector bodies which goes through the things I have talked about. Within this there's also detailed guidance for things about what to do in terms of the methods of checking and what you need to do about accessibility statement. There is a sample accessibility statement which you can use, you don't have to but you can use this to build your own statement. And in particular it contains guidance on what are the legally required parts of the statement and what are optional or you can word them in different ways, there are specific things you have to do, particularly around saying whether it's fully, partially or not compliant for example. Other resources, there are lots of goods resources around, but some I can recommend are these posters from the Home Office on designing for users, so there is a range of six posters in fact, so there's one for example designing for users for dyslexia, hard of hearing, these cover the things in the web won tent accessibility guidelines but make them more understandable, digestible, these are available, they have been translated into multiple languages which might help some organisations and they are really useful. Other things to think about, gov.co.uk has a design system with a series of components and styles that have been built into government services. And a lot of work has been done on making sure these meet the new regulations in terms of the web constant, accessibility guidelines. I am not saying you should news them necessarily but they are resources you can look at. There are other design systems around now as well, for example the NHS built a whole design system based on these, Home Office built their design system. I would encourage you to build your own design systems for building components and patterns and styles in particular that's really useful. A couple of things not to forget: Disabilities can be permanent, temporary or situational. This is an example of someone who is deaf, might be a permanent disability, someone with an ear infection, that would be a temporary disability, and somebody who is in a noisy environment, say an open plan office or a cafe or on a train, that's a situational disability, around hearing. And that affects your ability to understand and hear audio content, which might be audio video, might be screen reader, so this is something that is important to note. What it means is, it doesn't matter particularly when you come to design and build things or test things, whether a disability is temporary, situational or permanent, it has the same effect. Fixing something for someone with a permanent disability has the effect of helping people with temporary, situational disabilities as well what are the risks of not complying? It's partly up to you to decide but things like being in breach of the law could be a reputational risk. Inaccessible sites are worse sites for everyone. I mentioned about if you fix something for someone with a temporary disability, it fixes something for a situational disability. Captions on videos, helps people in a lot of situations and can help people just from preference point of view, or say someone with dyslexia or someone with some attention deficit condition, so making things accessible helps everyone. There's also the risk of additional costs associated with people not independently finding the information and accessing the services they need. If they need to contact you to get alternative formats or query why they can't access something that is going to cost you in terms of staff, time, resources, it just seems commons sense to try and minimise that as much as possible. From a government point of view we are always trying to reduce the amount of that sort of contact we need, whilst recognising that you will always need that sort of support for some people who can't access the services for other reasons. Lastly just a reminder this is for everyone, the Web, intranet, virtual learning environments, we need to make these available for everyone, regardless of the ‑ no, across the whole range of human capability, we need to make things as accessible as possible for everyone we can. Thank you very much. (Applause) just to point out, there's more information available at gov.co.uk/accessibility‑regulations.

>> Questions. I am from University of Huddersfield, you said earlier some charities would be exempt, would that include students unions.

>> I can't say which are exempt, if they are publicly funded they wouldn't be exempt, so I can't say for certain on that.

>> Do we have a clear definition of what public facing means, that is if for example a university we have majority of our students are accessing a service, it's net but is it categorised as public facing. If you say anyone can sign up and have a log in to it, any member of the public I would class that as public facing. If you have to meet some qualification to do that, whether it's payment or you've got to have some physical qualification of being a member of a group or something like that, that's slightly different. But it is open to interpretation.

>> It is a large group of people obviously, talking about at least 8,000 staff members and 12,000 or at least is 12,000 students, does it then qualify, does the numbers make any difference?
>> There's nothing about numbers in the guidance, I wouldn't think numbers makes much of a difference to be honest. Because you can have very large intranets with lots of people accessing them and it would still class as an intranet. I wouldn't get too hung up on numbers unless you are talking 60 million people.

>> Thank you.

>> Just one question, what is the definition of a website? Is it the domain or does it include hosts underneath or what defines it?

>> The regulations don't specify what a website is. Unfortunately. My own view is anything that you access through a browsers is a website or intranet. It definitely doesn't go into detail on what it means in terms of addresses or sub domains and things like that. Gough doc is taking the stance is a gov.co.uk is one domain, beam 4578 is a separate organisation and separate domain. Things like transactional services have their own service doe mains. If you go into register to vote you go into, I can't remember the domain name, but we are classing that as a separate service. But that is our own interpretation how we do this. How you do it yourself is up to you. If it is under your responsibility anything can be under your responsibility, you could have one over arching accessibility statement but it might be helpful to user if you have different ones for different areas of websites and intranets so you have mitigated focus information.

>> I would like to ask one, which is about accessibility statements and the deadlines for them, because we will have an accessibility statement for our website on Monday. We would have liked to have had one more Moodle but it turns out our testing we realise is inadequate, I was mentioning this before you arrived. And therefore we can't really write a proper speblt statement for our V lavement E for Monday. S...

>> Intranets are different. If it hasn't substantially changed before Monday, technically you don't need to but I would encourage you to if you can. Even if it is something that's not complete I would try and put something up to say that we are working on this, whatever you can. Ultimately I am focussing on the regulations but my goal is more about making people have access to services and being as inclusive as possible, that is what we are aiming for.

>> One more question I am going to do fiddling around at the front to bring our next speaker in by Skype.

>> In terms of the testing itself, when you mention testing different platforms and technologies, how much of that is automating tools in percentage terms how much is going to require a human element to perform that testing, just looking from a resourcing point of view within the organisation?

>> That is a really good question, how much can we automate. You can automate some testing, there are lots of automated tools, some of them work on a manual basis in that you would put in a website address or you would add a plug in to your web page. Some you can integrate within your environment, so when you make changes to the system it will test.

>> What we know is that no automated tool will fully test everything or give you accurate results for everything. We did some work a few years ago comparing different automated tools and we updated that, to work out what issues they could find and with set up a page with lots of issues and we found they could find 20 to 30% of issues, so it's a really valuable tool to do and I would definitely recommend using them. We will be using them, GDS will be using them in terms of monitoring because I will be doing some detailed audits but they will be doing lots more mini audits if you like, the mini ones will be using automated tools and some manual checking. Using automated tools in conjunction with manual checking, things you can't check with automated tools, keyboard accessibility is a big one, you can check for the presence of an old attribute, with you can't tell whether that old text is appropriate, you can't tell whether it is needed t might be a decorative images that doesn't need decorative text. I would definitely recommend using them but try them and test them because you can find it can be more work trying to work out what's true and what's false.

>> At a technical level, is there a list of that available or would we need to contact yourselves and say we are from the tech testing department.

>> Look for accessibility blog, you will find the GDS accessibility blog, there are posts on there going back three‑and‑a‑half years on what we did on that. There's more recent one as well. Feel free to contact me offline as well.

>> Thank you very much.

>> (Inaudible question)

>> The website has a list of available tools and a lot of resources on there as well. Thank you very much.

>> Thank you. (Applause) I am just bringing in through Skype for business John Kelly from Jisc, do you want to go into presenter as ‑ forgot to share the screen, do you want to go into slide show presentation mode, John. Can't hear you.

>> Yes, indeed, I will set that up right now. What can you see right now?

>> I can see your screen but can you put it into presenter mode, so press F5.

>> Yes.

>> Over to you John. Welcome.

>> Thank you, thank you Fiona. Good morning, it's great to be here and able to join you online, I hope you can hear me clearly and that you can see the slides. There's a lot of expertise in the room today, I know, and we will take advantage of that, I am sure you will find that useful. My name is John Kelly, I work with Jisc. I am going to talk a little bit about sector specific guidance on the regulations that is under way and will hopefully be available to you soon. Thanks to Richard Morton, I didn't get to hear his talk but I do present the support he is providing and helping us all towards compliance. This is the legislation, it is in fairly plain English and is relatively easy to read and understand and it comes with memorandum and it provides some ex‑plan ‑‑ provides some explanation, we have a lot of GDPS guidance which is very helpful the regulations have come about in consultation with agreeing on the E (inaudible) enforced in 16th September last year. Richard has gone over the various deadlines that will be required to meet. So you would think it would be fairly easy to settle on and agree what the legislation says and what we need to do. However, there was fairly widespread concern on e‑mail lists and elsewhere that the regulations, they weren't an easy fit for some of the online activities of universities and colleges and how websites are used, how we use websites and there is some lack of clarity as ha how the rules apply. How phases of the legislation are interpreted will impact on the likely amount of work an institution will have. The intranets and first closed secure online learning environments that exist. Working with others in the sector I compiled ten questionnaires that are being put to a law firm to give us their opinions and interpretation on. We then built this guidance around these opinions and these questions. The questionnaires are listed here in no particular order. I am going to go through them to give you an indication of what our thinking is at the moment. The first one is about scope. It seems very basic and straightforward now but up until very recently there had been murmurings that these regulations don't apply to some institutions and the question we put is that are institutions able to claim their websites or any part of their activity that's education, non‑education or commercial, are accepted from the effect of the regulations because of the way (inaudible) which refers to non‑governmental organisations. I very much appreciate having an authority being universities and colleges being in the scope of the regulations and with this guidance hopefully we can nail that down. Question 2 is about websites, although the regulations apply to a website, the term website itself is not defined in the regulations. Some of the things that have come up are what kind of digital estates are in scope. Do the regulations apply to applications running (inaudible) does the term website cover all systems through browsers such as HR systems, library systems, combination systems, etc. We want to clarify that as much as we can. Question 3 is about commercial activities, many universities have commercial activities, car parking, cafes, business support, other stuff that don't necessarily count as public sector activities, so are digital services, are these covered by the regulations. Are these services able to use the regulations to require the website deliver yes of these... standards and again that's one area we would like to clarify as well. Question 4 is about disproportionate burden. This is an important one. We have heard about the process for claiming the exception, we wanted guidance to have examples of where to be reasonable to apply the exemption, an ample of where it would not be reasonable. Science technology, others such as visual performance arts, they are quite challenging to make fully accessible and are much more difficult to do so than other subjects, we need to know what is good practice here and how that is handled. The other question that has come up, if disproportionate burden claim is being put forward, is it necessary to create a written disproportionate burden assessment and what would a good example or template of that look like. Again, we are going to address that in the guidance and in the support that we are providing. How is the best approach, although I know Richard has addressed them, on this already, that is very helpful. So (inaudible) vision is a phrase used in the regulations and we have asked clarity and interpretation of this. For example, at what point, or is there a point which small changes, adding new documents can be add up to aggregate to a substantial change to the website and how that's applied, now we should approach that, how is that gauged. We want to be able to have clarity here as well. Question 6, we are looking at the phrase which is used in the legislation, acted administrative processes, we need to look at that practically and ask does all content that students are required to engage with nebul faunal content that is needed for (inaudible) processing. There is a bit of a stretch there, that needs to be clarified. Accessibility statement is pressed in Devon area. There is guidance for clarity on accessibility statements, does every platform, every digital platform that is significantly different from its neighbour need a separate statement? Also how will the rules be applied to the (inaudible) side of things, we want to make sure we can provide good practice guidance in that area, which is quite specific to the Web sites. Procurement was also an important one. To what extent does an institution need to secure that when procuring web based systems and platforms and applications these need to be a required accessibility standard. We have got to settle on a way of dealing with this in terms of procurement. Also other third party hosted content, what the obligations are in clarifying for institutions what their obligations are with that type of content. The phrase that is used in the legislation is third party content that is neither funded nor developed by nor under the control of the public sector body that is exempt. But we would like to settle on what is good practice here for an institution. Question 9 concerns captions and transcription of videos and learning resources. In this day and age, automatic speech recognition tools are available for institutions to improve accessibility of learning resources for example and in practice these tools have variable success rates. The question that has been put to you is are partially accurate transcripts and captions sufficient to meet the accessibility requirement with regard to videos? Again, we want to settle down on what the regulations say, what good practice would be and what we should be doing with that. Question 10 is one I came up with, and it's really what's to prevent an institution just removing difficult resources, they would categorise as difficult rather than making them accessible. They could say we are going to stop be publishing that rather than making them accessible. That's a quick run through those, that is under way and it's going to be a bit of time before it is available to you but I think hopefully it will be useful. We just want to publish good practice guidance around these questionnaires and we are always looking for best ways to show case good accessibility practice. And support universities and colleges in that way. As well as being involved in the legislation, Jisc has been hosting and supporting the very active and well received accessibility drop in clinic which are on the first Wednesday of each month. It is a free‑for‑all where you can bring along concerns and ask the business sector are dealing with the same issues. These drop in clinics will continue for the foreseeable future. Also Jisc mail list carries on being a good forum for issues and for staff members to get out there to share concerns about their approaches to implementation of the regulations. It is a very safe environment where we can learn and work with each other. The other thing I would say is that there is still time to add to the guidance, but please do send me questions and queries to the e‑mail address there on‑screen John Kelly and isle try to make ‑‑ I will try to make sure these questions and your input will contribute to the guidance being prepared.

>> You are talking there John about the legal guidance that you are seeking?

>> Say that again.

>> You are asking there for people to come forward if they've got additional questions or suggestions for the legal guidance that you are trying to get?

>> That's correct. That's correct. There's still time to add to the guidance. If you have questions or issues which you still find puzzling and you think would be helpful in getting views on from a law firm, then please do send them to me and I'll do my best to make sure that these are added to the guidance being prepared.

>> Thank you very much, John. Can I take some questions from the room. If anybody would like to ask a question into the ether for John.

>> When will the guidance be available.

>> I was thinking about ask that! It was slightly different initially, on the idea of the disproportionate burden, you mentioned some qualitative things that may be difficult to make accessible. Is there any sense that there may be a quantitative element as well, that we have to larger set of content to approach economically?

>> Well I think yes is the short answer. I think Richard has outlined the process that you have got to go through, you have got to be able to first of all where you know that this is, you are going to claim disproportionate burden you are going to have to justify that. Now, there is a range of issues and list of stuff in the legislation which describes what you need to do. That's the approach. I think quantity has to be an effect. It has to be also proportionate to the size of the organisation. If you are a large heavily resourced institution, then it's going to be harder to claim that a large quantity is going to be more of a problem, smaller institution, that is more likely to be arguable. But again I don't want to answer that now, but I think that will be part of the guidance that we are going to provide.

>> Thank you John. I think we are going to have to stop at that point. We need to move on to the next person otherwise we are going to be crashing into lunch. Thank you very much for joining us.

>> Thank you, nice to speak to you. (Applause)

>> We have another 25 minutes to go before lunch. If anything desperately needs to get out of the room, you might want to, but hopefully you can hold on there. I am handing over now to Ian Woolner from Microsoft, who I have to say, although I am an Mac user, I have been so impressed with the way that Microsoft has embraced this from way before they really had to in terms of our needs here, so I think it's going to be a very interesting presentation. Can you get you to wear that.

>> Thank you good morning, who have I met before? Good morning. I am the Microsoft person as you can tell because I have got an Apple Mac2, shameful! I am running Windows 10 software on my surface which is pre‑pre‑pre‑release, excuse that. But you will be pleased to know that I am running Windows on an Mac, so we are going to do some stuff. Classic Microsoft style I have 186 slides to get through, 20 minutes, I thought I would bore you all senseless with just the usual Microsoft diatribe about what we do. Let's not do that, what I really want to do is start from scratch. My wife works for one of the college groups and she started there a couple of years ago. She teaches high needs learners and on day two of her employment she was told she was losing three learning support assistants for pupils that had learning differences. One of them ended up with a crime record, because he was so frustrated with college and the other two are not doing brilliantly either, so that's my personal part of why I took on the accessibility role for higher education. My day job is really to look after cyber security, governance compliance Office and Windows. I promise you, this is not a Microsoft sales pitch. You have this stuff. I just need more ambassadors please. This stuff is free. My wife came home last night, opened up her work laptop Office 2013, no, no, no! Please God no, office 2019 is out, it's got a tonne of stuff in it. We have to convince organisations to keep going please. Because there is a tonne of stuff. OK. What are we going to do. Blank presentation. PowerPoint presentation, two hours, one hour 50 minutes on the background, 10 minutes on the content. Look at that, I'm done, this is brilliant. I have ten minutes to do the content. Let's go. I am going to do a title. That's looking good. I'm going to add a new slide. What shall we do? OneNote. Translation. Something like that. We put some points in there but what I am going to do now is go to design and right over the far side I am going to design ideas and it's going to generate some views. We can have that one, pictures, that sort of stuff, different colour schemes, no work, nice and simple. Danny is a course manager, she's taken over a couple of courses are, she's inherited the pre‑ historic 97 slides which were built way back when, not only out of date but also a massive cyber security threat because of the malware that can sit underneath. This is proving there is choice. This stuff is easy to do, we have done that in two seconds. We've got 17 minutes. Let's do this. 20 minutes chat, 25 minutes show, 40 minutes PowerPoint. Go back into design ideas. I am hoping I did this the other day and it should come back with a time line. We might have to put some years in. Different, I will come back to that one. But you get the idea that what we are trying to do is get people current so they can bring this stuff up‑to‑date, so that it just makes it easier to use. I love all the ideas about ten analytical points about legislation that needs to be investigated and stuff, I tried to focus on the outcome and the outcome is driving a better experience for students. That is one thing I want to show you, PowerPoint. The other thing I would like to show you, if you don't mind, we have sort of got to here, go to slide show, there has been a tonne of investment in things like AI, we acquired Skype as a consumer business for a very strategic reason, it is the underpinning voice technology of Microsoft teams and the video as well but we acquired a massive artificial intelligence engine that had been done transcription translation for many years, that is why we acquired it. What we have done is taken some of those tools and we have put them into PowerPoint. I started in the education team at Microsoft just over 18 months ago, I am not going to do Danish, and if any of you know my colleague Joe Bloomfield, he said to me welcome to the education team we are going to Wales and we are going to present to 126IT managers. I want you to show translation. I didn't know Welsh was in the translation option. But what this will do, it's going to connect to the internet, it is going to download a library and when we start presenting I will start talking with the microphone it will show the transcription. It's going to take a couple of minutes to download that presentation. Another piece I would like to show you, I was having a look at the web content guidelines, we spoke a lot about transcription, we are very lucky that we have this service available today. These services are not always available. They are very prestigious, they are very accurate but we are seeing is a significant increase in use of these types of technologies. This is my colleague, no that's my colleague Hector Minto, who has seen Hector present. Phenomenal presenter, I spire to be like him one day but he's recorded some videos, and if we play them you can see we've got the closed captions that are coming up on the screen, you can see on the right‑hand side we have the flow of the transcription. Picking up on the last presentation about the accuracy of transcription, this is completely editable. So you can go back in and if there are words that are wrong, then you can just edit them and make the text script right. We will see under this there is Hector's face. On this one Hector is the only presenter, if you give me a couple of minutes let's have a look, going through some training, we do our quarterly standard of business conduct training we have a number of presenters, you can see lots of faces, we are going it start presenting, if I hit pause and if I go to people, I get a list of the people that are in the video. So it is using facial recognition, it is taking the facial recognition and it is aligning it to what they are saying. To me, this is a really useful tool. Sitting on the bus, head phones in, sitting on the tube, head phones in, I like the quiet carriage on trains, I can have my head phones in or just read this text. So again, it's just another tool that I ask you consider using, because it is part of what you have as your relationship with Microsoft. Coming out of that, let's go back into that stream, so it's probably our version of YouTube but I would say the education version and enterprise version as well. All of this is part of Office 365. Back into Windows. Start subtitles. Microphone. Is anyone here from Oxford? I was doing the same event with Oxford last week and I will show you something that was quite good fun. Start subtitles. There is a QR code there that if you flash that with the Microsoft translator app, then you can actually have a personal transcription of what I am saying downloaded to your mobile phone, so everything that I am saying can actually be kept once the lecture has finished, but hopefully you are seeing it is quite accurate considering this is connecting to the internet using the Cloud and then pulling down a transcription of what I'm saying. So I will mute that. Probably a couple of mistakes in there, but in the transcript we can go back and edit those and publish it out. It is part of PowerPoint, it is a plug‑in for PowerPoint that's free. That is another tool that can hopefully add a bit of value to that. Where are we going next? We are diving around. Let's go back into Windows. What happened was I went on to Wikipedia and I pulled down Oxford's history. They have quite a checkered history. They have had some bad stuff going on with bad people in their long past but it is interesting to read. What I did was went into OneNote and pulled this in from Wikipedia and I thought let's look at immersive reader who has played with immersive reader? Brilliant, thank you. So this is a tool that everybody uses, I use this when I am tired, late at night, wear glasses any way so my eyes get tired, so what I do is go into immersive reader and I can pick the size of the font and can increase the font spacing, pick the font and then I can pick the colour of the background that really suits me. Then click on the next one and I can click on sill bills and pick out the word types and the last piece I can create a lined focus view. So again this is a free tool that's built into OneNote Word PowerPoint that helps with that experience. You can then click and I won't do it here, but if you click that, you will actually get the page read back to you. So again some things that can get done. There is a female is vow, a male voice, the reason why I can't show you stuff in Windows, we are about to add 25 voices to these tools as well, so we have been through and tested a whole load of stuff. So hopefully a bit of choice as we go into different languages as well. There's one here, clicking along, I completely agree, I heard a horror story of an organisation that had paid £150,000 to an accessibility consultancy to go and teach them about accessibility tools. We met with that consultancy and there was no mention of Microsoft and we spoke to them and said why don't you talk about Microsoft. I quote "because we don't earn anything from it ". So please, please, please just be mindful of exploring the tools we give free of charge as part of the Office subscription that you have with us and we really are appreciative of that as well. There's a couple of tools, accessibility checker and it's just going to do some of the basic checks and come back and make recommendations. Missing page title, damn, there is, I didn't put a title at the top of the page. Immersive reader we've done. Translate entire page. Who has got a high density of overseas students in their university, it is an expanding market, did you see the latest survey where some of the overseas universities are starting to creep up the classification scale. So it is a global economy for universities. So again what we can do is we can take and translate that page, let's go into French. It will translate the whole page into French. Is it by definition an accessibility tool, probably not. Does it help the experience for someone way better? Yes, it does. Again it is just part of OneNote and a free tool you can use. I am also conscious that we are rattling through stuff as well, so one of the things I do want to show you, it's not there, it's actually here. Who is from Huddersfield? Do you mind if I use the Huddersfield website? I did listen to you earlier and I have done it and I thought he is going to kill me or he's not, we will see how it goes.

>> I take no responsibility for it!

>> Thank you. What I would like to show you is that ‑ it's taken over two years to do this, I can't believe it. We built the hub, developed a website, loader code gets exchanged and there's bits people can pull off and go along and develop things, we then published something called accessibility incites and I completely agree that there are so many tools out there and will do things to varying degree and they will have different capabilities but what we did was we made accessibility insights available free of charge. It's a plug‑in, so it goes into Chrome, Edge, or into documents and then effectively what you do is you pick on the Web page you want to check, just close that one down, are Jisc on the phone call? He's going to kill me for this. Three different levels you can do, you can do fast pass, in‑depth analysis. If we do the fast pass effectively it's going to pick out the failure, so 26 failures, not bad, it is a very graphical website, you could argue some of those images are just for appeal as opposed to relevance. But what it will do is pick out things that are relevant and the standard they adhere to. It is a free tool. It is a plug‑in. It might just be somewhere to start, if you are trying to build a business case for investment to say we need to do this, it's something that you can use and execute and build into the business case as well. I have seen it used three times for that. You can do that as well. Huddersfield. He's already done his. Go to Google. I appreciate you letting us do this. Thank you. Click on the button. We are going to do a fast pass. A couple to do. It's around colour contrast, that type of thing. There's a tonne of images on the Huddersfield website that promotes the brand and imagery and Huddersfield itself, you have to pick out the relevance of what analysing, but it will give you guidelines. The nice thing is it cuts to the chase and tells you the clause that it adheres to. Just some things there.

>> What is the name of this?

>> If you use Google and look up accessibility insights. And then it is a plug‑in, please do use it. One of the things I have put together is a LinkedIn point drive, it's going through sealer who are our legal department. Our commitment is to get this to Fiona by the end of the week. There is a delay because we are updating some of the documentation but you will have access to a point drive with some URLs from us around where to get further information on these things. My commitment is by the weekend you will have that. We have done some stuff in PowerPoint, we have shown accessibility, we have shown screen reader, translator, transcription, I am going to pause there, because I tend to do about five or six points and then we get brain explosion, but what I would encourage you to do is really just have a play. As you go into these different menus, the one that I am going to ask you to focus on, because this is a real passion of mine, I am not noting ‑ I have Nottingham in the room. I love working with Nottingham. I was taking them through the new tools in office 2019, that was a really inciteful day, if I had a pound for the comments of "‑I didn't know I did that" I could probably retire next week. That is what I want to do, is making you become aware of those tools. Look at this and become aware of this. We are putting a tonne of training into these applications now. We are very passionate about easing the stress on the IT teams. It's not working, phone IT, it's not working phone IT. I'm trying to be a custodian and almost a stake holder in the self‑help type of culture. Instead of automatically picking up the phone to IT encouraging users of our applications to click on help and go to some of the videos which give insight into the new features. Ian, that doesn't do anything for accessibility and you're right. But to me what it does do is starts to ease pressure in parts of the system that allow us to focus on the things that are really relevant. If we can encourage people to do self‑help and get to use the applications, resource can be allocated to more important things like dealing with the accessibility challenges. So I really am going to stop there and thank you for your time and open out to questions. (Applause)

>> Thank you for not doing the UCL home page!

>> We have met before. It's not so much questions, just comments. Training resources you showed, we have been linking to those rather than doing our own, they are fantastic, really good.

>> Thank you. What can we do better.

>> I will give it some thought, the quick guides maybe making one sheets, but I think one page is fantastic. Comments about the problem we have, I am really aware of this, I am in the IT team, we are aware, it is a problem publicising it and what I find is as accessibility work shop at Goldsmiths and the accessibility consultants there, talking about the free tools, mentioning Google and hub and all these things and I had to say these are great, but please be aware you have it already, so people, it is getting that message out that they do have it and it's difficult to do I think.

>> One more here. What we might do after a couple of questions is grab Ian over lunch.

>> Just a quick question, John Smith from university Highlands and Islands, the closed captioning you demonstrated, is that available in Skype for business?

>> No. Not to an extent. I'm going to come off the fence, I am really sorry and thank you, you couldn't have mentioned that word at a better time. I am the ex‑Skype for business product manager. I want Skype for business out of high education as quickly as possible. It's a brilliant product but we are seeing so many benefits to do with teams that we do those consultation workshops if you want me to do one, we would be happy to.

>> I would be interested in that, we are going through our governance compliance and making sure it is cool for us to use.

>> Ian Woolner at Microsoft.com.

>> We are working on a weekly basis with Microsoft at the minute, Ian and I are on the phone to each other every day, because we are keen to make sure the publicity you are talking about with these tools, of course UCISA has to be provider agnostic but these are excellent tool. Ian will be providing guidance so you have something you can follow, because there's great stuff there. I have learned stuff I didn't know and I want to play with them but I need guidance to do that. Ian is going to provide that for us. We are working with Microsoft conference very shortly, we are trying to finalise a venue now and Microsoft are going to demonstrate all of these techniques for you, because we believe there's so much that none of us are using as yet, so we are going to keep that as a series and we are looking at a strategic partnership with Microsoft to make sure you have free of charge as far as possible as much information as you can have to help you get this out and cascade it through your institutions.

>> Thank you.

>> Thank you very much. Right, lunch next, and if you can manage to be back here by 1.00 that would be super helpful. Lunch is down stairs, it is awkward to get to but it is a big room. It's B08, so we have put signs and we will try and shepherd you in the right direction. There's a lift or you can go down the stairs, the stairs may get congested, don't all rush at once.

>> (Break for lunch)

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>> Thank you for coming back. Sorry about the congestion at lunch. I was worried about going in the basement and I was right to be worried about it. But lessons learned, I have never put on a thing like this before. So I will know for next time. We have a slight change in order for the next slot, so we've got four institutional presentations and because Bella from Sheffield has to leave fairly quickly and can't join the panel session, she's going to do her bit last so you can ask her questions if you have questions for her. But for the other institutional stories they are going to talk 15 minutes and then they will sit back down and then the four or five will sit here and be grilled by you. I've got some questions up my sleeve but I am hoping you will have questions for the panel. Because I realise the panel is going to be low down here we are going to have a camera set up here, and then their video, their images, are going to be projected on the screen there, so you can all see them from the back. So without any more faffing I am going to hand over to Clare and Robert from the University of Derby.
>>

>> Good afternoon. My name is Claire Gardener, I am the senior learning technologist at the University of Derby and based in the centre for excellence for teaching and learning and this is my colleague Rob and he's a digital marketing manager. So the initial statement on the programme of introduction today was is your IT department ready to meet the new digital accessibility requirements. From our university organisational cultural perspective, responsibility has to be given to the university. It doesn't sit within IT at the University of Derby, it is everyone's responsibility. Systems, our digital infrastructure is owned across the entire university estate, so IT are just a single stake holder in that and you can probably tell that from our job descriptions, just being up here, neither either myself or Rob are based in IT. Our background to this was that, my story is similar to Fiona's, I was going to get up here and say what Fiona said first thing, it is an incredibly similar situation. We were alerted to the accessibility guidelines back in, I think it was April 2018, Blackpool conference because Robert McLaren stood up a did a presentation and I sat there in shock and awe and thought it is Rob's problem, but then realised it quickly wasn't. I think we were a little bit probably slower to start to engage, because a lot of what we were doing, the advice were GDS was still eMarmeing and so I think we are in ‑‑ emernling so I think we were in a phase of watching and waiting to see what that meant for the sector for VLE, the accessibility statement guidance so we have really only started taking this awareness in probably the last 12 months this year or so. For me personally, we have begun driving it from the ground up really and that's been a really successful approach for us. When I came back from that conference, we had also purchased black board ally so it was aligned to some of the conversations I having in our colleges and department. We were driving awareness from the ground up and one day because we were having these similar situations I bumped into Rob and that is how we ended up working along this together, because it takes up most of our job role at the moment. We did start to see some engagement, we formed a working group and I am going to let Rob talk to you about that.

>> Hi. Various conversations had started within the institution after that conference, but also as there was more air time being given certainly through the digital media etc of what this meant. Unlike GDPR there was no clear ownership, it was recognised that everybody really had a part to play, but there was nobody really driving that and I think that's potentially why we took so long to get started. Some activity had begun, Clare and her team started gaining momentum around the VLE. We started gathering momentum around the website, in terms of viewing accessibility issues on a weekly basis and trying to fix those, on content and development technical point of view. But having said that, I don't want to sell the activity ‑‑ undersell the activity taking place outside our teams. There was other stuff going on but I don't think everything was aligned at the time. We were having regular conversations with IT, everybody knew what was going on but nobody was really driving it. We recognised we needed to get a working group formed and that is where we started talking about this and got contribution from IT and they said have some project support, but this doesn't mean this is our project, so it remained a collective project. Outside of the main project group. The remit of the accessibility group was to identify risks and actions, but we weren't responsible for the delivery of those. We could provide advice, guidance, identify what we needed to do as an institution but it was not our role as part of the group to deliver that. We needed to focus on how we could effect that change, so we recognised part of this was going from the ground up. We have 3200 people producing documents, our staff, that needs to be sold fairly quickly otherwise we are going to keep that problem rolling on. And we were trying to get everybody to the idea of thinking inclusive and accessible, much like we have heard from this morning. In terms of membership, I will go over that quickly, the digital team, we had IT, our learning technologists, HR, corporate coms, legal in there, students union, so we had a good basis for that. And despite what I think we have achieved a lot in the time period which I will go into in a minute but we have only had that running for three months, so it's been, as I said we were delayed in getting started but three months is how long it's been formalised for. Part of that we identified some key things we needed to achieve. Identification of all the sites and system owners that we had, because it turned out we didn't have a complete list of everything that identified who was responsible and where budget led. We wanted to implement a consistent approach to accessibility statements and the reporting of accessibility issues. We wanted to try and tackle suppliers, because again much like people producing documents, our suppliers were a key area for us to influence as well. We needed to run an internal coms campaign, part of getting everybody on board, so our coms team came out with these hints and tips and regular updates every week, staff are starting to see what accessibility means every week. The other thing we wanted to do was get the project recognised at the top level of the university within our executive. To do that we wrote a paper, we then presented that paper, which was on Monday this week, so that now it's recognised as something that the whole institution has to solve. Out of that working group we've got, out of that exec sponsortive we have a person that is responsible from an exec level. But they can come back with some quite shall Epping and testing actions for us and saying how do we fix this across the entire institution. They thought that was quite an amusing question but that could take sometime to identify. But also part of my ulterior motive was to get on the table a proposal around how we should be governing our external web estate, that is something we managed to get through that.

>> The next part of this presentation is just to talk about the practical activities we have been doing, that's quite important to share some of those and what I am interested in hearing about. From the VLE teaching and learning perspective, it's basically in a coms campaign, we have been promoting our black board ally team. We came one a good approach for staff for the content. We have had to be careful on how we approach these discussions with staff because some of them do get prickly about how to develop content, and more, we framed a three‑step process around that, so it was using the Microsoft accessibility checker that was just highlighted to us earlier. So when you create content we went out and said if you do one thing it's going to file options and check accessibility, that is where it is on our version. Then you can upload it into the VLE and then you've got the ally tool which talks you through it. And it was a really simple three‑step process and they really engaged and I didn't hear any grumblings off the back of that, that seemed like a manageable approach for them. We have had great successes, we have college away days, so we were able to get out into those away days and talk to the staff on the ground. That is some of our biggest areas of success and engagement in those. We run our normal training sessions and drop‑ins, again some of our more popular training sessions aren't necessarily on how to use the specific tool, it is more about embedding that into teaching and learning and giving site a broader look at tools that we have in the estate which looks at accessibility, some of those bigger pictures sessions tended to work and see a lot more engagement than the smaller side. We have done a lot around communication, so different departments have their own accessibility guidance and help pages already, they exist, so we have just merged that into one page. So there was guidance from my team about engaging with the tools, we had lots of top tips about creating accessible documents. We have merged that with some of the advice that is under IT and out in Rob's team, so we have been able to pull that together and we are doing regular coms campaigns and reintroducing that from a central message and that is going to be key, keeping on with that moment up of sharing. From a practical level, we have had ally 12 months, we have seen a 12% increase on the accessibility of our VLE. So it is working and we are seeing some impact, I will let Rob talk to you about that.

>> In terms of our web estate or the Web estate that we are responsible for, we have been using a platform over the last few years called sight moss, it provides a score on accessibility, yes it is nominal as we have heard earlier, it can't capture everything but it gives us a score nonetheless. And the output from this is reviewed every week and we make development and content changes based on that. We are also running more in‑depth reviews using tools like the Microsoft accessibility incites to make sure we are constantly reviewing those things. We've on the main website we have hybrid model of publishing, we have 20 or 30 moderators who then have some contributors around them and that is how they prove and publish their content. Even though we have been running expensive training, we are still finding people are publishing content that is completely inaccessible, that ignores everything we have told them. So we have implemented a test. The test has not gone down very well with the people that fail. But the people that pass now understand why rear doing it and this is being supported up to exec lives because they realise the reputational impact of not doing these things. That is starting to work and having a sort of additional effect of making people recognise that web content is part of a profession, it is not just something you pass to something and they can do, so that is helpful. With that it's a 60% pass mark and it's gone down very well. We have started the process of assessing our other websites. The way we are set up at the moment, my team are responsible for the main website and a couple of other small sites. However, there is a whole lot more, so the next stage is really about identifying all the other problems that we have now got in the university.

>> Are we ready for Monday? I think, I don't think ‑ you talked about the accessibility statement earlier and I don't know whether we would ever put ourselves as fully compliant on that accessibility statement, given HE unless it is a one‑page, I don't think that's ever going to get to optimal accessibility. That's always going to be something that evolves over time. Especially where the contents and pages are changing. We are ready for Monday, much of our infrastructure comes into scope in 2020. We've got inaccessibility statement on the website, the VLE will have one for Monday. A lot of it is around continual awareness, a lot of repeat and embedding and institutional culture. Those are the contact details. Thank you. (Applause)

>> I heard a story from an institution that I won't name last week, a Professor told the head of digital that her department didn't need an accessible website because she had never met a blind etymologist. I am the head of web strategy at University of Edinburgh, Jonathan Trout, I am new to the role and new to the sector. Turns out that university digital states are complicated. Talking about our web estate first. I am going to look at how we are seeking to be inclusive and compliant across digital output and how we are trying to govern it. Just starting with some numbers. We have just under 1500 websites only one is the main university website. The externally hosted ones may be in the thousands. Large student body, a lot of staff, one in ten of who have a log in to edit the website. Yeah. So our web strategy laze out starkly on the front page. The state evolved organically, it is the Wild West, there are a gaps in knowledge, we don't know what's going on. We are exposed to significant risks. We could be sued at any moment. There is fermentation in working methods, standards. We've got a bit of work to do. 70% of the websites (inaudible) that is our own CMS, I am going to pretend that's fine. The other side, we have several hundred websites not under central control and many are those hybrid fixed sites. There is lots of genuinely good practice on them, but with my broader strategy hat on, there hasn't been fully consideration throughout the full cost of the devolved ownership of the wider utilities and benefits of being on a sen platform. If we look at compliance, you think GDPR, information security and the equalities act and accountability regulations, so we try to get a bit of a control over it. We work with a company called little forest to start auditing our web estate, get an idea of what sites we have, what platforms they are on, who owns them, what business areas they are under, start to get a little bit of a handle on what our profile is like. We are finding making visible the risk of liability can be a powerful motivator, getting a lot of phone calls in the last couple of weeks. And we even get to drill down and you will have seen bits of software that does this and give you a point by point breakdown of things that are not double edged standard. This stuff has been a step change in us understanding our estate but number 4 these automated tools aren't enough. You get too many positives and negatives, so how to respond. We did look at running a full accessibility audit on our entire estate, all our websites and applications and we got this as an estimate. And that's not changing anything. That's just working out what's wrong. So an alternative approach was needed. This is what we are looking at. Re-platforming, we have a force that grow to druple8, we are going to take that opportunity to rebuild the platform and to do it on the user centred design principles will I will get on to. We have major content audit, I don't think we need a million web pages to tell our story and deplete our journeys. We are going to make the best use out of du we have to construct the processes that support it. Again, on a user focus point of view, thinking about the key journeys, if we do any prioritisation of what is left how do you prioritise, how do you make the decisions, to put that hard testing first, that's going to be a big job, but it will give us a more sensible approach to that manual testing. We are shifting from the IT project culture to more of a work or digital product culture. One where we push the prioritisation of the development resource closer to the users and we have an inbuilt system of iteration and we are going to work with the community to improve our poll says and ways of working, the key idea for that is that if you are devolving practice, you have to devolve accountability and that hasn't gone hand in hand in the way we feel it should have done in the past. We are doing similar audit on applications, minimise and prioritise, that's for brought in and in‑house. We are doing manual testing that is always going on but fixes it at source is better. We are revisiting our procurement processes and those design principles I mentioned, so all internal applications including website make use of our global experience language, which is like everything else starts with ED, it's mazing, so this is a collaboration between our web coms, marketing and development teams. It started off as a web (inaudible) but it's expanding and its long‑term goal is a digital assisted experience right across the university services regardless of platform. So there's guidelines and documentation, life code examples, there's a code diagnostic framework and it's got to be BCA G based into it, it's on two at the moment, we are moving towards 2.1. The plan is to continue to expand that over the next year. We have a new approach to web services and as we break into these new areas like conversational interfaces we see that its role is going to expand. It's been used with our nine digital experience design principles. I don't have time to go into them, but the idea is that everything we build or write or shoot or develop is s user centred as inclusive as it can possibly be. I think that emphasis on inclusivity rather than accessibility, so not just designing to the protected characteristic but being inclusive throughout the process is really good. Although building to be BCA G would be a good start. There's that general principle that good design is inclusive design. We have also been working with the ideas presented in Scotland's equivalent to GDS. One of the interesting things that's emerged from this, and we have some people who really good at US, it's really important that your process is inclusive as well, has anybody used post‑its in a UX to mean different colours. Also starting to get ourselves around this new international standards. Jonathan Hassle who used to work at the BBC has been developing this and this is superseding the British standard in 7‑8, this is focussing ow you embed facility ‑ it is not just reactive to legislation idea. Very quickly about a couple of projects that tell you about the pragmatic things that we are up to. There's more details of these on our website. First up this is a pilot scheme into video and auditing subtitle. The university has developed and created a lot of video and audio content over the last couple of years, notaries because we have this automated lecturer recording programme. For reasons you have heard already today, subtitling is really important, not just for people who are deaf or hard of hearing but also for people for whom English is not their first language, for people who need more time to understand things or want to consume content in different ways. The perception is that it is difficult and expensive to do and it is, but we want to explore whether we could run an internal service to take this on. There are three main threads, Ann Marie said I could have her slides, the three threads work to directly improve the skills around subtitling, and how we teach them. And also to help shift the culture away from the idea of compliance to one of inclusion and empowerment. To establish whether we could employ students to do this, to see if that was feasible. When we looked at the costing outside, with taking it outside, there's no way that the staffing would be making a living wage, we are a living wage employer, if we are paying people to do this work, why not pay our students. And also to learn a little bit more about the state‑of‑the‑art of subtitling and where it's at. Automation we found gives about 70% accuracy, so human intervention is very much a component. One of the big factors in that is sound quality. I think we are now the largest organisation that owns the largest number of lapel mics in the UK, I don't know how we know that. Catchable mics, the fluffy balls you throw around the room, really useful for getting good sound quality. One of the reasons for that low automated score as well, accents, specialist terminology, if you have an international teaching staff and you are using lots of technical terminology it is going to be harder for the automated systems to pick it up. We found that the work is attractive to students. They were all over it. They were able to work flexibly, often able to enrich their CVs and work in related fields, people in journalism, people in linguistics and obviously we know where our money is going, which is really nice. It is not cheap but it is comparable to commercial options. Works out at 15 minutes of work per minute of audio, give or take. But we think we get lots of benefits for that. Working now to move this out past this initial pilot to train schools so they can do their own content. If you know your content better, you will be better at doing that automated working. We will be running phase 2 this semester. Quick chat about this one, learn foundation, learns VLE, we want to take a look at the content in that and see what the state of accessibility was. First thing we looked at was to standardise the structure of the output, the breadth and depth and length of each piece of coursework was very different across the university on different courses. We wanted to find a way to standardise that and make that an understandable chunk of stuff and have standard introductions and that sort of thing. This was a big co creation exercise we did with students and staff. Then we employed ten students, there they are, to go through the content of 2,000 courses, picked a sample of 12 pieces of course content and ran them through 40 standardised accessibility tests. This produced custom reports for each school and we are working on a set of general findings, that will be going out to all content creators across the university and will be folded into ongoing training. This idea of ongoing training, this is what we are thinking in terms of training generally that you don't put a course up saying accessibility training because people won't go to a course saying that, you build it into all of your courses and that's what we have done. Quickly how we keep track of it. We formed around a year ago our web governance group which is all kind of major stake holders CIO, Director of Learning teacher and web, heads of coms and marketing, we worked up a web strategy document which is awesome, I didn't have to write it. This was through wide consultation, it is a living document, we have a new version coming out in a couple of months. There's also a new accessible and inclusive learning policy that's come up and we are working on a digital strategy project to align activities across the university. We've got a number of pretty major strands coming up that we want to land as a fairly coherent proposition in one go in a couple of years' time. And the idea is that we build that accessibility inclusion into each of these strands as we go. Just some quick take aways, good design is inclusive design and inclusion doesn't just mean protected characteristics. Liability and risk can be really useful, it's very good for motivating budget holders and for shaking people out of their comfort zones. It is worth making use of as long as you are aware that it's not the only reason to do things. Accept that you can't do anything about your legacy content but find a consensus on what you can prioritise and be transparent but make sure you future proof everything from now on. Look for creative ways to get the most out of what you have, in our case students. Thank you. (Applause)

>> I am Ben Watson from the University of Kent. I am going to rattle through some of the things we are doing. We are in a relatively fortunate position, we were doing some of this work before we became aware of the regulations through... OK, is that better. We had this thing called the opera project, learning and teaching practices and trying to make them more accessible as part of a broader student experience and the public sector web mobile applications regulations coming along were helpful for reinforcing some of that work. I wore a shirt without a pocket! OK, so these steps have become quite infamous in the university and I like showing them because I think they are a good example of what the things we have been talking about, accessible design is good design. These are steps outside our library and it is a picture from a user experience project, where we asked students to keep a diary for a week and record where they faced barriers to information. And this is a photograph taken by a visually impaired student using CAI actually and I think we can all see the problem, right, that it's like an optical illusion, these are stairs but the way, there is a lack of contrast, it looks a bit hairy doesn't it and of course since we have highlighted this, everybody has come out and said, I go up those stairs at a funny angle or I have tripped over them. This thing about design is good design, is true of digital information, but it's kind of true of everything, so that the situational disability stuff we heard earlier on, about the doors that open as you approach them, that is all helpful stuff to have. So we have been doing this thing called the OPERA project which is an inaccessible acronym. But it was that thing about trying to identify where in the existing student journey there were problems. For a long time I was very concerned about E books, I felt we were paying a lot of money for these services and they weren't terribly accessible, so it kind of grew out of that and the ultimate way I describe the work is putting in ramps and lifts to information, everybody gets it in the physical environment, but do people understand the same, particularly academic staff who maybe have not had to face this before because things like the disabled students allowance probably prohibited them from some of this, the accountability and taking responsibility for this, it perhaps wasn't on their radar, so that's the thing, again we have spoken about this a lot today. There are lots of reasons to doing this. The most important one for me is the bottom one, the right thing to do. The ledge is a helpful hook but I don't think anyone is hostile to the idea of this. What they do find difficult is time, time to absorb this as a new concept and a different way of working and changing that culture and that's the challenge, it's no hostility to it. Wouldn't it be better if we did this from the start. We were able to work with Jisc. Alistair McNaughton in particular, a legend in this area, who helped us to try and embed basic Jisc accessibility practices, particularly around the use of if you have designed stuff to be more accessible, it's not just it passes in terms of our legal obligations but it is stuff that people can then consume in different ways and have more fun with in terms of the technology they can use to adapt an accessible Word document could perform very well as an mp33 for example, a PowerPoint that has alternative text descriptions throughout it is really good for people with visual impairment but also good for people who can't make the lecture so any images in that have a context that they wouldn't have had unless the lecture was recorded. So we have been on this journey. I think most institutions have, you will get some disabled students and you will give them a needs assessment where you will develop an inclusive learning plan, that outlines the immediate adjustments that universities is going to make for that person. Ben has dyslexia, Ben may need more time in an exam or whatever and we wanted to get to anticipatory reasonable adjustments and ultimately to the gold standard, inclusive practice. The first two are adjustments but the first one is you've got it right out of the box, you designed it well in the first place. We designed something called Kent inclusive practices which were based on an assessment of inclusive learning plans and said what are the things most likely to be adjusted for, and could we zap them at source by instituting some mainstream adjustments. And these were the things we ended up with. Going electronic, that includes things like trying to encourage people to publish their power point slides in advance, so I think we heard earlier from Adi that if you give people the stuff in advance they can actually have a bit more agency to control it themselves and adapt it to their own requirements. So some of these things do feed in very nicely to the legislation and these were things we were working on already, so you can see particularly make documents easy to navigate and make presentations meaningful, provide alternate media. We were trying to familiarise people with this sort of vocab, so when the regulations came along, although it is still frightening because we have the same weather state problems and digital problems and the Wild West nature of virtual learning environment creation that everyone else has, I am hopeful that at least some of our people would have had a basic awareness of this in order that we could talk to them in a way that they would understand. I mentioned the productivity tools, this was Alistair's idea, that if we take the label off assisted technologies, which many of these are and call them tools for productivity, so the thing we have heard about of converting a journal article into an mp3 so you can listen to it on the bus or cycling to university is a very helpful thing for someone who needs, but it helpful for everyone and if we start anying about international students, part‑time students, parents who perhaps are catching their learning when they can, this starts to have a bit more impact. I think there's been an awful lot today of brilliant stuff, I have learnt loads about how institutions can create this content that's much more accessible but I think there is a really important element of up‑skilling, or embedding more confidence in your learners to be able to, even if something isn't perfect, to be able to use tools to change their experience and consume information in ways they hadn't considered before. Not necessarily because they have a disability, actually because that might be the way they learn best or that particular requirement at that time suits them. We've done online training modules around inclusive learning and teaching. The first one is based on the ‑ Southampton did but we squashed it down because we were aware our academics who do weeks of works over a couple of hours a week. We said can we do the greatest hits version in an hour and they have then done an e‑learning module in partnership with Kent County Council. That was a really important thing for us, we called it the Kent digital inclusion alliance but in talking to our local council who were in the same boat as us, huge web estate, very devolved, we discovered there was a lot of mileage in our sharing resources and just the empathy and reassurance that we are all in the same boat. I hope we can do this. This is Kent County Council's accessibility statement and this is the University of Kent accessibility statement. What you should see is that barring some things around the particular known issues we identify and who you contact, pretty much the same. We decided to split them by a plain English version, for somebody who wants to get the best out of our website, whether they have a disability or not, and then we also did a technical version which is much more about how level of compliance and where we state the standards we are working to. But we felt by doing that, that was something that would hopefully make this accessibility statement not just something to cover our backs legally, but it should be something that is a great opportunity to improve the general experience. Even though our website isn't perfect. I think it can be better. We are being honest and open how people can get a better experience from it by using some tools that perhaps they hadn't before come across. We see that as an opportunity. Also within the alliance with the local council we have shared procurement questions, so if you are a supplier who comes to County Hall in the morning and down to the university in the afternoon you are going to get the same level of questioning and hopefully the more of us, lots of people doing it, that will start to create a very helpful business and incentive for suppliers to take this seriously. We put on a conference, we had around 200 delegates from across the public sector, but obviously mainly from local Government in Kent and the university and that was in June and similar to today's line‑up, we had Richard from GDS and that was a good opportunity to get people to really start thinking about how this would apply to them. Jonathon brilliantly described the way Edinburgh handle this and I think our approach is relatively similar in terms of our approach to our core web estate. We were in a relatively fortunate position that we were already beginning a migration to a new web template, so knowing that was coming we had the opportunity to really beat it up with students who were screen reader users for example, we created some journeys through that new draft template and really went to town on are you able to do this, are you able to book an appointment with your tutor, really have a good go at it. We now have that much more accessible template and because it is an in‑house content management system, we have been able to bake in certain things. If one of our web content editors is trying to add an image to a pace it forces them to add an all tag and headings and stuff like that. As much as possible we are trying to do some nice housekeeping around future proofing that work, although as we all know, alternative text descriptions images you could kid that you could say picture of house, which wouldn't be terribly helpful. Contextual stuff is then being reinforced by training and digital guidelines. We stop short of doing an actual test, but in order to get your driving licence, to be able to have access to the new web editor, you have to have gone through that training and there's an element of our web development team who will baby sit people in those early stages to make sure they are comfortable following that guidance, which was all built around using experience and inclusive design as a core set of principles. We also developed an auditing process and again very similar to Jonathan's approach at Edinburgh where we use students in our IT consultancy to do the auditing. They are learning all about web accessibility, which we think is a beautifully important and transferable skill, and they are helping us do our auditing. We feel that's a win‑win. What we are doing beyond that is a dip test of our top 500 or so web pages like everyone has spoken about, we have a lot of web estate. We are going to identify the top 500 by hit rate and then we are ding to do an extensive, we are all beginning this, an extensive bit of work about the student journey in order to help prioritise this, we are looking the an all the interactions between university and students on their journey from thinking of booking an open day right through to graduation, to understand where those interactions are, what is the medium for that interaction, and actually not just digital but physical as well. So we also have black board ally. I show this to show we are not complete charlatans, we practice what we preach a little bit. If anyone is not familiar with black board Ali it lives inside Moodle and offers you some level of quality assurance relating particularly to document for mats, PDFs, power points, Word documents. We have had it for a year or so now. We've similarly seen a gentle level of improvement. The great thing about black board ally is it allows you reach the unreachable people. We have heard about you put on a session around accessibility, you get the usual suspects in the room who probably don't need to be there. What we need is directors of research and those guys who are super busy and may not always see this as something immediately relevant to them. So what ally does is intervenes in the natural work flow and what we have found is that we have not had to set targets and say everybody has got to be 80% or Ben is going to let your tyres down in the car park, it could get to that stage but we are not there yet. Academics seem averse to having anything red next to their name. There seems to be an inherent level of competition that they are enjoying, so we are just letting that happen. I am running out of time. I really want to show you this. At our conference, we had a range of speakers like Fiona has today, but one of them, I think was most impactful was a student, an international law student who is blind and he just talks about the experience of somebody in university and his life in schooling and he made a really lovely met for what it's like, so I am going to play you two minutes of Paul speaking. I hope you can hear it. I should just say George Rhodes from Kent count yip council is here. This just happened to be on the screen in the conference at the time, it is a picture of me and George and very much looks like one of those things at the Oscars, when it is mem or yam, people we lost this year, but we are both in rude health! I hope you can hear this.

>> As long as one part of our society has this advantage and suffers from inaccessibility, that consequently puts all other members of the society.... at a disadvantage, we may not want to hear that but all of us are getting old at one point, some of us will lose our vision, we all need accessible content and we have to stop thinking about this as being something that some provide for another three people who are visually impaired in this room, but it's actually something that all of us provide for every single person who wants accessible constant in the future. If that only means for you that you can access knowledge and information faster, then that's already good. I just thought a couple of days ago about an analogy to make it more visual for you to imagine how accessibility for everyone can look like and I came up with the idea, imagine that it is like a house and it has a blocked door, when someone who can see maybe goes to that house and wants to access it, you can maybe spot a window and climb through it, but imagine if the person is blind or visually impaired or is old or doesn't have the time to look for a window and climb through, so they won't have the opportunity to access the house. So why don't we just unlock the door and that is the main message that I want to get out today. Unblock the door, make content accessible for everyone, not only for some people who suffer from a disability, but as a consequence also for all other people, because then for example websites, just again this interesting content that everyone can access.

>> I am sorry that is so quiet, but hopefully you could see some of it for the captions. Unblock the doors of the house, let everyone have access, why would we exclude anyone and everyone wins that way. I don't know if I have any more time. We mentioned about using students as did Jonathan, we had a student with us looking at our black board ally data and picking out stories from it as part of a placement for her quantitative data analysis element she was doing for her module and when she left us she went into a marketing and advertising job interview, and they asked her to talk about something that matters to you and from looking at all this data she decided to do it on digital accessibility. This is what she said. I was fortunate to be able to keep my quantitative research and help analyse the data from black board ally. Many people have degrees and part‑time work, volunteered their time and have work experience, it is time to find a new edge and I believe accessibility is the new edge. She's now told us that that marketing company have completely redesigned their approach and made accessibility a core part of their offer. So I think we can actually make this something that we embed into the curriculum and say a transferable and highly desirable skill for our students to possess. That is an unchartered area but something I think IT programmes, digital arts degrees should absolutely be embedding this. With George's help from Kent County Council, we are exploring that. That's my contact information if you would like to contact me. (Applause)

>> Now we have got Bella Abrams from Sheffield and she is (inaudible)

>> Hello, I am the IT director from University of Sheffield. Steve Johnson head of marketing.

>> We were daubed in to come here by our digital learning team, because Fiona was looking for IT directors that care accessibility and I really do. We are going to split it, Steve is going to talk about what we are doing, I have only been at University of Sheffield since January. I am learning about HE and some of the things are making my hair curl and other things I wouldn't have thought would have taken place in institutions (inaudible) there's a lot a want to talk about in that context and from a Sheffield point of view but we are going to start from the beginning if that's all right.

>> So as you can see, all started a little bit unknown to be honest, I got a random e‑mail, I spotted something about web accessibility, so started looking into it. Realised that nobody else around the university had a clue either and then started thinking it's more than web accessibility statement, and then thinking OK, is this a VLE. So started talking to colleagues, is this, does this include things like SA T that we might use for job application process, does it include the thousands of websites we do or don't know about etc. Inevitably, that led to the inevitable panic and to be honest it was as much, it was less my panic but the panic generally around the university from lots of random individuals going to conferences inevitably and just getting bombarded with information. I am sure it was similar for many others. So actually a lot of what we were doing was trying to temper that and put a bit of a structure and plan in place and then really my job was to find some areas of the university aside from myself to take some ownership of this, because it's very obviously it wasn't something that just one area could do. That was why in essence I took it to think we ended up with information management group, which was borne out of how we deal with GDPR and we wanted to avoid a situation like that and the panic that ensued. Took a paper that explained what was going on and out of that, that is how we got a little bit of interest and then I think very similar to yourselves, we ended up doing some work. But the harsh reality is, what we have done particularly at Sheffield, I would say is all very basic. I think in terms of being, what we have done historically and what we are doing now is pretty basic. When you see, it's quite overwhelming when you see the number of documents and how poorly we were doing things, so even now what we have put in place, I would say it's still a little bit basic. We are doing everything much like people have described to get ourselves responding to the legislation, put together a user group, beginning the journey really to become compliant. We won't be fully by Monday, but we are certainly getting there and we have got a few more things to do. We have put ally in and other tools. It's been great because it's identified things like, actually lots of people across the university use the university standard more external facing templates for delivering internal content as well. So we have been able to update them, we are talking to procurement. We are cracking on with being compliant.

>> I am going to take over at this point. Because we are at a pivotal moment in my view, which is a bit like GDPR, when you think, right, everyone has done their chicken chasing, everyone has sat down, does a lot of documents that lists where things are and you could breathe on Monday when your statement is up and lawyers have said it's OK, we've done it. I think that would be a massive lost opportunity, because the truth of this is, this isn't about accessibility and meeting legislation, it is designing for our students and our students are the ones who feel, it feels missing, when you talk about putting a statement up on the website, when you talk about getting things ready for Monday, it actually misses the point, which is at the moment our services are inadequate for quite a large group of our users, whether they've got a disability, whether they have other inclusive needs, if we just say that we've done this for legislation reasons, that is just a failure I think, so that's why we wanted to come and talk today. We have done everything that we should have done. But I don't feel particularly excited by it. We are going through a list of actions and it's one of those things. But I think the universities is at a moment where we can encourage other people to see this as an important thing. Taking it out of the IT domain and thinking more about the product and services that we deliver. So our plan is to do something a whole lot different. Jonathan has talked about loads of things that Edinburgh are doing, which chimed with me from the Sheffield point of view. Huge amounts of websites, black board, loads of academics if we put accessibility into their lap in the way we could have done, are just going to see it as another chore. But actually what we want to do, and we are not doing this yet, so this is one of the reasons we wanted to come today and in an open spirit of learning to see what you guys are doing, we want to start saying to people usability is really important. Service our sty dents is really important, designing, having accessibility by default as opposed to something we do afterwards. The other interesting point I haven't considered today is we are a Google university. And so we cannot right now take advantage of all the things that Microsoft have presented and that's added a whole other dimension of stress for me. That is the other thing we are going to have to consider. Ape have Steve and I come today because I am genuinely passionate about accessibility and usability for our students and staff. The other thing is, we have a new Vice‑Chancellor and we are recasting the university strategy as being important in the city as well. And the steps you just showed from Kent also really chimed with me. I have a friend who is visually impaired and we have a flagship road that goes to our flagship engineering building and she cannot walk down that road without feeling like she is going to fall because of the paving, it feels like there are steps where there are not. That is the type of thing, it moves the university to consider. That is not a university street, but it is a Sheffield street. I am lucky to be in a position where I can influence this from a university strategy point of view and that's also the really key point about this. We are not just saying let the IT director go off and do a load of stuff around GDPR and think about it is actually about the service we are providing to students. It is student experience, why we want students to come and choose to study at the University of Sheffield. That is one of the things we are passionate about. One of our most important users is lord Blunkett. He is a hero of mine, I used to work at learn direct which was UFR limited and lord Blunkett and Gordon Brown set that up as a way of doing online learning doing maths and English. I had a couple of drinks and I shook his hand and told him about the reason I was the IT director at the university was because he set up an IT company. He said that's lovely, sort your website out. So having feed back from lord Blunkett is really important. But he is someone who is a visiting Professor at the University of chef Ford and if he struggles to use our services what is it like for our students. He doesn't hold back with the criticism. So what is truly different about what we are talking today. Probably not that different from what you are saying in the room, it is similar to what you were saying, you are here because you are interested. The thing we are going to do in my view that's different for the university of Sheffield is that we are going to ensure that all of our stake hold urs understand why this is so important. Almost not to use the term accessibility, to use the terrible usability, design we want to do co‑design and that dere co‑design is with the students and staff, but also with specialists as well. I think the other thing that I have noticed since I have started in the HE sector is we often try do things ourselves when there are people who know better ways of doing it, that we could bring in. We are going to do collaboration across key departments. Steve has talked about our working group. We do have a disability and accessibility service who are embedded heavily into this. We have the digital education unit, we have market, coms and the digital teams, but the key people we really need to engage are the academics and we want that to be not in the list of new things that academics have got to do. I have really been interested in what people have been saying about how you can encourage people to encourage it in their workload. Long‑term my aim is to have usability, accessibility and good service design by default. That is not a natural state for us currently at the university. In two years' time when I team talk to you about I know that's been successful. But at the moment talking to my team and stake holders across the university is where we are starting. But that should be the norm in a few years. I have already emphasised I don't want this to be a legislative afterthought. If that happens we are in the GDPR. One of the things I did want to ask was what actually are the penalties. One of the benefits of GDPR was the size of the fine. If you have stick with the fine on one side, but carrot of this brave new world of design on the other side. But what we really want to achieve is encouraging everyone across the university that creates the same amount of content that Edinburgh have, to consider the full range of their users and that shouldn't just be about disability either. It should be everyone has talked about it, how people consume content. Things that would enable one student to get out of bed in the morning but not feel like they could the next day and to consider the full range of how that might impact. But that to be easy too, it shouldn't be there is a list of what might students be feeling in the morning, that they have to think about when designing their curriculum. I think I have talked about all of these. The physical and digital experience I think do need to converge and that is one of the things that strategically I think we need to talk about. Because there is the lecture theatre experience but then there is around campus how some of the shared classrooms that were built, we have to think about usability there as well. The other critical thing is everyone's geed up because of Monday. What happens after Monday. How are Steve and I and all our colleagues going to actually do what we planned to do. We are going to all this stuff but how are we going to get it done and not lose interest when we run out of impetus when the deadlines are over and nothing has happened and the world hasn't exploded. So I think that is the real challenge and that is one of the things I wanted to finish on, which is we really wanted to come today to learn from you guys, so if you have got anything based on that, that we could learn from, how do we keep impetus, that type of stuff, please put your hand up before I have to run for my train. Thank you very much. (Applause)

>> We have a couple of minutes and you can ask questions to Bella before she leg it is for the train. And then we are going to kick off the formal panel stuff. I want to somebody else to hand it around so I can be the panel chair.

>> Can I make a quick comment. Your impetus, the one I picked up this morning is the fact they are not going to start scrutinising and monitoring until January 2020 and that is a very useful one to keep people focussed. We've got over the deadline but we need to do a load of work to make sure we have picked everything else up between now and January so we don't get our knuckles wrapped. I thought that might help you.

>> You mentioned a tool called sight moss, the accessibility...

>> Questions for the panel first and then she does need to go and then we can come back, that sounds like a general question for the rest of the panel. Patrick, you are going to put the feed of the panel...

>> Sorry to stop you there. We can start again.

>> Just for the first presentation, you mentioned an accessibility scanning tool, was it sight moss?

>> Sight moss.

>> How do you spell it?

>> MORSE like the inspector.

>> I was thinking moss like rolling stone.

>> Any questions for the panel?

>> It's James from University of London. So I seem to be the only one at the University of London that's really caring too much about all of this. We face a challenge this morning where our Director of Legal services has basically responded to a pal in of stake holders saying this legislation doesn't apply to us, therefore we don't really need to do anything about it. I just wondered if the panel had any views about how I might go tackling some of those.

>> Can I take the chair and answer that. My institution has actually been advised that we are not obliged to ‑ (inaudible) we are not public funded but we are doing it any way. Because it is the right thing to do. And perhaps having a conversation with your colleagues about their legal, ethical and moral obligations and also the general usability. I just think I am really pleased that we are taking what is a very principled stand on this one and you could be a very good PR for your institution. Slight challenge we have is that, the problem with this communication has included those who are responsible for the VLE, so they have just translated that as well we're not going to do anything about this now. Please amend your further communications is what I was told today. It's a real challenge.

>> (Inaudible)

>> I think there is the appeal that Fiona mentioned around it is the right thing to do and I think most people really do get it and want to support it but they have an issue with time and what they are able to do given their current workload. I think there's ‑ I wouldn't like to use this but I think there is another way where you could start to demonstrate the broader benefits this would offer. If we look at just something like rep, if you design your resources to have a maximum audience, surely they have a better chance of having greater impacts. I think we could start talking more business‑like language around this and we could talk about students satisfaction, people finding information on your website much more efficiently, may have an impact, you shouldn't need to use that but that might tickle people in the right places.

>> The point about rep is a great one, there is a case where this is a design quality issue. I would be interested to know (inaudible) from the equalities act as well.

>> Any other thoughts?

>> The other thing I would say is thinking about maybe going own the (inaudible) route and getting a student or filming a student using it. Sometimes that could work.

>> I can understand if something is bumped down the priority list because there is a liability issue. Everyone has hugely competitive budget priorities. Good luck.

>> Any other questions?

>> Vicky Holmes from the University of Reading. I think what's come up strongly from the talks today and the conversations is that accessibility is everybody's issues and everybody's concern, then also the problem is becomes nobody's concern as well and what we are finding, we are swirling around as to who takes responsibility for doing certain things. I know Clare you talked about sending out communications around hints around Microsoft, using that. But I can think of my own institution, is it me who should be doing that, is it IT, is it my HR department? How do you get people who generally agree this is important, but to sort out this sort of ownership and work out who does what, because there is a danger of things not happening because of that. Does that resonate with people?

>> We mentioned we pulled together a working group to address some of that. My responsibility at the university is teaching and learning focussed, so it is with the academic staff, whereas the coms that come out from IT, whether it is the digital team, all slightly different nuanced and focussed but when you start pulling them all together it is that same set of resources, we are firmly pushing our academic stuff. We know there seems to be a drive across professional services where we have some gaps where that needs to happen too. I do think we are going to have some, we need to identify some system owners and we have some challenges there, particularly around the intranet. That's going to be really challenged by university by identifying and there is a system owner in place, because it is very devolved at the minute. I think we've got a handle on it. I think we all have some working groups working quite hard to make sure that people are taking responsibility.

>> I am relatively new to the organisation so I haven't (inaudible) but there are (inaudible) then there is the US guys and have an amazing project ‑ I am interested to find out is there a broadly accepted accessibility maturity framework where you can look across all of your areas of work and all of your output and see where you are at?

>> Anybody know?

>> I think the business disability forum have a standard that works across a number of things (inaudible)

>> It will take you through ten frame works for your institutional structure.

>> I wouldn't say we had a particularly rigorous (inaudible) we have a lot of good practice, but that is something we need to work on.

>> I have a question here. One from the back first.

>> Caroline from university of the arts London. I was curious to know how people are getting on with speaking to suppliers, third party suppliers and what the reaction from third party supplies have been and how they are progressing in the area of accessibility.

>> That is my favourite question as well.
>> I can't answer that, we are not involved with procurement.

>> (Inaudible)

>> I was going to ask the same question, what other universities are doing, I have some very frank conversations with our suppliers. The bottom line is some of them believe that they don't need to meet the requirements because they are a commercial organisation, you then have to explain to them that means you can no longer do business with them and that you need to go into a tendering process and they have a change of heart suddenly. And want to start working with you. But the bottom line is going to be as an educational sector as a group of organisations, we are going to have to gang up on our suppliers and tell them to get it sorted. Especially around stuff like are student systems because most of us are using ones that are probably ten‑years‑old and there's nothing new to market. It's not like the VLEs where to be honest, companies like black board, they have got their act together.

>> Can I come in with a solution here, not so much an answer, but Fiona and I have been talking about this and we are going to be having a supplier day in January. This is largely my attempt to lay down the gauntlet to some of our suppliers around upping their game when they are at things like conversations and providing a more interactive experience for delegates. We are going to use that about how to do business with us and we are going to have one of the sessions with a particular emphasis on this particular thing, on accessibility. So it isn't until January, but we are listening at UCISA and we are responding, so we will be and we will have quite a few CIOs in that room making the point to our suppliers, hopefully some of that collective voice will be heard. I hope that's helpful.

>> Just around the things about standardising a response. One of the issues we have is where people don't know what they are talking about or they will give you some guff about we are aspiring to accessible and it doesn't really mean anything, where are you right now, are you compliant or not. Something George has been working on, if people are familiar with the data security cyber essentials model wouldn't it be sensible to have a similar charter mark for accessibility so we know where we are, you could talk to one company in the morning and another company in the afternoon and they will give you a different perception of what their accessibility is, based on their own lack of understanding or possibly a bit more creativity. I think a core standard if we are all asking consistent questions and we are able to create benchmarks about what accessibility actually means. Nuts and bolts are of, are you AA compliant or not, can you prove it. Very few of them are able to do that in my experience.

>> Joe from crown field, just a comment to our colleague from Reading, we always have an objective sponsor for our major initiatives so that makes sure we get right across the organisation and it is a very simple staples but seems to work well. ‑‑ simple statement but seems to work very well.

>> Max from Bristol University. We have just a question about intranets, we are focussing a lot at intranets at Bristol University and using Microsoft tech to do so. On the Government's standard website it says if you create a public sector website on our after 23rd September 2018 these rules apply to you. We are having problems, a lot of our people are saying, you are creating an intranet, even though it is access to students, because it is internal only these rules don't apply, do we have some clarity on whether they do apply to internal sites, is that, do we need to worry about them or not I guess?

>> Richard is still here, but am I right in saying that they are still absolutely part, because what you have, it is what your institution is providing and therefore you commission it or pay for it and you are responsible for it.

>> Yes, absolutely. Intranet are included. I gave the details on the slides about the dates where things are relevant for that. But definitely intranets are included, yes.

>> Is there any guidance (inaudible) and things academics have created. My understanding is they are academics, they are employees at the university and all of that will be in scope. The thing about individual block sites they are still members of the university and therefore they are and you are bound by the same regulations. I suspect though that GDS when Mondayoring might be more lenient about it an individual's block than an institutional website. Would that be about right?

>> I have one observation, probably leads to one or two questions, so the observation is, how can we put pressure on our suppliers, when we have centralised buying for a number of things so we have, I think I have the right name AU PC for Scotland, or something similar, who are just actually in the process of doing a new tender, centralised buying tender for VLEs and a lot of us use SU PC but the main one as a recommendation is I am sure everyone uses G‑Cloud. I would imagine whoever organises G‑Cloud and maybe I need to ask my chap from GDS up there, but if it is on G‑Cloud they are going to have to be compliant so there must be terms and conditions in the tender that I am sure we could use, I wonder if they are available for sharing. It is question/answers.

>> George Rhodes, independent consultant on this at the moment, I am just changing roles, but I was going to mention this in a minute when me and Ben talk about the other stuff we have been doing. This sort of all feeds into what Ben was trying to say but I stopped him just a second ago, about the cyber scheme. The guys that run G‑Cloud are crown commercial services, CC S, they have quite a number of different frame works that you can buy off, not just G‑Cloud, I think when I looked there's an about 27 that might serve digital services. I've got outstanding questions with crown commercial services for what exactly they asked all of the suppliers in all of those frame works and I will be sharing that publicly when and if I ever get an actual answer from them. Because it's been more than a month now. The point is, because when I was still working for K CC, we had members of staff going to crown commercial services because they were planning to buy products from suppliers and we were asked is it accessible, it should be, it should have been checked through these frame works. The answer was no, it wasn't accessible and through the framework we were buying through from CC S what they had asked of suppliers was for them to self‑certify about their own accessibility compliance which means nothing pretty much, because they all say, yes we are completely compliant, and then often are not actually anywhere near. So we've got a bit of a problem at the moment where I can't trust frame works, they don't seem to be doing the role that they are meant for for me at the moment, which is to stop us all having to independently audit every supplier we look at, and wasting loads and loads of time, especially for the large suppliers. We are not all going to complete our CAG audit or Moodle to make sure we are happy when all of us are doing the same thing, that is madness, what it would be nice to see and what Ben was going to say was something like the cyber essentials scheme, I put this to GDS a couple of weeks ago, why don't we do an accessibility essential scheme, make it a little bit easier for them to badge themselves up, show they are meeting these standard levels of compliance and try and relieve some of that workload off the frame works because I don't think they are being lax intentionally, I think there are so many suppliers trying to get on to the frame works now it is impossible to actually get through all of them and complete the due diligence they need to.

>> I was going to ask a question around commercial procurement as well but it's already been asked a couple of times now, taking a turn in that direction, we are hurtling towards the break so I am going to skip on the question I was going to ask.

>> From University of Cambridge. Just a quick question about if anybody is considering web editing back ends, Moodle back end, word press back end, whether they need to be accessible if we are providing for example word press as a service for academics in departments.
>> We make sure the internal systems work by the same language which incorporates that. How well we accomplished that, I couldn't honestly tell you, but that is certainly the intention.

>> I think it is a valid point.

>> One thing to think about is accessibility training awareness for our in‑house developers who are developing systems and I think that we put as well as putting pressure on service suppliers we have to make sure when we train staff it is accessible and I did see I think, there was a conversation about this and there may be training available, it was mentioned on the accessibility regulations mail recently. So I have at least one colleague going along to find out, to get some training. But I think it is quite an important thing for us to upskill or IT staff.

>> Any more questions.

>> I was hoping for maybe just two bits of top line advice on one, what bit would be the top advice to actually starting an audit of your web presence, and how would you oversee devolved publishing systems.

>> I was thankfully in a completely different sector, so I don't know how we went about it necessarily. I do know that we (inaudible) it was a lot of agro. Getting a partner to help you with you I would certainly recommend. There are people who (inaudible) there are others who do similar jobs. The single biggest thing we didn't know about, we literally had hundreds of websites when no‑one who they were for or why they had existed or how long they had been there and we have managed to get that tracked now to an extent. Now we are building up the communication between. What was the second point?

>> The advice I was looking for was to start an audit and to oversee a devolved publishing climate. So like we've got thousands of web publishers.

>> We are in a situation where it is a bit Wild West where there are dozens of versions of word press and all kinds of things in between. Our ambition is to get to a point where we don't have that. Our idea is that we are going to build a central provision web publishing as a platform where we can spin off sites where we maintain a commonplace for things that we all agree that ought to be centralised. (Inaudible) what is your information like, how do you express your brand, and we are seeing a future where we have these bay layers across everything. You can build signs out of these modules (inaudible) if you need specialist stuff, you can build that on top of that. You maintain the common standards, it requires a lot of communication and that's the future we want to get to. How we get over there is what we are trying to figure out at the moment. I think it's carrot and stick, it is making the service we offer awesome and the obvious simple choice and creating a community around that that can continue the don't of that platform and make sure it is the most suitable thing for the whole community. That means getting representatives from all the business areas and make sure they are represented and then at the other end of that it is the stick end I guess, make sure your policies have teeth and will be listened to and we don't really know how to do that ourselves yet. We have ideas at the moment, which is around anybody using university IT equipment signs up to the IT use policy, that in turn describes another number of policies you need to adhere to. We can say yes you can go off and build your website but if you are going outside our standards, you need to sign off from your college to explain, so it's not about bashing people, it is making them justify why they would go outside a cohort of a couple of hundred of professionals who have signed up.

>> I think that will have to be the last question.

>> We have word press installed, so I manage, enable academics (inaudible) taken a brutal approach recently emailed a couple of times saying they are changing, they haven't replied by the date. Then they will be in touch, lots of these things we have spoken about that get created and spun up because they have created an internal journal or publishing site, there are little odds and ends and they are not always maintained so I am sure they will be in touch if they want them babbling. There is a bigger challenge from a learning perspective, we get a lot of student projects, a lot of staff ones. Recently our college have come up with an idea they want to create a media publication site where they want to show case some work, they wanted to be co‑ created, so the stuff leading on it, the students would take over the management and how to manage that in the new area, that's just a big question mark. We've got a bit of a template for them, to comply with accessibility legislation, the next question I am going to get back is yes please but who is going to train us. And that's one of the biggest areas I am still grappling with, with all this web space for teaching and learning our students are doing, blogging, (inaudible)

>> I think we need to stop because we need to get coffee and have a break. We will reconvene at 1250 when Ben and George

Will be back. Only two more presentations to go. (Break)

>> Can I get you to settle.

>> I am learning a lot about accessibility today but also about catering and queueing and things like that, so lessons are being learned! Our next speakers are the awesome duo from Kent, we've got beep Watson and George Rhodes. Ben is University of Kent and geranyl was Werbing at Kent County Council but about to take on a new role at the Home Office and has a month of leave, this is what he does on his holiday and they have worked with colleagues, including Abi who is speaking later about, and Alistair McNaughton, Robert McLaren and other people who I can't remember, on a working group, to try and support the further and higher Education Secretarior, it's called further and higher digital accessibility working group. It is difficult to read out and difficult to pronounce, but they have a culmination of a lot of effort has been in digital accessibility toolkit which was published yesterday, really good timing, so they are going to be talking about the toolkit. Over to you two.

>> Fiona has been thoroughly involved in helping us make sure that toolkit is as good as it is and we've got it across the finish line. Before I jump it to what we've done and all the resources we have made availably and hopefully answer a lot of questions that have cropped up today, one of the things I wanted to quickly put my thoughts in on was a question just before the break about the teeth of the regulations, because someone was saying there aren't really fines to it any more but something I discussed with GDS a um can of weeks ago was the interpretation of the regulations that now it clearly defines a reasonable adjustment as meeting these regulations. So we've got to then think about if that is now the definition for reasonable adjustments and can be used with the equalities act, as that is what reasonable adjustments are, all it's going to take is not necessarily GDS coming along and auditing your website and coming down on you because they are taking a really supportive approach, they have been fantastic the entire time I have been working with them to get answers, all it's going to take is individuals sending you an FOI, challenging you on, saying where is your accessibility statement, where is your action plan what are you doing for your students and members of staff, how are you improving accessibility, a failure to make reasonable adjustments, black and white there you go, much easier to pursue an equalities act challenge in that way, so also that can then lead to not just the monetary finds but reputational damage and things. Ie an I am sure I have seen stuff recently about universities getting in the news and things for stuff with with a blind student, that is one example I can think of, that could become more common if it is really easy for students to prove that you haven't been doing what the standard expected levels of work to meet accessibility. So with my two penneth out of the way, let's talk about the digital accessibility toolkit now which loads of people have been working on. So there have been loads of questions in the room today and it's been great, especially that panel session, for me, to hear that other people have been on the same journey as us, the same thought paths and have come to the same conclusions, it makes me feel a lot better that we are not just talking rubbish autopsy the time and we have been doing this for two years now, we started off doing our own separate things and as Ben said earlier we came together and started doing shared accessibility statements and shared procurement and all this other stuff. In that time we have written loads of documents and loads of papers and loads of templates and all sorts of other stuff and I think we are fairly confident in our position with the new r eg s and with our journey that we are on, we are not saying we are near the end, but we know the direction we want to take. And as part of that journey, we've decided to put all of our templates and learning and thinking about it all the documentation we have written etc online for everyone to use as the start of a collective pool of resource, that other people can contribute to as well.

>> Just to say that this isn't just the Kent show. The further and higher education digital accessibility working group was originally something that was kind of set up with the sanction of the Government digital service and previous incumbents of Richard's role to almost filter or create a means of translating GDS guidance into something the sector may be able to understand via things like the Jisc mail list. What we have been seeing from the work at Kent university and county council, they are different things and the guidance isn't the same for public sector, there is something quite particular about the way that we provide information, the range of for mats that we use and the range of content creators is a different thing, if we can flash up the list of contributors for this, you will see it's not just us, some of the stuff is the Kent stuff that we've had a go at and we think people would hopefully find helpful if you are working in a university and don't already have a particular template for that. But there's people from across Kent County Council, but accessibility experts and the other co‑chairs and another crucial thing is we are not claiming this as anything other that is going to solve it for anyone, this is a starter for ten and very much hopefully the beginning of something where we could all contribute. If somebody has a really excellent guide on creating this type of accessible document or a good review of a bit of technology it could become a platform that we can all share and learn from and it will grow over time, so it's, this session is a bit of a call to arms and trying to see if people think that's a potentially useful way forward.

>> I suppose we are getting into something we have put up there already now, like version one and it's going to continue to crow, we've already got people suggesting stuff they would like to add. We have tried to order the contents in a fairly reasonable way for people who are approaching this from different stages. One of the conversations we have all the time, I must have spoken with more than 30 different councils now about this kind of thing, trying to explain to them what digital accessibility and inclusion is, because a lot of them go, oh inclusion, we have an equalities office it's fine, I am sure it's all right. They don't get that this is actually going to add more to their workload. That this new requirement for standards and push to improve the accessibility for everyone is a different beast. Ben came up with really good wording a few weeks ago when we were trying to explain it, that normally when people hear inclusion and switch off and say it is an equalities thing, the difference with digital accessibility and digital inclusion is that when it comes down to accessibility and the functional usability of all of our services, this isn't the same as inclusion when we are talking about gender or race or any of those other things, which are more about culture change and personal interaction and things like that. These can actually create mechanical blockers to study or to interacting with a council. If I am blind and your website is not accessible and all of your services now run through your website, I physically cannot interact with you. Whereas, being of whichever particular race or religion doesn't necessarily cause you any issue at all with being a dill gent student or pressing through your studies. We have some stuff there about what is digital accessibility and inclusion, which is very basic, intro stuff. Shows some common facts through BBC media, literacy studies etc, about the scale of the issue. Digital accessibility regulations, so this is the big one, there's load of sub pages under here. We've got some content about the equality act and Public Sector Equality Duty and as Richard stated this morning, the new regulations don't supersede these in any way, they build and expand on the discussion and then we've got more content around introducing people to the new regs. We've got an introduction, we've got, which is probably a controversial title, for what is an website from an accessibility perspective. Disproportionate burden, so obviously a big question mark around this one still about how do you identify disproportionate burden. We think we've come up with a sort of starter for ten on that. So here is one of the first templates I am going to show you. With the disproportionate burden there is a load of stuff in the existing E U Directive. There's the information we have taken from the new regulations for the UK and there's also quite a good final page on the latest EU accessibility directive that came out this year which is talking about wider accessibility not just digital. And what we have done is we have sort of combined all of those bits of content together, I am going to have to save this now, we've combined all those bits of content together and sort of come up with a disproportionate burden cheat sheet which covers all the main criteria from that, so all the costs you might want to think about and obviously all those other qualitative things you are going to have to explain. In my opinion it seems quite about as much work to be able to say you are disproportionately burdened as it would be to conduct an assessment in the first place. I have seen interesting takes on disproportionate burden in recent research. Monitoring and enforcement, we have got whatever is the latest information GDS has said about how they are going to monitor and enforce this. We've got information about the time lines, again up there in hopefully a straightforward to understand format. Some information on regulation exemptions. There's been loads of talk this morning about whether universities are in it or not and whether it's a moral question about getting people to do it or we can convince them legally. I don't have the answer for that one, but we've got some stuff in there about what the exemptions say in the regulations and things you might want to think just a little bit more about when looking at it. One of the things we have put for schools, Richard mentioned this morning schools and nurseries are exempt, apart from applications relating to online administrative processes but if you think about it for someone to be able to get to that form, complete the form and say yes you can take photos of my child on a school field trip or specify meal information, not only does that form have to be accessible but the entire user journey, including the platform that they have decided to put it on, needs to be accessible, so would the schools exemption thing, it is a bit of a misnomer, because they say it is an exemption but 80% of it isn't and it's only user generated blog content that is actually really an exemption when you might think about it. So we've got some stuff there on the new regs that I hope is useful. Quick accessibility checks. This one was done by Abi. And Alistair. This is a new addition from them on some quick accessibility checks to help you out as well. GD is have released guidance on their disproportionate burden and accessibility checks. This is to build on that and just advise you on if you can't do basic checks some quick checks you might do in addition to using other online tools to get a quick look. Auditing for digital accessibility. I know there were people earlier today saying they don't have the resources to be able to start auditing all of their websites or don't necessarily know where to begin. In auditing their entire web estate or how to conduct an audit. We've added a load of templates here for how we do it and walked through the process. Prioritising audits was a big thing for us. I was at Kent County Council, we've got hundreds of websites as well, we've got our main website, we have services that are provided more specifically to vulnerable members of our community, should those be prioritised because they have a more significant demographic overlap with people with disabilities. There's a lot of different ways to think about it. We have tried to condense some of our thoughts there. Thoughts about methods for auditing, whether you do it yourselves, whether you get a third party to do it, whether you can get students to do it, if you have some kind of consultancy or can get them in. One of the bits I talk about in a minute is some of the work we have been doing with the school of computer at the University of Kent to embed accessibility as part of the teaching for their curriculum. Managing your audits, so this is the template that we use for managing the audits across our organisations. Hopefully that will be fairly useful to you. It is quite a straightforward spread sheet. All we are really tracking is system name, where in the organisation it sits, what kind of system it is and any kind of test log ins and then just for everything, we are having date first audited, who audited it, met or not met for the criteria, we include three mobile criteria as well, which is about single directional scrolling, whether it has a mobile dedicated view, things like that, because we think that's really important. Links to the report, links to the technical breakdown of where things go wrong, and audit results we have also got additional columns for comments and whether they have completed training and whether they have an accessibility statement as well. There's a lot of discussion about do you need an accessibility statement for just one domain at a time or can you have an entire organisational accessibility statement. I will come on to that in a second.

>> If I can chip in, I think what was interesting for us working Kent County Council was that the council were very, very strong on auditing, at the administration of doing an audit and documenting it as you have seen, a lot of documents originally K CC models that we then started to use with training our students. But what was university was strong in was more around the cultural stuff and the training and I was talking to Clare earlier, some of the training I mentioned was the digital accessibility mooch from Southampton that we squashed down into on hour, the key things about lectures, seminars, accessible documents done with Abi at Southampton. That's on here as well. So it's not just the purely administrative stuff of doing audits, there's also that more how might we influence the cultural stuff as well. And all of that is open to everyone to be able to use. I think when we did it the language was open enough that you would be able to use it with your academics without it being all like we don't have that system here, it's pretty generic.

>> I feel like I am just talking dryly about all of this, I should be more enthused because this has solved a lot of our problems. When people come to us and ask do we have an answer for this, someone has asked about it, we are feeling more confident in the in that we can say yes at the moment. I won't show you every template, I will leave you to have a little bit of a browse, you but one of our favourite ones will I think you will like is this one which is our main audit template. So standard table of contents, intro, what is accessibility, the kinds of compliance, I have another ISO compliance to add to it because someone mentioned one today that I wasn't aware of, I think it was 3007‑1, something like that. How we are evaluating standards we are using, what cag means, a nice long table which goes through all of the different points and says how we fail and all of that, and then my favourite stuff, which is the bit I love feeding back to people, is this bit and this is really, really useful for us as well. When people come knocking and say have you done this, where are you at with this, what is the situation, before we get into our actual remedial action plan about how we are tackling each one of these cag points we have this nice two page summier, functional oddity, what is the results, how many have pe passed, how many do we need to fix. Same with the mobile audit and in there as a requirement we know whether they have got an accessibility statement or not and whether that's now compliant as well. So if anyone asks that we've got the results. A nice follow results and then a nice bit of wording for remedial action for this is what we are doing and then a very long disclaimer to say that please don't particularly complain at me if something goes wrong. That's been really useful. That's gone through four or five iterations now. We started off with something allot more, not more basic it hasn't grown over that time but it's been refined as more and more questions have come up because we have been using that template in all its varied versions for about two years, so I am quite happy with it at the moment, that it should answer any questions and you can give that to a manager of a website and say there you go, that's your report, go away, speak to your developers, that and the accompanying spread sheet is what they need to get on with this and that is what you feed back u you've got your answers, that is how compliant you are, make sure you do your remedial action plan. Working with suppliers. Apologies for interrupting the panel with my long rant about CC S and frame works. We've got some information on working with suppliers. Again, glad I am not the only one who has had mixed responses from suppliers. Some have been great and gone, oh, this is fantastic, we can get on the boat with this because they are keen to work with us and collectively learn about accessibility and then we can sell that because we know what we are talking about. And I have had other suppliers say, if I don't make it accessible... well your contract is up for renewal in six months so I would really consider what you are saying.

>> If George and I are asked to help with local procurement and the answer to the accessibility question was it's as accessible as the browser you choose to use with the products. I don't really know what that means.

>> I've got some good examples about that in a minute. Of people saying it is the browser.

>> Five minutes left.

>> Just to say to get to the toolkit, it's LEXDIS.

>> If you access regs

>> When you land on the page you will see there's a digital accessibility tab right at the top, that is the one to choose, but I am pretty sure we've got contact us, share your ideas, have you got a great template for this, that kind of thing is what we want. We would love this to grow. I think that would help hopefully help Richard and the GDS team in terms of that sector almost helping make our mind up about what we think those common benchmarks should be. I think surely there's some reassurance for us all in that.

>> Yes, we could clearly literally talk for hours about this. I could bore you to death. I will run through the rest of the titles and do my other bit which is more interesting. We've got accessibility and procurement, loads of stuff there, wording for contracts, tenders all of that, statements, loads of good stuff in there, building your approach to digital accessibility, engaging with the wider community, we have loads of links there, Jisc mailing list and loads of other stuff.

>> At Kent we have the Kent dodge Kal accessibility working group, which is I call it deputy dawg by the way.

>> Excuse for the future, I can't go into now but we are into our second jeer of teaching accessibility as part of the school of computer at the University of Kent. We've got it year one and year three of their courses which is great. Staff guides which include loads of other things, the third party content guidance particularly interesting, we have the whole matrix which nobody has been able to break, the first person who can I will give you a special title on a contributors page for being the first person to break it. And then I think it's now broken, there we go, resource quick links, a page to order the templates and stuff up there, which I hope, of course it would go slow now! Loads of templates, resources, cheat sheets, other presentations and stuff, please have a look. If you have got stuff let us know we would love for you to contribute to it as well. I have now got a few slides which hopefully will be far more interesting than me going through tem pates. I have been doing re search or accessibility statements and I was a bit annoyed this morning because Richard stole the first three slides of my presentation with the same content, so this is what the regs say about accessibility statements. This is when and what which you have all seen this morning. These are the results of some of my research. I have now personally sat down and looked at 601 organisations across the UK, which is every local authority at district and county level, 131 universities, unless I have missed any. 48 police forces and all 53 fire rescue services. Next I am going to do the 800 combined NHS and colleges, which is about 400 each. Out of the 601, 23 organisations have compliant statement at the moment as far as I can tell. So we've got some way to go, but I'm going to do this again after the 23rd when I am hoping for more green map, the map on the left, green is compliant are, the el low is parked statements and red is ‑‑ partial statements and red is no statements. After the 23rd should be much more green definitely. I have got complete faith. This stuff is available. I haven't broken the partial down yet because I want to make sure nobody is going to ghetto fended. But partial really incorporates a wide range of things. It could be not technically compliant with the regs but says a lot of good stuff and is quite helpful for users, so they deserve a bit of a good attempt and then there are some which I am going to show you in a minute that definitely deserve the poor label. I have some percentages there, we are 3.8% compliance uptake at the moment. After 23rd I am going to be happier to show some of these figures I'm sure. Also if people aren't aware, web aim has a brilliant wave accessibility tool, they have also recently done the Web aim million which is an assessment of the top million websites, the accessibility of their home page. So one of the things I have done, because they don't give a nice ranking list, you have to search each individual website, I have searched all 601 individual websites and put their rankings in the map and put it in the spread sheet. You can see where you are at and compare yourselves to others if you really want to.

>> Potentially identify partnerships and it is super helpful doing the partnership model that we've had because the amount of shared, avoiding duplication of effort was extraordinary. We have come a long way, more than we would have done on our own, and given us that reassurance we have accent to Kent County Council's legal teams for example, so maybe that is something else you could get from this.

>> I should mention with web aim stats low score is better because it means you are a higher rank effective. Fewer errors. The reason I collected those, because I wanted to see whether there was any correlation between people having a better statement and being overall more accessible on their website. Although there does seem to be some correlation with what I would class as better statements, does tend towards lower scores for web aim which is better. Each individual example is so varied I don't necessarily think you could draw any causation or link between that. So university results, because I am very aware of time. Six compliant statements. 82 partial and 43 no statements. There are other stats there and it is all in notes and everything. It all should work with readers I am sure you can go through those in your own time. I want to get on to examples. I have a good, bad and ugly theme here. On the good side, these are common traits that I think I see through good statements and compliant statements and this is also very much reflected in what GDS have put in their sample statement, which is including that specific legal wording, including those contact and escalation points to the ASS and HRC, including the loan issues and work around you have in place, the accessible alternatives, including information on how you have measure compliance, saying whether you are looking at it yourselves, third parties are looking at it, just to tell people how you are monitoring. What you are doing to improve accessibility, any exemptions and disproportionate burdens and a link to GDS's guidance. One of the things I would say if you are going to go and use GDS sample accessibility statement it contains all of the building blocks for what you need to make a brilliant compliant statement, do not copy and paste it. The reason is, they do give examples, including saying disproportionate burden because we found it too hard to do a skipped content button, which is a cagA point, one of the easier ones. That is fine if you could actually prove that as a disproportionate burden, that's fine example text but I have seen some people copy and paste that particular section and then when I asked them where their disproportionate burden assessment was, they said what disproportionate burden assessment. That is what you get for copy and pasting without looking. Some of the bad, this is fun, some of the bad statement I have seen have been really quite poor. No getting in touch information, no mention of standards, no guidance or assistance, no mention of Cag1 from 1999, mention of the disability discrimination act 1995, not necessarily a failure unless you are in England, which is where all of the people mentioning it are, all the universities who mentioned it aren't under those regs any more. Sometimes it's really difficult to find, I have actually found some by going through direct links because you can't find it in search or any other navigation. And heavily focussed on browser, the prevailing attitude for that poor attitude, if you are an accessibility problem it is because you don't know what you are doing, and the browsers doesn't work it's not any problem with our website. It is a mind boggling attitude. And then we have split them into three separate slides. I am going over time. I will show you these two, these are the complete accessibility statements genuinely from two websites I have looked at. Example 3 is modern browsers are changing font sizes... that's it for their statement. And also the team behind this website hopes whoever needs to use it can do so easily. Fantastic. The worst one I can't put on was an entirely blank accessibility statement, they had the page, it's blank, you scroll all the way down to the bottom of this blank page and at the bottom they have a was this web page helpful yes/no and then this one. This is my favourite thing to love to hate. This is genuinely on a website out there in the UK. This is guidance for the blind, they have a separate one for partially sighted. They own up to the fact that you will lose your independence by doing this because you will need a family member to help you. And then the advice they give on how to use their screen reader on site is by using a picture for the blind, not partially sighted which is why they have a separate one, that then has two poorly drawn rings around it. The picture has no text and then if you want to use their on site screen reader, it is not useable by keyboard so you can't get to it. Fantastic. I know I have run over time, sorry. Find it in the toolkit. Fantastic.

>> (Applause)

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>> I don't think we have time for questions there. I don't want to eat up too much of Abi's time.

>> The awesome Abi James next, last session of the day. Sorry for eating up some of your time.

>> I is it say don't worry. I can talk quickly, I am going to have to hold this. Yes, so, OK, I would say one of the things about being the accessibility community is you get to meet great people and work with great people like Ben and George, people who are in accessibility tend to be quite passionate as you probably noticed. My name is Abi James, I wear numerous hats. Officially I am here at AbilityNet but actually my journey into the understanding these regulations started when I was at the University of Southampton as an accessibility researcher and I also sit on the wick ago committees for the guidelines and I am in standards and regulations hat. When I am talking I seem to always start with this slide, which is accessibility is a journey, not a destination. So my journey with these regulations actually started I think it was about March 2 017 when I had a phone call with one of Richard's predecessors and said A is this going to happen and B does it cover universities. Two‑and‑a‑half years later, think we're there with the second question. The first one definitely. But that's just the process, it's always untangling. I like to say accessibility is a journey because technology always changes, standards change, so it's always keeping in mind that this isn't something that is a necessarily a task of finished job. It's about thinking about building this in for the future and in the graveyard slot at the end of today I can give you something to think about for the long‑term and the future. But if you are going on a journey like this into the clouds, into the hills, you always have to think about a few things. You normally have a purpose, even if it is just I want to go for a drive in the hills. You need some direction. You need to know where you are going. You need some organisation, even if it is just do I have enough fuel in the car. Or have I remembered my laptop charger and you tend to need some safety features. Seatbelts, make sure your car is OK. When you are on that journey you need to think about things and with accessibility it's exactly the same. But actually what we need is objectives and strategy, policies and procedures. Yes, we have these regulations. Yes it's something we should have been doing any way under the equality act. Yes we have these wonderful standards that are very complex even the people who write them admit they are very complex to understand and they are not necessarily easy to test, and to follow and there's always work to improve that, but in essence we also need to be thinking about the framework of making sure we are embedding this within digital landscapes and estates and anything we do. The thing is that involves anyone, anyone who is procuring, designing, creating or editing digital platforms. I had to pop out and do another training session over lunch‑time, so I missed the panel but I understand there were discussions about procurement. But it touches everyone and having been in the university life, I know that is really quite a daunting challenge. And also we have already heard about the equality act, but in the essence of the university landscape we have also got the other thing of inclusive teaching and learning, so over the last few years we've also seen the Government being pushing for us to adapt more inclusive teaching and learning, to embed more support when we are working with students with different needs and backgrounds and through widening participation. When we're talking about digital accessibility we can't just treat is as a technical, OK we have reached the standards, we have to think about how are we touching, are we using capture because it is more inclusive but is it creating more boundaries as well. Are we using more collaborative tools to our teaching, polling systems, but are they more accessible, so it's all overlapping, it is not a single thing. I think we have already touched on that, this is many internal sites, external sites, third party tools as well. The thing is, this is all quite scary, like Fiona said, it's less than 12 months since she knew about this and she's launched a conference on it, it's quite a journey. But it's something we can embrace. And it can lead to a wider culture change. So essentially, this is a big stick potentially, these regulations but actually these statements are about accessibility statements are about increased transparency. As somebody who does audits, I can do any page, I will find something, it might be a type owe in one of your hidden labels in your code but there will be an accessibility issues there's always we can improve. So we shouldn't be scared of being transparent about what accessibility we support, while we do need a bit of help and where we need to plan for the future. As somebody who uses assistive technology who hates PDFs because I can't change the fonts, anybody who said about PDFs, I can't change the font style, that is a barrier for me, I want to know if you always offer PDFs or can I have an alternative, can I have an HTML version instead. If I know that upfront, I can set my own expectations and not spend half an hour drilling down into a library system and going oh, OK, let's get out the OCR software and start breaking the PDF. It will also lead to increased public and student expectations, so while this is only about the public sector at the moment, there is a move globally for more of this regulation to be applied to private sector. Ignoring the B word, European accessibility act is going to apply to immerse and eBooks and ebanking, they are going to be applying all these standards we are dealing with to any of those eplatforms and we would expect to see it in other countries, we see it in Norway where they fine companies that don't meet accessibility standards. So as a member of the public applying to the university, I might be going hang on I am going to look at your statement and see what you are doing, I want to know you are embracing accessibility and going to make it easier and likewise while it might seem a big cost to be fixing these accessibility issues and testing them and maintaining them, there is the other side of that, and at the moment you as a university are having to do a lot of individual support for students with disabilities and the Government is reducing their funding for that, so actually you are our manpower hours are supporting, a relatively a small group of students is huge but by changing expectations and improving accessibility across the board you are supporting a wider range of students at the same level of costs potentially. There is a culture change coming. There is also increased reputational risk. You know, like George has just shown, who wants to be in that 23 or the other 600 plus that don't have a statement. So we will start to see accessibility as something that is being measured across the industry and while monitoring is not the role of the office of students, the office of students are very aware of these regulations and are considering what role they will have and there are groups representing disabled students who will be saying what are we doing about accessibility. So a question I often ask when I am in sessions like this, to wake you all up at the end: Does anybody in the room know what happens in your organisation if somebody sends an e‑mail saying I have an accessibility problem? Put your hands up. One, two, three, four, five, six, seven, might get to 10%, that is about normal. That's one fundamental question you have to have answered for your accessibility statement and that is a really big question for a big organisation, who is going to be responsible. And who is going to be responsible might differ between the public facing website, a department intranet and somebody who happens to be teaching computer science 101, computer science 101 is the person who needs to be responsible for the content. How do we go through that, what happens when you ask somebody to deal with that accessibility problems. This is the typical reaction. Denial. It can't be important, no‑one complains. People don't use assistive technology with our site. Absolutely. I go into organisations, I go to private companies at university, no, no, we look at our visitor stats, nobody uses assistive technology. You have no idea who is going to be using it whether it is something like Adi or somebody who wants to use it on their phone who can't read it because the font is too small. Anger. Not my problem. Don't tell me how to do my job. It's that framework, said he was accessible, no I bought those components they're fine. Bargaining, developers love hacks. I can do a hack. Having to do it properly, yeah, we will tweak the CSS we will be fine. Then they get to wikag and there's a page and it's like how many standards. What do you expect me to do. Why do have I worry about this. Finally hopefully when they have calmed down, OK we can see what needs to be done and we are working on a strategy. We know you are not expecting it by next week, let's be sensible, but we are working on a strategy, and so actually those five stages which might be reminiscent to you if you have ever had to go to somebody with any type of technical issues, what happens in that accessibility and there is a link on these slides that will take you to the report where this model was put forward about ten years ago, actually matches your typical change curve, it's also the five stages of grief it matches as well. If you are into psychology you might have recognised that. And accessibility acceptance requires change management. So essentially everybody in the room who is thinking oh my God I have heard all of this and it's got to be done by Monday, how am I going to do it. This is not a one person job in any organisation. We can highlight corporates who are world leaders on embedding accessibility and they will have senior managers engaged, they will have middle managers responsible and they will have everybody's job description but it is still work they have to do day in, day out to highlight it. It needs to be embedded through management, it needs to make sure improvements are sustainable and accessibility audit only tells you that your site is accessible at that time, on that date, using that bit of equipment and that browser. It doesn't mean it will carry on being fixed when somebody presses publish on the next page. It needs to be monitored effectively and realistically as well. There are processes and tools for doing that and there are mechanisms and that means upskilling people in‑house as well as looking at out of house as well. Making sure you meet the legal and policy requirements and use it as a bit of a stick in your organisation, make sure it is up the priority list. The key thing is this is not just a technical challenge. When you are talking about culture change, when you are talking about embedding responsibilities this can’t just be done by the developers, it can't be just done by somebody who is within IT. It needs to engage the whole organisation. Which is incredibly daunting in a university. So how can we embed accessibility within an organisation. This is examples of the type of models people have used in private and public sector. My link hasn't worked very well there. So involved with culture change, this is just one model that is used for culture change and has been used with inclusion, diversity and accessibility, from the kinsy 7S framework. It really engages in all the things you need to do if you are doing culture change and particularly I like this model because it starts off with shared values. We have shared values already set externally in the university. We have the equality act, web accessibility regulations and usually within a university you have an inclusion policy, sometimes access statement as well. You already know what you should be achieving, but these are all the things you are going to have to think within an organisation to do that. And systems is only one seventh of that. Systems is only the IT bit. Skills is another one seventh of that. So you need to think about staff you need to think about the style, what standards are you going to go to, how quickly are you going to achieve accessibility standards. Who is going to responsible for it, what are the lines in management and how is that measured at a strategic level. Is it on your boards, whatever governance this is going to be monitored, if it's not there it ain't going to happen for the next five ten years. So we need for leadership and strategy, and in 2016 a market research did work with Microsoft and they surveyed 320 organisations and found this report that was really useful to pull out, so they were talking about accessible technologies, assistive technology and accessible web technologies, but it's got really useful lessons for us in the university sector. So the organisations that found it had boosted option, they identified the key actions were clear executive leadership for accessibility initiatives, show casing success of accessibility initiatives, like kept's examples, if they can do it, can we transfer that to other areas of our organisation. Build partnerships with key stake holders. This is a website that's been there for ten years and we are like, OK we have all these resources we need to put them somewhere, can we bring them altogether. There are ways of engaging with key stake holders across the sector.

>> Learn from your peers, this is still relatively new in the university and public sector, public sector is so diverse comparing NHS to a small HE or FE institution is different ends of the spectrum, but we can learn from each other and from the private sector and internationally as well. This isn't just the UK doing this, this is the whole of Europe doing this. So we are able to reach out to other countries as well. Put accessibility... make sure it is there in and make sure procurement processes define what you mean and what you are acceptance criteria are, there are so many websites I have looked at where they said they said they were developing to wikag 2, they have not done that. When they looked at those actions and they use them to boost the adoptions they recognise a wide range of benefits having an accessibility strategy. This slide is a screen shot. It's not accessible but in the speaker notes I put my hand up in the speaker notes is the description, but I am going to pull out some main points from it to describe it to you. They did some, lots of statements and they asked public and private sector to measure them. The ones with the red boxes are public sector over 75%, so these were statements that public sector really agreed with. Our accessibility strategy helps us meet regular requirements pertaining to people with disabilities. By having that strategy it helped them to meet requirements and retain employs who became... we think about students as well. Our accessibility strategy enables a more diverse workforce, our accessibility strategy helps us articulate our social vision for our companies, so it is about ethos as well. Our accessibility strategy raises morale among our employees, which I think is really a cool thing, that actually by having an effective accessibility strategy it makes people more engaged, they feel they are doing a more worth while job. Finally by addressing accessibility for people with disabilities who can create workforce solutions to make employees without disabilities more productive. One of the things we think about when we are thinking about digital accessibility at a university level is we are thinking a lot about students, but we also have a lot of staff and staff are disabled as well and staff are getting older, so we need to think about the benefits inside our communities as well, that this will have positive benefit for both our staff and students. The link, in the slide for that full report, you can download it and give it to your managers and go look this is going to help us as well. We think, if you are academic like me, is there any basis for this, I mentioned George floated a standard 3007, another standard which is similar, but there is a um can of standards around, this is called design for all standard which is something to Sporox the Web accessibility directive and it's all about actually how do you design products and services to be accessible for all. And on‑screen we have a very simple project cycle, you start from leadership, go through a planning stage then design your operation services, or procure and monitor its effectiveness. How do we make sure that is designed for all. Two simple steps: Leadership, you have to think about range of human abilities and needs and characteristics. Who you actually supporting, so that means accessibility awareness within that leadership process and planning process, and thinking about environmental factors and context... this morning one of the first questions was what was the problem with PDFs and accessibility. If I was thinking of a project planning a project around how are we going to produce our university prospect us online, what document format are we going to do it in, I need to think about the range of people who are going to have to interact with that, now that could be parents, that could be grandparents, guardians as well as students, who might have a range of digital abilities. They might have a range of disabilities and characteristics, they are more likely to be interacting with it on a mobile device and they are more likely to be doing it over a poor internet connection from home. All those things I need to build in, but at that point I can also say I need to make sure it's accessible, I need to make sure my disabled students are engaged as well. And at that point, if PDF was on the list it would probably get pushed off because mobile and disability and accessibility is going to make it cost more and actually student propeck Tusss is a lot of very poor accessible student prospectuses. Few build those objectives into your procurement and build your services correctly you will end up hopefully with accessibility outcomes, you will know what you expect at that point. You can extend the range of users and build that into your monitoring and measuring. So it is about making sure when you are planning and developing you build it in at any point. That's top down. What about bottom up, what works on the ground and I am sure in your panel we heard lots of examples, so I am going to run through, accessibility champions, there's a great example the BBC has a good model for accessibility champions and they talk about it. They have an approach where they train individuals who apply to be accessibility champion, given accessibility knowledge and it's their duty to train their peers and ensure accessibility is considered in their meetings and in their planning and that's a really good way of developing from the ground up. Use the expertise you have already. You have already got disabled staff and students. Student disabled population is 10% plus. You have disability services, they know about their student portals and if you are doing user research think about doing diverse user testing as well. Involve people with different disabilities and interests and experiences. I love doing user testing you learn so much. If you get somebody in who cannot use a mouse and do user testing it have a huge impact not just from that accessibility point of view but in your whole perspective of usability. Finally think about accessibility business cases and inclusive user stories. GDS put up the design posters, there's lots of examples around on the site, find personas we used in our teaching, which are really good design tools. Final slide, is it possible for universities to achieve accessibility standards? Hands up yes, no? Yes, absolutely, because it's been the law in the US for a long time. The US universities have to achieve very similar accessibility standards. A lot of them get sued because of the system there. I have been in the US conference where on a panel a stay debt got up and said this is one of my students, he sued me last year, the student got a standing ovation from disability professionals. Because they get advice, they get reports saying what they have to do to support it. It's great, it's not just you are being sued. Other countries have already done this. Not just the US. Other countries, it's coming in Canada, Norway has got it, Australia are following similar regulations as well. But they recognise it requires resources and planning, just to put it in context, Harvard was sued last year or two, they have just advertised for eight accessibility people. Four accessibility consultants and four accessibility developers. So that's the type of level resources that are big world university is looking at and the way the US system does, the federal government come in and tell you how many people you have to employ. This is your problem. Remember accessibility is a journey. So this is not something you are going to solve is next week, or next year, but it's something that universities should be building in for budgeting and to their planning in the future. It's not going to go away. (Applause) I can talk quickly.

>> Any questions for Abi?

>> Someone mentioned earlier on parallels with GDPR and having the ability to beat people with a stick with fines, in GDPR you have a DPA, someone who sits outside of all the usual processes and can beat people with that stick. Do you know anyone who has used that model within the accessibility, like an ACO
or something like that, sits there at that high enough level they can make these things happen?
 >> Yes, there is a model ‑ there isn't a model as such within the UK as least. There's opportunities within the regulations for, they can call out, if you don't have an accessibility statement there, the office of students I am looking at how they support disabled students. Access plans are something they look at. This is things like saying are you going to be looking at accessibility. One of the issues for the monitoring for students is the time line as well. If it takes 12, 18 months for an issue to be resolved that is a big probably for a student. We are very much aware of that issue and it will be pulled up. Within the monitoring system within the regulations, the GDS is required to talk to disability stake holders about who to audit, who to do the spot‑checks, there is another route in for groups representing disabled people and students to say these people aren't fixing the problems, can you check them.

>> Thank you. I love the design for all approach and I think it's really helpful to look at it as a change management exercise, thank you. The question I think is more for everybody here rather than you necessarily, although you might be able to shed some light on it. Do we know where responsibility for accessibility sits within our sector generally, if we look at the senior most leader within the organisation, with responsibility, where does that live?

>> Are you talking within an organisation or within the sector.

>> Within the sector generally. What I would like to understand out of all of the institutions here, where does it generally sit?

>> I can tell you at UCL it's our COO, our Chief Operating Officer and she reports to the ‑ she is at the top of the institution, she is our disability champion, she is in charge of all professionals services, she can bring us all together to support the whole endeavour.

>> Who has the similar level of somebody responsible for accessibility within their organisation, CO O‑level, about a quarter or so.

>> And EDI or that sort of area? Where else would it sit then, does it sit within IT or EDTECH.

>> Industry.

>> (Inaudible)

>> It's split between education and operations. This is one of the challenges of accessibility because it is content as well as technical. There was a study done by corporate organisation who looked at wikag stop Ards and whose job they were and 20% were developers, everything else was designers, content or product owners which basically building requirements, the vast majority of this is not for pure coding and developers. So it needs to be seen as a cross organisation. Outside of organisations we are talking UUK, Jisc are involved, try to talk to the Department of Education, I am involved with the schools assisted technology, they can't find somebody who owns the policy, that is the problem. If you know anybody who owns HE policy in DFE tell me, they should be communicating this down. Office of students we have been talking to. Hopefully over the next six to 12 months.

>> The student union are on the brink of doing a big thing, as in the NUS doing a big awareness‑raising campaign, so institutions might be forced to take action. I think UUK would be quite a good avenue. We have to stop the questions at that point I am afraid, was there one over there?

>> (Inaudible question)

>> So your microphone didn't work, about student consumer rights.

>> Absolutely, this is when we go back to the equality act, that is the consumer act type approach that the relationship is consumer to business. So I think the NUS, I know Alistair and Piers are doing activities around this and we expect to hear stuff in the next couple of weeks from them. You might get your student bodies pushing back and we are talking to A‑levels and post‑16 as well. OIA as well, we are trying to engage with them.

>> (Inaudible)

>> I think we need to write a blog on this. Abi, thank you so much. Absolutely marvellous presentation. (Applause) we have one minute left, I asked you at the beginning if there are any areas for UCISA to follow up e‑mail me. Thank you so much to our speakers for really excellent presentations. And for great time keeping. And to you the audience for your attention, your engagement. You have been great. I haven't seen a lot of people doing e‑mail or Facebooking. People do seem to have really engaged. We are going to share the recording. We are going to share the slides, we have to do editing of the recording and there's going to be a feed back form which I think Brede from UCISA has sent around already and it remains for me to say have a safe trip back to wherever you are going and happy Monday for next week!

>> The forgive me interrupting at the end, Fiona you have been an absolute star with this. This was drawn to the attention of leadership council in June. My first leadership council at CEO of UCISA it was clear to me we hadn't done enough to support the sector, so my first port of call was to Fiona, to say it is late and we know that and acknowledge that, but what can we do. Hence the director's cut and hence this event, none of which would have been possible without extraordinary effort that Fiona has put in. Fiona, thank you very much. UCISA owes you and all the people in this room owe you. Thank you very much. (Applause)

>> Safe trip, happy Monday. Pleased to hear from you in the future.