Complying with HE Accessibility Regulation in Month 1 - Webinar

Hi everyone and welcome to our webinar today. It's just gone 1:00 o'clock so we're not going to start immediately. I'm just going to give everyone a chance to join but thank you to those who have been prompt joining us. If you do want to check the technology, so if you joined online do feel free to drop into the chat box and say hi to the panellists and other attendees. So hi Jennifer and hi Michelle. Lots of people saying hello. Nice to see you all in good moods considering it's lunch time. Hope you had something to eat. Great. So I can see you have all joined so we're going officially start the webinar now. So hi everyone and welcome to the webinar this afternoon on complying with HE Accessibility Regulation in month one. My name is Mark Gaddes, I'm the Digital Marketing Manager at AbilityNet and I am joined by Abi James and Alistair McNaught. Just a few bits of house keeping, so live captions are on the webinar and it's provided by MyClearText and it's a live person running that so we appreciate MyClearText's support. So slides and transcript are available. So if you have technical issues and you need to leave early don't worry there will be an automatic email sharing the recording and slides, depending on how you joined the webinar, there is a chat window and Q&A window. Please used chat window because there is a Q&A window and that's to ask questions to the panelist so at the end we'll have Q&A and if you want to ask Alistair or Abi please do drop those in the Q&A. So there is a feedback page and it also invites you to tell us about any future topics you would like us to cover. So if there is anything you would like us to speak about please do use that opportunity. So just before we get stuck into the actual content of this webinar, just an overview. We're going to start off with hierarchies of statements so if you have multiple Apps and thinking about accessibility statements and thinking about the hierarchy of those statements and we're going to share resources available and tools and resources relating to the new UK Public Sector Accessibility Regulations. We're going to talk about developing an accessibility road map, so plotting activity and thinking about intent and lastly thinking about what students expect and how it can shape your responses with regard to the road map. So we're going to do a quick poll. So depending on how you joined the webinar you will see this coming up on the screen.

>> Mark, a few people say they have problems with the audio. If there is anybody, I think some of you can hear us. If you are getting specific issues we'll just try and keep an eye on the chat pane.

>> Yeah, I will pick that up in a second with anybody continuing to have issues, we're going to do a quick poll to test the technology. So if you are joining by phone you won't see it on the screen. So the first poll ‑‑‑ sorry, I am going to end that. First poll is about confidence and current accessibility statements with regards to the new accessibility regulations, so how confident that you that the current accessibility statement meets the new regulations. And I am just going to give people a chance to respond. About 57% of you voted. Last few seconds for anyone that can see the poll on screen and wants to engage with us. And I am going to end the poll now and I am going to share the results. The majority of you say you are somewhat confident and there is a high number that aren't and that's 24% and that's the next highest percentage and obviously below that, 9%, 5%. We have also got 15% saying it's not relevant to them. I do think a lot of the content we'll go through you will find relevant and I hope it's useful for Abi and Alistair.

>> One of the things that will become clear is having a single accessibility statement to cover an entire website is possible but once you move into education and you talk about a single accessibility statement then it becomes much more difficult. So I want to unpack some of the principles, so that's the next slide. Because, how you make accessibility statements meaningful, depends on some guiding principles. If you get the guiding principles right you will get the compliance element right as well and a lot more besides. So the first guiding principle, being useful and forecasted and practical. So second element, being contextually accurate. Third element is being active, proactive in proclaiming the benefits of accessibility. What is the point of investing enormous amounts of money if the student doesn't benefit. Next one is flagging potential barriers and work around and that's embedded in the government model statement. The next one, providing contact if further help is needed and that's something that's completely embedded in the core requirements. So if we unpack each of those, the next slide. The guiding principle of this principle is who is my audience and what level of technical detail is appropriate? Are you going to talk about which check points you meet fully and which ones you don't to a student that doesn't have a clue what you are talking about? So the key thing is to tell them things in a way they haven't thought about doing that before and how do you tell them in an accessible way because if you have a really great detailed accessibility statement but it runs to 15 pages of dense typed text that's hardly accessible. So you need to think about length, lay out, the appropriate medium. I kind of see an evolution of some accessibility at the same time that are multimedia and having video embedded. Most accessibility statements are the 110th link on the page, so right down in the footer. That's not necessarily helpful. So the next principle is being contextually accurate and that's where we really begin to understand, there needs to be a hierarchy because the guiding principle is what I need to know as a student. So the first thing is to avoid cognitive overload. So if you only have one VLE accessibility statement and it tells about this bit of that course and that bit of this course and I am only doing one of those courses, I don't care about Java applets if I am doing law or physics. So that belongs in a smaller statement lower down, being easier to find. If you have that's contextualised course level summaries that could be flagged in line 12. There may only be 15 lines in that physics course accessibility statement and line 12 tells you about the Java applets rather than being line 412 of this giant VLE mega‑statement. So you get more accuracy when the staff delivering have some responsibility for saying what works and what doesn't. And the last one there, the accountability because it means that if you have a course level statement, even if it is only 12 or 15 lines about this work and there is an accountability because if there is an issue about content I have uploaded they know to come to me. So let Emily or Omar know so we can discuss the issues. So the next one, we need to be very clear on proclaiming the benefits of accessibility. The guiding principle is for you to get a return on the investment you have made. So starting through this, we have got things like, what can be done? Having made this accessibility content you can do this, do magnification and reflow and navigation tools and you can use text to speech and change colours so tell people. Do your video transcripts have captions and summaries? Does your document navigation allow you to find instant headings? These are the sorts of things that make a big difference to students simply by telling them how you benefit from what you have done. The next principle is flagging barriers and work arounds and this is where we get into the compliant bit. There isn't an expectation from our conversations with GDS that everybody will be a hundred percent compliant from the word go. There is an expectation though where you have areas that are not compliant you at least have the courtesy of telling disabled users that they are going to experience a problem there and here's an alternative solution for them rather than them wasting time trying to do something that actually you should have known straightaway wouldn't have worked anyway. So that guiding principle is a really critical one. So that has an implication that you as an organisation, at whatever level you are talking about, you need to have enough accessibility knowledge to know what sort of things are likely to be a barrier. So know your PDFs don't work and that your word documents haven't got a heading structure and to know whether your Java applets work or not, so you need to find out. You can tell people what was definitely an issue and that's straightforward. So lecture capture videos, so they are only about 60 to 70% accurate. If people know that they don't make massive misunderstanding. So if people know that they can work around it, they can be guided too. If you have a problem, then go and talk to your tutor or if this didn't seem right recognise that the captions maybe dodgy. So go back to the lecture notes and also who can contact. So there will be barriers, the issue is that you know what those potential barriers are and you know how you will anticipate getting around them. As well as the definite issues, there might be issues, so in many courses that I have audited there are 30 to 40 PDFs and some of them are really good and some of them are really poor. I won't necessarily be able to tell you exactly which one is which at this stage of the compliance timeline but what I could do is say I know there is a bit of an issue, so if you find a problem contact me. Librarians can be brilliant at helping on this because they can tell you in terms of journals and e‑book platforms, they should be able to say to you anything from that provider will be pretty good, so people can begin to anticipate which things they prioritise in reading lists for example. The other thing you could do is focusing on the kinds of things people might need. So download the PDF and if you read the PDF online you won't be able to change the colours. So it's those sorts of guidance that maybe an issue or people might have a particular preference for. So the next slide is support available. So I am going to kick that off and Abi is going to continue. So the next slide here is go back to the source because most of you will be using perhaps Microsoft products and Google products, there is loads of really good accessibility built into those. And the next slide is borrow from others. I won't go through all of this now but here's a sub sample. But I have picked out different examples of different universities doing great stuff in terms of guidance for students and others. So that's over to Abi.

>> Thank you and great to hear how Alistair has been working through all the logic of the accessibility statements and I wanted to flag one final resource on the lexdis website. It was originally a project to collate students strategies about how they are using assistive technology and we have added a disability section and we're adding to them all the time and it gives lots of documentation about how to approach the regulations, how to engage with senior managers including templates and how to talk to suppliers and think about procurement. So this is a really good resource if you want to push the regulation up through your management to say what should we be doing and we have been talking about this again with government digital services and they are aware of it and really checking all the facts are there and straight. So if you are thinking, actually how should I be doing this and where can I start please look at lexdis. So finally that site is a creative comment site. So it's an open license and you just need to say where you got it from. So you can adapt it and change it, so it's really a way of trying to collate and share information. I am now going to move on to a section where it's thinking a bit further ahead. So we're day four of the regulations coming into effect and it's been a bit of a roller coaster few weeks with lots of presentations and discussions and we have seen the government have been doing quite a lot of press releases and Twitter campaigns and getting the public sector to engage, so hopefully you are finding people are aware of them within your organisation and hopefully in the wider sector community but this is about new websites that need to have accessibility statements and need to be compliant but where next, what are we going to do to make sure it continues, where are we going to go next? So I think the thing that's important to remember, really do I have to think about that? Is within your accessibility statement you must indicate how you plan to fix any accessibility issues. So Alistair highlighted, there is a recognition that very few people can say they are a hundred percent compliant. You do also have to tell people what you are going to do to fix accessibility issues. While there is an option to claim disproportionate burden to say it's too much work and not enough return on investment and too difficult technically to address accessibility issues in certain parts, the government monitoring team indicated to us they consider that to be time‑limited and you can't claim that forever. You can't say the system is too much work and we are never going to do it, if they come back in three years time and you haven't done it, they will say you have had three years. So we need to think about that as a time limited extension, so you have to review it at least once a year. So that means you need an accessibility plan and in the government model statement they include a section saying what we're doing to improve accessibility. This is great for transparency, it's great for people to acknowledge that they are on a journey and they are going to improve but actually how do we go about that. So, one key way to do that is to actually road map. To say what are the high level objectives and who do we need to engage with? And I have a map there outlining that and it's really about the journey of trying to aim for fully compliant and acknowledging it very challenging. So that's the overarching objective. So it cannot be just a technical plan. There must be some objectives and that really relates back to organisational policy. Is it that your organisation has a policy that all public websites must be fully compliant. The VLE in some sort of cycle, you have to have some objectives obviously going to be tied to the management structure and resources available. Thinking about deliverables and we're talking about getting staff who are creating teaching materials, involved in writing accessibility statements and making sure the content is accessible and that's going to involve staff training and you might have to reach out to design teams. It also needs controls, so checks before deployment, it's absolutely horrendous when we see, it's terrifying that something was accessible and then an update gets released and it's no longer accessible. So how do you make sure when people post new content you can control it as much as possible but that's all about new content. What about all the existing problems you have identified? Older documents still in use that need to be remediated and it doesn't stand on its own. You might be thinking there is a team over there doing website development and I need to know their priorities and also dependencies. So here are just some things to think about when developing an accessibility road map and working with organisations to help them plan for their accessibility and engage in a whole organisation strategy. First thing, categorising issues and that's thinking about who deals with it and what type of issue it is and from a university bases, one of the things is content remediation, if you are getting a lot of images and if you have PDF documents and files, that's a content issue, it's not necessarily your back‑end server and technical issues. You might want to think about separating out third party content or add ons, because you are going to have to talk to a third party, your suppliers about that. What I have called structural issues, so that's really your navigation on your website and your data base system that's stripping out the old text. So something really technical that you have to think about that once fixed will resolve many issues across the site. Template issues that can be related to your branding and your fonts but it might also be related to, do you have a particular Power Point or word document template that you can role out across the organisation. So templates can be a really quick win if they are accessible and the final one is bugs because essentially quite a lot of accessibility issues are bugs that creep in, things that were pushed out without being checked. So those are different contacts you might want to think about. The other thing is, who is responsible particularly within larger universities, there is obviously lots of people involved. People internally might be responsible for remediation. So we have this content on our website and we know it's not accessible so we need to fix it and that's an additional task on top of their day‑to‑day job. Current projects already going along. So if you are updating the website and if you are thinking about updating an internal system, how do we engage on those current projects and future projects if anybody is starting to think about digital projects? So I have separated out suppliers separately because these a different group of people who maybe engaging on that accessibility. And it might not just be at an organisational level but we might be doing procurement through buying consortiums as well and I was at a meeting earlier this week, at a presentation and somebody said, "how do we get suppliers to take their accessibility seriously" and I think we really need to get the procurement people to take accessibility into their planning processes and make sure the buying consortiums are also understanding and also think about your current suppliers and service level agreements and are you making sure accessibility is being included in their road maps as well. But remember finally be realistic, this is a very, accessibility is a challenging area and the regulations are setting a very high bar but as long as we plan and be realistic we can improve things in the longer term. Prioritise issues, but not just categorising issues but the impact of the accessibility barrier. So that maybe the impact on a specific community or a competitive need or it could be prioritising based on the number of users and how many people use the site. So there is a huge wealth of users within the university sector, disabled students, your disabled support services, support staff, your own research teams and many people have experience of understanding the type of difficulties we're trying to remove. Talk to your peers and share best practices and things like webinars like this. So please do ask the questions and share your best practice as well because it's about shaping what is good and what is a good practice. And really, I think one of the key things we're going to have to think about moving forward in HE and public sector is how we engage the private sector in understanding these regulations otherwise the public sector is taking all the responsibility and the cost for them not developing to standards. And then finally leverage compliance and return on investments, taking all the positive messages Alistair was saying. So if we can do this and build it into the road map it shouldn't be about, I have had an audit. So I think I have enough time to run another poll so what are your key accessibility objectives going forward. So what we would really like to now is where you are on this journey as your organisation and what are the key objectives that you are looking at for the next, three, six months as well and that can help us with, helping you in the community as well. So Mark, you have to tell me how many people read it and decide when to close it.

>> So we have 39% of you, so I will give you just a tiny bit more time. 65% of you voted now, so just a couple more seconds, just in case any of you are mid completing. I don't want to cut you off. Okay, I am going to end the poll now, it's been up for a minute and I am going to share the results,

>> So it's really interesting that your key objectives is training staff with 66% but followed closely with testing our website at 51% and publishing an accessibility statement at 45%. So that's really good to see, also developing accessibility policy, good to see that's at 39%. If would be useful that that's one of the key starting points but I think going forward, accessibility statements, we should be seeing policy and we should see those taking a much more prominent role and guiding organisational change and just looking at a few comments. Updating teaching resources and making content accessible and ensuring compliance for accessibility statement for E‑learning courses. That's really good to see, so I'm going to hand back to Alistair for the last few points before we go into Q&A for the last part of the session.

>> Thank you. So there is been some really good interesting discussion earlier on in the chat about how realistic is it to look at accessibility statements coming down to course level. And I am hoping that these next few slides can help to give some context to that because I don't think any of us dispute the difficulty there is in getting staff engagement, staff will not engage in training unless there is a purpose for it and unless there is a clear driver for them and if they don't have to do anything specifically. If they don't have any responsibility for their, the accessibility of their practice, they are not necessarily going to change just for the sake of it. So let's have a look at the student angle. So next slide, student dilemma. Up until this Monday was there was no clarity for them and they had no experience and very often students have very limited experience of what digital content looks like because they have never seen it or if they have seen is nobody told them what they can do with it. So they often have no energy and I have spoken to so many students both after their courses or during their courses where they say I have the energy to take them to court or I have the energy to complete my degree, I haven't got the energy for both. Very often there is no confidence in declaring a disability. They are the problems created for you by other people's lack of practice. So there is often no opportunity for relevant feedback. That changed on Monday and the next slide, I will come back to why it changed on Monday but just to say that changed on Monday and I will show you how in a minute but the NUS response to this student lack of knowledge and lack of empowerment is that they are doing a campaign in the summer and I am involved in and Abi is going to be contributing to this in terms of steering and editing some of content but there is a campaign on digital productivity with accessibility digital resources. So now the law says you should be beginning to expect digital resources, certainly for content that's been created in the last year, you should expect digital content, what does it mean to a student? Most students don't know so the NUS are taking part in the campaign saying these are the ways you will be more productive as a student if your content is accessible and if you find you can't use these productivity and benefits you can't access them so you are entitled to them. So here's how to go back and appropriately talk to your staff about it. Tens of thousands of students maybe end up knowing why accessible content is good for them. The next slide is the 60 second vulnerability. Because paragraph 12 of the legislation defines a reasonable adjustment and it says this your accessible requirement is not met you have made a failure to make a reasonable adjustment. It says if somebody requested information an accessible format because you said it's a disproportionate burden to all these PDFs actually to not provide a satisfactory response, to a request to provide information in an accessible format, independent of regulation 13.2, in other words any other kind of derogations you may have made, that's a failure is to make a reasonable adjustment and that means that in 60 seconds, which is how long it would take me or anybody else involved in the field, we could tell you whether a particular bit of content was accessible to that student's need, to that access need and if it isn't all of this can potentially kick in and that's what you need to be worried about. Don't be worried about the government digital service reporting you to the Equality and Humanity Rights Commission, that risk is a very low risk, the real risk is that it's very easy for a disabled student who fails as a result of lack of accessibility. There is a total clear line of sight as my ex colleague John Kelly would say, a line of sight between what you should be doing and whether it's a reasonable adjustment and what the implications are if it isn't. So on the next slide I just want to look at, actually the really positive thing that comes from this because the really positive thing, we have just been talking about students productivity, We have been talking about an NUS campaign to tell students how we can become more effective and how they can access resources more comfortably and more ably if they are accessible. So now the flip sides of compliance. How do you give all staff an appropriate responsibility? You have a legal driver and an ethical reason to raise staff digital skills. Sometimes staff go on training where they learn how to do something inaccessibly and they have to go to new training to learn how to do is accessibly. So raise staff digital skills across the board. You are promoting the accessibility benefits of your Google platform and so on. Your E‑books et cetera. It's an opportunities for students to improve their skills and it's an opportunity to improve support needs for more complex needs simply because people are spending less time, time wasting, fire fighting on the low level support needs. This is positive, I cannot stress enough and this is why I want to get hold of principals and vice chancellors and say this is positive and it's great and it does everything you want to do, so use it that way. So it's over to Mark again.

>> Thank you Alistair and I think that's really nicely timed and some of the conversations in the chat window. I want to read one of the comments that sparked a conversation in the chat window. So they say please be aspirational and it maybe hard work for you in your organisations but imagine how hard it is for those of us who are disabled and do not access universities. So a lovely ending to this webinar and a reminder to reflect on why you are doing that and why this legislation exists and what you are doing. So thank you Abi and Alistair. We're going to have a Q&A shortly so I just want to remind people there is a Q&A panel specifically if you are joining on a desk top device and conversations going on in the chat window. So I might highlight some of those. But what we want to do first, before we go too much into thinking about the questions and that kind of thing, we just wanted to highlight some of what your next steps might be. So information you might go on to and at the end of this webinar we will share the slides. So one of the things is just to acknowledge the fact that AbilityNet offer services for further education and higher education students, so we can offer guidance one‑to‑one specific to your institution and looking at technical ability and digital inclusion and just to mention that and share that around and we'll share these slides so the link will be there. There is the tool kit that Abi and Alistair referred to that they have collaborated on with other people and to highlight that as a resource and that's regularly updated. There is the Jisc list. It's a great resource and there is attending the Jisc accessibility clinic. So that's discussions and information exchange along side information from specialists. So I will drop a few of those links into the chat window. Those are some next steps but I think if we move on to the Q&A Abi because we have up to a quarter of an hour here. So one of the conversations I want to pick up and I will address this to you Abi. Somebody asked, is there every going to be a university that's going to be fully compliant? Is there every going to be a university that's going to put their hand up and say we are a hundred percent compliant?

>> I think there is a recognition that there is a question and it's a bit of an academic question about what does fully compliant actually mean? You can say these standards, with sites, the general content, text, images and even videos, there is no reason why that shouldn't achieve fully compliant. I think it's when you start to push the boundaries in technology and things like carousels, those are some of the things and I think where we can go. So we can be aspirational and say yes you can be fully compliant. I think what we're recognising, is that your balancing potentially quite complex content. Videos and captions and audio descriptions and maybe maps and complex graphs, versus, actually trying to achieve accessibility. So what we don't want to see is content being removed into order to achieve a fully compliant badge versus acknowledges sometimes we need to provide alternative access and particularly when we start to talk about learning content that might have to be produced in a different format for some students in order for them to understand the process. So for university front page content we should be aiming for fully compliant. Where we start to talk about internal systems and teaching materials and we have to provide reasonable adjustments for students and that might involve different learning techniques and approaches and likewise when we start to see software systems online, technically that's very challenging to make accessible as well.

>> Sorry Abi one of the things that's important to distinguish between is not whether you are fully compliant or not but whether any lack of compliance is something that is mindful and anticipated and deliberate because as Abi says there are times when actually you might want to make compromises. I gave an example of interactive Java applets, this can be fantastic for loads of students just giving them something really tangible to try out the understanding on. So they can be fantastic and the last thing I would want is an organisation getting rid of all of those because they weren't compliant for screen reader users. We need to think about anybody that couldn't use those how would we do that. So the reason for not being compliant is more important than whether or not you are compliant, which is very much the view we would take.

>> That's great and I am aware and there is a comment in the chat window about TechShare Pro is that something you may be speaking about, Abi?

>> Yeah, that's really good to learn from your peers and also from our sectors as well and we have quite a few big organisations and companies what are on this accessibility journey and TechShare Pro is one of the biggest ability events in the UK, if not Europe and it's two days in November and we're going to be doing public sector and it's an opportunity to learn about how they are adapting accessibility in the systems they produce and supporting their employees so we can learn from them. So be aware although we're saying public sector and private sector, when we send around the chats if there is any questions we haven't included we'll include them.

>> We'll do a follow up blog where we'll answer those questions, so do keep them coming through and do make sure you are continuing to ask questions. There is a few kind of, quick questions, I think these will be quick questions. So I might ask those and go into something that might be more much a discussion and I know we won't be able to share on the webinar but somebody asked is there a definite list of the legislation.

>> I was at a presentation on Monday where a similar question was asked and somebody from the cabinet office was in the audience that confirmed, it's anything within a browser. So whether it's internal or external, the only difference is the intranet is behind a password. So it covers anything in a browser is a website.

>> That's great. So somebody else asked, is it internal facing or external, you have already answered that person's question as well. Let me just have a look. Abi, I am aware that you have done some workshop training, so I am familiar with this question. Are we expected to audit the entire site. So just wonder if you want to come in on that.

>> So when we do accessibility audit, you take a sample of pages, so you identify usually home page and different templates and high traffic pages and we normally pick up on form and things like that. So go through process when testing of scoping and what you deem to be the audit scope and take a sample. So you wouldn't plan to test every single page but particularly where templates are involved we pick from a variety of templates. I think we can have a testing at a system wide level but then you test for specific content aimed at different audiences separately and if a university context if you want to check that the content is right you might want to have content experts there and is it being announced correctly as well.

>> That's great. There is actually quite a few follow up questions related to the question I asked about internal versus external. So I am hoping that's relevant to a lot of you. Somebody asked does it cover emails, that's a really difficult questions, so is that a really tricky one?

>> There are some grey areas in these regulations, if even people in central government don't know exactly what they are. You can make emails accessible. They are a document essentially. So you should be considering that, any content you send should be accessible to all. Don't put it all in an image and make sure the text is accessible and you can zoom in and out. So moving towards accessible emails is important and again, thinking about, is this a large scale mailing that's going to all students and staff and all potential students versus a tutor sending an email to five students is very different. So I couldn't say for definite whether an email was in scope or not.

>> Great. We have a few other questions but I might leave us to pick it up in the follow up piece, I am just going to scan through a few more. So one from Jessica, in a third party supplier only need 2.0 and not 2.1 or cannot provide a disability statement at all. Thoughts about whether we should drop them. Maybe Alistair,

>> We have a lot of discussions like this in terms of E‑books and some of the work I have been doing with E‑book suppliers and it's a tricky one, I think in the end, particularly when you are looking at specific educational content, sometimes you don't have an alternative. You are not going to not have that on the reading list. So I think there are times where you will have to make an exception but I think what I have always suggested organisations do is, they recognise in the licensing discussions, they try to anticipate the kind of extra costs they might have as a result of lack of compliance from the supplier and they factor that into the negotiations on license fee. And then you can, in your accessibility statement for that particular course or that particular content, you would then say, this is less accessible, if you need help then here's your contacts and here's your alternative but you have actually saved yourself money that can be put towards that, if you have those conversations with suppliers, so this is what it's going to cost us and we can't pay you what you want us to pay you, that will focus the minds of the suppliers.

>> That's great Alistair. I think we're going to do one more question and we'll end the webinar and I have seen a few questions hinting at this. So this started with one person extending the question to the wider audience about whether institutions have a specific person focus on disability but a question came in now saying, does anyone know of an institution where academic staff have been given extra time?

>> I think this ties in with another question about some of the technical solutions like blackboard and ally. So I think the issue is this an entitlement and it should have been in place for a long time and given that background I think you have two options really, one is proper staff development or proper staff time. As you say it's not the staff's fault necessarily that there is been no quality assurance for 24 years. So an institution needs to look at proper staff development and maybe sure you are aware of the derogations because there is no point in wasting time on lower priority things that aren't required. But the second alternative is look for technical solutions and the best alternative of all is probably to use a blending of technical solutions either self, student self access things or global corporate solutions like blackboard ally, along side a policy of up skilling staff, and also creating that culture. I mentioned in one of my responses, accessibility is not hard, the basics for making accessible document is not hard, it's easier for getting the basics for references and citations and that's a professional pride issue for academics. To my mind professional pride should extend to knowing you can create a resource for students that's not going to be actively excluding a proportion of your users.

>> That's great. Thanks Alistair. So I am looking at the time and I think we're actually going to end the webinar there. As per the slides that's on screen, when we do end the webinar there is a feedback form that comes up so we do encouraging to engage with us and let us know any feedback about the webinar and any comments you have about future topics and if you are writing a question including in the Q&A you can still include it in that post feedback survey and we'll make sure Alistair and Abi have sight of that and I want to thank Alistair and Abi. So thank you and everyone that's joined us and thank you for taking the time out of your day and we will be in touch with you shortly on follow up information. So thank you everyone.

>> Thank you, thank you very much.