Hello everybody if you are joining you now. I've started the broadcast to the webinar. This is Mark Walker from Ability Net, an important piece of information, if you have any need to access the slides, for example accessibility reasons, then, I see the Jisc drop in is happening, I'm hoping you are going to be done by 2.00, thanks for letting us know in the chat, thank you. So the Jisc is running a drop track and we are running on the back of that. Anyone joining who wants slides for accessibility reasons, they are already available for you to download. If you look in the chat box on the webinar software, you will find a link to the page on our website where the webinar was advertised, I have added a link to download the slides in PowerPoint, which will make it possible to follow if you have any reason to not be able to use the screen. Just to let you know that's there. We will start in two or three minutes. We have up to 150 now. The person asking for the PowerPoint deck, if you click on the link in the chat box, I will check it work, that should take you to a document on our website, and the document on our website has a link right at the beginning, which says download the slides. Hopefully you can see on the slides, anybody who can see that. If you go to the website that I have linked to in the chat box. I will put the link in again, it is right at the top of the chat box.

ABI: You will need to put it again, it is before you started.

MARK: So you can't see before you join , I will do that join. That explains it! I'm putting in the chat box a link to the webinar information, that includes a link to download the slides, thanks Abi, I didn't realise that. Just going to go through to the next slide, there are accessibility options that we have got ready here. We are having live captions during the webinar, they are human powered, and not AI, you should be able to follow those better. The slides are available from the website, you may be able to follow some of the bullet points, for example, we are going to use the slides in the way you would expect, but hope that is easier for you, the whole thing will be recorded and we will make that available afterwards, that should be tomorrow. So you can share it or drop out at some point if you need to and come back in. There is a questions panel in the software, which is where we would like you to ask questions rather than the chat box, because it means you can see the questions and answers as we go along, but you can also use a feedback form that will pop up after the webinar which will enable you to ask for extra help, make suggestions and see what we can help you with. If you are going along now in terms of questions you have right now please use the question panel, but also be aware there is a feedback form afterwards where you can seek other help or let us know there is other support you are looking for. I'm going to get started. We have 250 of you out there. Welcome everybody. There are three of us from Ability Net on this call. I will get them to introduce themselves, I'm Mark Walker, head of marketing and comms, I will be the host for today. Abi James, say hi.

ABI: Hello. The technology is working.

MARK: Tell us about yourself and what you do for Ability Net.

ABI: I'm an accessibility consultant with Ability Net, so I do testing, auditing sites, training for accessibility in various types of organisations and I also outside of Ability Net have links to university sector having worked with them in the past, where I do research into accessibility and standards as well.

MARK: Great. Ade, do you want to say hi.

ADI: Hello everyone, this is Ade, I'm an accessibility consultant at Ability Net also. I do a lot of awareness events, talking about digital accessibility, and I'm a screen reader user myself, so directly impacted by good accessible products.

MARK: Somebody just asked about the text appearing along the bottom, the captions, that is Orla, who is also in the panellists, she's typing as we go, that is a service they provide from MyClearText. Not the autocaption. The more questions you post in the question and answer section, the more the better. We will cover public bodies mobile accessibility regulations 2018. We will talk about what accessibility is all about, in case you are not00% sure about all of that. We will mainly be looking at what the regulations say, who they affect, what do you need to do about them and give you a chance for questions and answers at the end. Please do ask anything that you need to clarify as we go along, or drop in your questions and we will just manage that. As hosts that is the stuff I'm doing in the background. Ade and Abi will talk to the slides. I'm making sure we can hear the questions and try to answer them, either as we go along or at the end. A bit about Ability Net, in case you don't know much about us, we are a charity, a UK‑based charity, and we provide a variety of service, we have the digital accessibility service, most relevant to today, we also work with universities, we do DSA assessments for students with disabilities to provide an inclusive education service. We provide assessments in the workplace to help disabled people be more productive in the workplace, particularly linked to Access to Work and reasonable adjustments, we have a network of 300 volunteer who is can go into people's homes and help people, we have a load of free advice and information services, we have a helpline you can call, an 0800 come, fact sheets and webinar, that is relevant to disabled people themselves or people who work with disabled people. The primary resources is My Computer My Way will tell you all the streams and that is available for free as well. We do a load of events, Tech Share Pro is our annual accessibility event, running that with RNIB, hosted by Google this year in November. We do the Tech4Good Awards, entries close next Friday, get your entrants in there. We do volunteer conference, working with RNIB and other charities to bring IT and volunteers together. We do tech demo days, looking at tech in an education setting and they show some of the latest technology and give people a chance to talk about their needs. We also do range of accessibility workshops and webinars and other training‑based activities. So, I'm going to run a poll, I would like to know who is here, I'm going to ask you a couple of questions, and also just make sure that the software is working. Can you see the poll? Hopefully you can, if you can't see the poll just mention it in the chat box. Great it's working. So I just want to know where you are from. It's according to the sector that you are from at the moment. There are a couple more questions and some other things. How would you describe your accessibility knowledge and what is your role, just so we have some sense of how to pitch the presentation that we are doing. I'm also looking if you have mentioned in chat, project managing a website, redevelopment project in a higher education institution, user researcher, what else have we got in here, digital publishing manager at NICE, we are from a Government arm's length body, all of your audio is muted, that person worried about the background sound. Please do use the text specifically for that reason. User researcher in Government, learning technologist, Project Manager, quality adviser, so great mix, disability service manager and HE. So I'm going to end the poll and let you see what people have answered. Then you are just getting a sense of the range of people who are on the call with us. Mainly education and FE, that's a principle audience for us in our sense at the moment in terms of focusing on that, of course the regulations certainly apply more broadly than that. Half of you say you know a reasonable amount about accessibility. That is good, we will make that assumption that we don't need to delve too deep into the basic background of accessibility. And the largest number of people who have relied with anything specific have a role in terms of content, which means we will be thinking about how you make accessible content available and some of the challenges of doing that. Great, so, thank you very much for all of that. That gives us a great place to start. Let's move on then. And Ade, you will tell us a little bit about why digital accessibility is important, bearing in mind 50% of people said they know a bit about it.

ADI: For people who aren't that aware of it, digital accessibility is designing your digital skills content in such a way that it can be accessed by anybody, regardless of disability, your content can be a website, it can be an app, it could be a document such as a PDF document, a PowerPoint or an office Word file. Why is it important? Well, it provides an opportunity for a person with a disability to integrate with the world to live a life where they are the best, to operate effectively, so doing activities such as on‑line grocery shopping, paying bills, renewing the TV license et cetera, and accessing university materials and doing on‑line exams. If you design a website or an app, that's accessible then you are directly contributing to a person's independence, a person who has a disability, to their independence. Conversely, if you don't design your product accessibly, you are taking away some potential independence. And myself, when I was at school, this is how old I am, people still used paper books, and being blind it was very difficult for me to be independent at school. So I would have people read my books to me, and people you know would write my exams for me. But nowadays, in this digital first world I'm able to read electronic books all by myself, usually even faster than my sighted peers, and I'm able to do on‑line exam, all by myself, so the level of independence has gone up and that's just due to good technology and the use of a screen reading software that I use that reads the screen to me. However we come across barriers on daily basis because of accessibility issues. If you look at some of the common accessibility issues, we have things such as headings not marked up correct page. Headings should be used to show the hierarchy of a page, and markings should not be related to the heading level. Colour contrast is a common issue we come across, if the colour contrast is bad, it makes it really difficult for people with low vision to read your content. And also for everyone else, for example if you are using your mobile phone in a different environment for example if there is a lot of sun you won't be able to see the screen that well. We talk a lot about missing alt descriptions on graphic, so people can't see a picture, having a relevant alt description on that, and any buttons that require a description. Some people aren't able to use the mouse, so being able to navigate your website for example using the keyboard only, that's a really important factor that you should take into account and that's quite a common issue that we come across. Forms not being accessible, and a variety of issues can happen here, where the label of the form is not connected to the field, for example, or the error messages aren't useful when they come up on the page. And for multi‑media content, not having captions on your multi‑media content makes it difficult for someone who is hard of hearing to follow the content, and not having an audio description, which for people who don't know audio description, it is an audio track that describes the visuals that are happening in a video clip that helps people who are blind. And having a transcript is very useful for many people especially for people who are deafblind. How can you check accessibility, it is a combination of automated and manual tests, that is the best way of do it. The automated way can't give you a 100% accessibility guarantee of your website. It is a 50‑50, balance, for example, automated tools would identify all the graphics on the page that don't have an alt text, however, it would be town to a real human being to create the alt text and create meaningful alt text. There you go, there was a quick run through of digital accessibility.

MARK: Thank you Ade, just to clarify, we are not expecting people to have an in‑depth knowledge of accessibility for the rest of this conversation, but we do think it's useful for you to have at least a primer there, and obviously there is an awful lot more to accessibility than we have covered in that brief overview, hopefully that has given you a starting block for those of you who haven't heard of any of this before. So, we're going to go over to you Abi and you will tell us a lot more about the legislation, who it applies to, what it has in it.

ABI: I get the boring bit to talk about, the law! I know I can already see from the questions coming up that some people are aware of the regulations and are already thinking in‑depth. I'm going to try to answer some of the questions I see coming up going through. For those of you not familiar with it to give you the basics to give you a feel of what's required. We are talking about the public sector bodies, websites and mobile applications, accessibility regulations 2018, this set of regulations came out of an EU Directive, some of the wording in the regulations doesn't necessarily match what we are used to within the Equality Act, because we have taken on those European definitions. This is now UK law, it is not going away, it is with us. It has three requirements, which I will go through, one is related to meeting accessibility standards, the second is to do with producing accessibility statements and the third is to do with monitoring and compliance with the regulations. Moving on. The regulations apply to all publicly funded organisations, now there is no definition of what that is within the regulation bus it takes on the same definition as the EU use within procurement regulations. If you are an organisation where you have to go out to tender, for procurement, because of EU Directive, you are also considered under that same definition. There are a few exception, one is non‑government organisations like charities, unless they provide essential public services aimed at disabled people. The second big exemption is schools or nurseries, except for the content the public needs to use in their services. Now, we're talking to DfE at the moment about clarification on that. Because the public means, parents and pupils, what their services are needs a bit more definition. But we can assume that things like statutory information that must be published on a school's website is something that the public are expected to access. Then public service broadcasters are exempt at the moment as well. The Government estimates this means it will cover about 44,000 websites in the UK. Now I want to be clear about the exceptions here, because people aren't sure where they lie, well this still doesn't affect our own responsibilities under the Equality Act, and really these regulations need to be thought of as the technical structure to ensure that you are providing a website or digital content that isn't indirectly discriminating against disabled people. This is really about how to make sure you are not falling foul of the Equality Act, even if you think you are exempt, you still have those Equality Act responsibilities. So, moving on, timeline, there is a stepped process for these regulations. First of all, the clock is already ticking, websites that were published since last September, or substantially revised, again there is no formal definition of it means, if you have changed your designs, changed the look and feel of a website or substantially changed the content, then that could be considered a new website since September last year. That must confirm to accessibility standards by this September and also by this September existing intranets and extra‑nets would also have to comply and content going up after this September on those intranets and extra‑nets. And because internets and extra‑nets are included in the regulation, we must understand that the regulations aren't just about public websites, they are about any digital systems that could be used within the public sector organisations. So it's about what you provide to staff and your stakeholders within your digital estate as well. Existing websites have to comply by September 2020, so by September 2020 any website content, apart from some exempts, if you can go back, will have to comply with the accessibility standards, if you are an organisation that publishes a native mobile application, through Google Play or through the iPhone store, that must comply by June 2021. There is a strict timeline for this. What do we mean by these accessibility standards?

MARK: Can I just ask a question, there is something coming in, I know we are going to come on to this potentially later, this thing about who it applies to, I can see a few questions in here, some have asked about a parish council, and this question about charities. Can you clarify again that somehow there is a connection in there and these are good standards to be aiming for in terms of the Equality Act as well.

ABI: In terms of charities, if you your charity is aimed at disabled people, then you are covered potentially by the regulation, if you have a wider remit then you may not be, but essentially within the Equality Act, if you are providing any services then you have to make sure that you are not discriminating against a disabled person, and the advice that we have on web accessibility in terms of the Equality Act is that you must make reasonable adjustments to ensure that your website is accessible, if you don't, then you may be discriminating against people who are trying to access your services. So while accessibility standards aren't specifically defined within the Equality Act, you still have some responsibility to make sure that your services can be accessed by disabled people.

MARK: Another question about what it covers is to do with the definition of what type of materials, I'm looking for the question.

ABI: I will come on to that in the next few slides, let's leave that one. In terms of what do we mean by accessibility standards? Any of you have said you are familiar with accessibility, and you might have heard of a standard called the Web Content Accessibility Guidelines 2.0, or WCAG, we shortened it to, the standard referred to in these regulations is a European standard, which is catchily named EN301594, this is aligned to the latest version of WCAG 2.1, produced last year, the standard we have to go to is WCAG 2.1 level AA, incorporated into EN301594. It just doesn't cover websites, it is a standard developed for procurement for ICT, covering everything from desks and ergonomics and kiosks and in terms of the regulation it is covers websites, documents and applications there are three sexes applied. Whereas we thought of WCAG solely for websites, this standard and regulation covers documents and apps as well. We have these standards to make sure that tools, assistive technology and personalisation will work across all platforms. They are developed by experts across the world. They are used widely internationally. They provide statements that we can check against to ensure that the site will work as well as we hope. So for example we have things like making sure that keyboard functionality works across all aspects of the site, colour contrast works, but then it can be quite technical in terms of making sure that a button has a role assigned to it so Ade and other screen reader users know it and they can hear it is a button. Some can be quite technical in nature. I noticed a question somebody asked about how do we build this into procurement. This standard was designed for procurement. It is a really good thing to refer back to, it is written in a way to use for requirements as part of a procurement process. Moving on, we do have some exclusions in terms of the type of content that is covered. First of all, about downloaded documents, it doesn't apply to documents from before the regulations, from before September 2018, unless they are in active use. Particularly if you are in the context of higher education, if you have content created for students a couple of years ago, who are still actively using it, you might have to consider whether it is covered under the regulations. Likewise if you have a form or prospectus or brochure that is still actively used, that could be covered by the regulations. In terms of media, pre-recorded media, if that isn't published before 2020 that's not covered. You have to think about videos and audio after September 2020. Live video is always exempt, but as soon as you actually save that video and put it on your website it starts to be considered pre-recorded media, I checked the document from the EU, they say 14 days they would have as the principle from it becoming live to pre-recorded. That is the working time frame you have if you are broadcasting to put captions on, add descriptions, create a transcript, et cetera. On‑line maps again are excluded, but you do have to provide an alternative form of navigation information, if that is what is being provided for. In all these senses it is if you can't make it accessible, make sure somebody can access an alternative format easily. One of the critical parts for the regulations is third party content is only excluded if you are not in control, the example we have for that is things like social media plug‑ins, where you have a Twitter feed appearing on your website, that is third party content, but you have no control over what is going into that content. However, if you have a system that you have purchased, for example, in universities, where we have library systems or accommodation booking systems, or somebody is using a form plug‑in, they are using something to create a form on a website as part of their local Government situation, then that would be considered under your control, so the public sector has responsibility for making sure that does meet accessibility guidelines. This is where you need to build in these regulations into procurement processes both if you are getting third parties to develop for you, or you are purchases in a system as well. Archive websites and archive materials are not necessarily covered. There are some more exclusions and some links at the end of the slides where you can go and get more details.

MARK: Can I ask a question, there was somebody saying how is "active" defined, this crosses over with "archived", archived is from three years ago in the VLE which aren't used in current teaching but students still have access to, is that an archive?

ABI: Particularly in this situation, with universities you have to think about it in the context of the Equality Act as well. Those are students, they are your students, you are going to have to support them. That might not be the priority to go back and make those courses accessible, but going forward you should consider that if you expect that student to have access to that material and that's the expectation, then it should be accessible going forward as well. So, it's about having that conversation and deciding if you haven't got the resources to go back then what alternatives are you going to provide if students need to have an accessible alternative. You need to have plan, really. OK. So this comes under this part as well, which there is also a mechanism that if you have content that is very complex, or very difficult to make accessible, or you consider that there is a disproportionate burden in terms of the technical time required to make it accessible, there is something called disproportionate burden. Again, the wording is different to the Equality Act, but it is that same concept of reasonableness coming in. If you decide that some of your content could be a disproportionate burden you have to go through a process, you have to performance an initial assessment to the extent to the compliance of the accessibility requirement proposes a disproportionate burden, taking into account the size and resources of your organisation, costs and benefits to people with disability and taking into account the use of the app, website or document. So this is where, if you had for example a course with very few students, you may consider that as long as there is a route for them to get an accessible alternative, a disproportionate burden could be claimed. However, if you decide to go down that process, that must be included within your accessibility statement. So that does have to be publicly stated that you have gone down that. There is no let out of just leaving it, and again the UK Government have made clear that lack of time isn't a good reason to claim disproportionate benefit. So the final responsibility on public sector organisations is to publish an accessibility statement, one of the questions I have had frequently is how many accessibility statements, is it just one, for the organisation, or from an accessibility testing point of view, we can go through a number of websites and systems within an organisation and the accessibility is completely different on each one, because technically the back end is very different, or they have been developed by different people, different types of content, so you need to be able to bring together information that is coherent about the platform that it's on. You might want to consider having separate accessibility statements on different systems. Within the accessibility statements you have to have certain things done, one is an evaluation of the accessibility of the site and how much you comply. You can claim fully compliant, partially compliant or not compliant. If something is partially or not you have to say which parts of your service do not meet accessibility standards and why, with the intention of what you are going to do about that, providing alternatives to content that is not accessible. So many people have asked about captions on videos, if you haven't got captions on videos you are going to have to put it in your accessibility statement, saying why and what you are going to do about it. And where the accessible alternatives are. It is very much about planning for that process of not necessarily fully meeting accessibility standards. The accessibility standards are hard to conform to 100%, we all know that. But this is as much about a journey towards improving accessibility, as much as saying, tick, we've done it! The other two bits of information that must be on an accessibility statement is how to contact the organisation to report problems and a link to the Government if that is not resolved. I think the key thing to remember with accessibility statements is this is an opportunity to communicate to your users about how you can support their access needs. So for example it means if somebody is coming to you they know straight away what they can and can't do without struggling through and missing important parts of information. Moving on, so the final part is the monitoring, and that is the responsibility of the Government and the Cabinet Office will be doing that, they have to sample a proportion of sites each year, and who they sample will be based on advice from stakeholder groups, and also complaints they receive as well. That will also be across different sectors and different sizes of organisation, there will be some monitoring, but that is very much about encouraging people to improve their accessibility and move forward in what can you do. I think the big things to remember is if you are not complying, if you haven't got an accessibility statement, it is very clear you haven't done anything about the regulations, and if somebody does point out accessibility difficulties to you that could again lead you to be included in that sample at a higher rate. The equality and Human Rights Commission are responsible for enforcing the regulation, if there are problems that aren't resolved it could be escalated up to the EHRC which could come under an Equality Act issue.

MARK: I know you have been party to soft conversations, is it clear what the penalties will be for non‑compliance?

ABI: There aren't any financial penalties related to the regulations. I understand the Cabinet Office have some naming and shaming, particularly around whether there are accessibility statements provided. They are responsible for making sure the accessibility statements are published. Otherwise it's the same as the Equality Act, that it will go into a process of not providing a reasonable adjustments and what the equality and Human Rights Commission can do around that. There is no financial penalties associated particularly with these regulations. But one of my colleagues says, it's very clear for people who are having problems to refer back to the accessibility statement and show that potentially the responsibilities are not being met as they should be.

MARK: I know within universities there is some issues around diversity and inclusion broadly as a measure, I'm assuming this would signal a minus point for that particular area?

ABI: Potentially, the office of students has been involved and everyone is aware of these regulations, that is a good thing, for people like Ade and myself who use assistive technology, this is really good because we can see in the statements where we will have problems. For me I can't use the form because it relies on using a mouse, for Ade it is screen reader compatibility, we know as soon as we see it where the problems will be, but likewise it is about having that transparency and raising the bar and setting the expectations. The last ten years accessibility statements tend to have this, we are working towards the statements, how much use is that? That doesn't help users, so hopefully this move will both help people who rely on assistive technology and personalisation, but also raise the bar across the sector.

MARK: Cool. That's a whistle‑stop tour of the regulation, all of the questions you are asking are really good one, some can be answered and some can't. It is also the case that not everyone is known, that is clear doing the prep with Ade for the session, we will be providing links, useful links at the end of this session and also we will catch up on that and include it in any follow‑up materials. I would like to see where everybody feels they are in terms of the actual process, so I would like to know how confident you are about taking the next step, we will look in a second at what we think the next steps could be in terms of things you need to think about. Where do you think you are at, we have 300 people on the call, how many of you have audited your sites and think you will meet requirements, versus those who have somewhere along the line and looking at the next steps because they are in the middle of the process. I can see a spelling mistake on the poll, I apologise for that. Given a little moment more. Run that for a reign. Another 15‑20 seconds, if you can see the poll, click on the one that feels most like where you are at it will give a nice benchmark for what's going to happen over the next few months. I can tell you most people have had a few meetings and are starting to think about. Five people have audited their sites and are confident they will meet all the requirements. The naming and shaming doesn't start here! OK, cool, I will show you the results there, you will see pretty much, as you might expect, most people, can you see those A bi? 26 of you, 13% said no idea where to start. 43% with the majority or the largest number has had a few meetings and started thinking about it. Some of you working on the detail but feel overwhelmed, others identified prior issues and started addressing them, that might be included in the questions, and some of them indicate you have begun puzzling about what to do over some of the thornier ones, five people have said they audited their sites and confident they will meet all the requirements, brilliant. That is the goal that the requirements are met. But equally there is a lot of process and other requirements needed. We will run through some of the ideas we had about what you could do next, just to give you a sense of the rope. And we have picked out three suggestions and stepping stones. Establish your baseline, identify some priorities and develop a plan, can you take us through that in terms of the step by step.

ABI: Yes, some of you said you have done audits as well, which is really interesting to see that, that depends on how big an estate you have. I think that is critical from that point of view, it is identifying what parts of your organisation are affected and what do you know about the accessibility, particularly if you are using third party systems as well. Do you have good accessibility information from them? Who is responsible for creating content, particularly if you have a CMS system or intranet, which members of staff might be affecting your accessibility, and how much control do you have over that built into the systems or in training to them, procurement staff again, do you have on site developers, are they aware of accessibility, so there's a definite staff skills area that needs to be done in order to meet these regulations. Do you know generally how accessible your sites are, yes, you can go down the audit routes but there are many ways where you can quickly find out how accessible your site is just on a very quick level, if you have any members of staff or students or stakeholders with disabilities it is really good to get them in and have a conversation, just ask. Have you started drafting an accessibility statement? Have you started thinking about the processes that are going to be involved? Do you have somebody who is going to answer the emails and the responses to people saying I have an accessibility problem? Things like that, there is quite a lot of internal processes that could be impacted by these regulations. And identifying gaps. Where are the gaps within your organisation, both on the digital side and also on the processes side as well.

MARK: Just going to mention a couple of the "I'm feeling overwhelmed" questions in the question box I can see. Surely this is a bigger problem, how will I do this, we have 200 staff. Where you are now is the beginning of the process, it is fair to say the spirit of the regulation is this is what you seek to do rather than deliver. And I think it is not unreasonable for you to feel overwhelmed or to feel there is so much to get done. The next step is really about priorities, being clear about internal process, being clear about what you have to do when. But also thinking about how you can bake in accessibility much better in the future than you feel at the moment. Obviously lots of questions apply there. I think that's about prioritising.

ABI: We don't have a financial penalty to these regulations, good and bad sides to that. Some of us feel to get the senior management buy‑in, to get up there with all other things Senior Managers are being told, we need to have some penalties associated with this. This is Public Information going out there. But likewise, as a recognition that anything we do with these regulations will make it better for people with disabilities who are using assistive technology than we are at the moment. The worst thing could be is if people start turning off content and systems because they think they can't meet the regulations. There was a recognition even within the regulations it is not possible to make all content accessible through its exclusions and disproportionate burden and exemptions, think about what sites have the most access to, and what are the most important things for people to have access to and prioritise in that sense, both in systems and in staff training as well. But I think engaging leadership is difficult, it's difficult with any culture change and this is what it has to be, and this is a framework, these regulations that allow us to demonstrate to senior leaders what they should be doing, but also, hopefully, by collaborating across the public sector, similar organisations and other public sectors, we can demonstrate that actually setting the barf ‑‑ the barf what we should be setting the standards as. There is a Jisc forum for higher education but open to everybody to join in, it is a place for discussions. Myself as a co‑chair, there are four of us, we are talking to GDS and Government organisations, anything we can communicate backwards and forwards really helps. The next step is, as always, develop a plan. I'm a bit, on plan point of view, this is plan but also a plan that has to be forward forever. These regulations are not going away, technology changes all the time, accessibility standards get updated as technology changes. So you need to start always to have accessibility on the road map for any digital projects and content creation as well. Also thinking about you are going to have to make a public statement about your compliance with these regulation, do you need an audit, who will sign off that statement to say that they are complying or not with the regulations. Who is going to fix accessibility issues, often we can create accessibility audits and then people go, but what do I do about it? So do you have staff who will have responsibility for improving, fixing and checking as new content comes in. Who will be responsible for maintaining that accessibility statement, it will have to be updated as you update your website, and some people have said you might update it every year, so yeah, we have to consider that within our processes. Yes, training staff takes time, embedding accessibility takes time. There are a few little things like word accessibility checker, PowerPoint accessibility checker, people understanding what headings and alt text are, a few little accessibility basics that can really knock off the simple things that can affect the experience for people with assistive technology and access needs. But I think key and the thing that can be done without the technical staff is establishing responsibility process and accountability, without that there is always going to be difficulty with meeting these regulations.

MARK: I have put et cetera on there, because that's not the only thing we discussed when we talked about what might be the plan. We are at the very foot hills of this conversation in lots of otherwise, this is that is a good set of suggestions and we want it to be seen as suggestions not a tick box exercise. I'm going to jump over the Derby example, it would be useful to talk about Kent, but I would like to get to the questions if we can soon.

ABI: So this is one of the examples, some of you may know, Ben Watson in Kent university, he has been very good on his accessibility publicly, in the community and in his university. He's got a really great example of how to deal with the regulations and also collaboratively, he's working with Kent County Council, to share expertise and strategy. As a local community they are working on accessibility together. They are using their students as interns in the council. So the students are getting accessibility experience and developing their skills in a work experience environment and the council is also benefiting from that. The university is embedding accessibility and inclusivity throughout their staff roles. They have worked together to produce a draft accessibility statement. There is a link in the slides to the Google doc version so it might change. This is one of the model statements we have put forward to the Government, to the Cabinet Office, as a way an accessibility statement might work, we know they are doing examples. If you are thinking about what should I have in my accessibility statement, here is a working example of where two organisations, a County Council and university feel they can communicate to users and the technical compliance as well. But I think that's great example of how we can all work together in this sector.

MARK: Thank you. It is well worth reading that draft accessibility statement, and the previous example was the University of Derby which has examples around VLE as well which people are asking about. I wanted to jump in to get some questions answered. There is a few useful links, I have seen a lot appear in the chat box, somebody has just linked there to how to make excel accessible, so we will be rounding up links that you share with us, if you have suggestions please pop them into the chat box for us, because we will share those out afterwards. I'm going to highlight two or three there, one is the Government accessibility pages, someone has linked to this, on the Gov.UK website there is a whole bunch of things around the legislation. It lays out the detail we are talking about, it probably doesn't answer some of the questions you are asking, does it mean this or that, it is not there yet. You may not find an answer to those questions, to be clear, it is to be interpreted as the deadlines pass.

ABI: Can I chip in, we know the Government will develop guidance that will go to organisation leaders as well as technical guidance as well. There is further to come.

MARK: You have just mentioned the email listed, Jisc mail there, you don't have to be a member to join that?

ABI: You don't, the archives are open so you can search them.

MARK: Those who don't know Jisc is an agency that supports higher education institutes with technology. There is a GDS advice page, there is something you may not have come across before, we are advocates for the International Association of accessibility professionals, it is a global organisation that grew up in the states, we were founder members like Microsoft and Adobe and others, there are several thousand members, there is a certificate called the certified professional in accessibility core competent circumstance and those asking around, accessibility skills, this isn't an area that naturally falls into you do it like this or you don't do it like that, that is a great place to start. Whether or not you are intending to be an accessibility specialist in your organisation, or if you just generally want to know more about how accessibility impacts upon your work, then CPACC would be great place to start, we recommend looking at that as one of your medium term steps. It would help some of the details fall into place around how you get this done, and you will understand some of the grey areas where there isn't necessarily a definite yes or no answer. So we have some questions. We have got looking at the time, we will take no more than ten minutes, we will try to finish by two. We have a lot of questions here. Some have been answered. I don't know if you have anything that jumps out at you, we have something that I was going to ask Abi?

ABI: I have been skimming through, there is a few about captions and images and graphs and complex, how much do I have to do this? The thing with this is about a risk assessment, it is great that you are aware of those accessibility potential issues, for example people are asking about automated captions on YouTube, versus full accurate captions, it is about deciding, at least having some captions is better than nothing because it can help people who just might need some support with understanding speech. But do you have an accessible alternative for those who may need further support, what is the process for them getting a transcript or more accurate captions, particularly if you are working with internal staff or stakeholders, students, you should be having a process to support them. So going through that process as well. In terms of images and image descriptions, likewise, it's about thinking through that process, does this image need to be described, how can it be described, am I already providing an accessible alternative, are people aware of how to get that as well. In terms of there is a few questions around penalties and am I covered as well. I think, you know, please do ask the questions, please do either through Jiscmail or email and contacting the Government. We are all in this together to get clarity as well. In terms of going back, the Equality Act is still there, even if you are not sure if the regulations do cover you. So you need to be aware that even if specifically under the regulations you are not covered, you are covered by the Equality Act.

MARK: I'm just going to ask Adi, in your experience, how accurate does it have to be accurate. We are at 60‑70%. Somebody suggested.

ADI: As Abi mentioned, obviously something is better than nothing, obviously if it's a course other a video or piece of material that is in demand for by people who are deaf, that might be a resource that you might want to get more accurate captioning for as opposed to do it for everything if the budget doesn't permit.

MARK: In practical terms, we are using a paid for service to have live captions today, we wouldn't do that for anything other than our webinars, we do them infrequently, that isn't necessarily going to be the right answer for you in terms of routine production video, transcripts we use as an accessibility feature, so you can upload them, YouTube will provide automated ones, they are not great but they can be edited and we sometimes pay for transcripts or subtitling through services you can get on‑line. Those are the things we know about. Obviously the robot‑driven the AI ones built into PowerPoint and Zoom they have some as well, they are 60‑70%, you can follow some of it, it depends on the person speaking and how clearly they speak, as to just how much you can even follow anything on it, it obviously produces gobbledegook anyone following the news on the TV watching the sub tiles you will know sometimes it makes sense and sometimes it doesn't.

ADI: They will get better.

MARK: We assume they will, we are in the middle of the time when people are deciding what is the best thing for us to do, where is the priority, to try to provide fully acceptable captioned live video content for every single thing we do, or can we see things where we are better putting our focus first, and certainly that is the spirit of the regulations, as everybody jumps to a new standard. There is a much greater awareness of the standard and much greater awareness that this needs to be resolved, otherwise we are excluding students. There are people who can't attend or participate in courses and the benefits of a higher education because of these systems, that is the purpose of this.

ABI: It is also about considering the purpose of using video as well. If you are putting video up on YouTube the tools are there to edit the captions, make sure people are trained and aware of it, if you are using a video within a teaching context, then the lecturer should be aware already whether there are people in the room who may have difficulties and be thinking about the purpose of why they are using a video and that might not suit every student in the room, even if they haven't got a disability and how are they going to support them. It is a general awareness of the limitations of any media, whether it is text, images or video, and in a teaching context, universal design for learning model as well, which allows people to understand how different forms of media and expression can affect different groups of students. It's not about running away from, you must have 100% captions on everything, if you have a choice of three videos in teaching, choose the one with captions, don't choose the ones without captions, it is those types of discussions.

MARK: I have a question here, either of you, is the current best practice that the accessibility tools are delivered client side from the user's browser or device tools, the thing they have particularly mentioned is Recite Me, I think the question is whether or not tools like Recite Me and Browse Aloud and those plug‑ins you put on your website, do they provide sufficient accessibility options or are there other things you would need to resolve anyway. Because those are paid for things often?

ADI: I think for different users, Browse Aloud would be helpful for someone who is dyslexic or doesn't have English as a first language, regardless of that being on the website, the website still needs to be accessible, so you could have Browse Aloud on a website that is not accessible and say to someone using a screen reader, so you have to come back to just different options and I guess in understanding what needs.

ABI: Those plug‑ins only deal with certain problems, Browse Aloud is there to help me read the content on the screen, but doesn't help me get into an inaccessible date picker on a form, change the colours or do other things! Often there is issues with people installing those plug‑ins as well. The accessibility standards allow people to use their own assistive technology which is set up for them. It allows them to personalise the site, change the font size zoom, not just about a read button on the page.

MARK: I think equally I can hear some of the questions are, will this do this, then often there are choices between different pieces of software, some software will have strengths and weaknesses, some will cost more than others, that's the point where you are digging into your plan a bit and looking at the priorities and deciding how much you are going to dig into that particular question versus another, there are various bits of knowledge, there is so much information being shared on the chat box about where to look for help. This is where you need to start thinking about what questions do you have and how are you going to answer them, rather than we won't necessarily have a yes/no answer more than anyone else would, we could have tried something and recommend it but there are other options. I think if you start with what's the scope of this for you, how much have you got to try to resolve. Then you see the statement as a position that you are going to reach by the 23rd of September, not the end point, but being clear on that date you will tell people where you have got to and where you are working on it.

ADI: It is almost like a GAP analysis, in a way, it's yeah, it's like statement to show what you have tried, where you are at, you put your hands up saying this is where we have got to, we can't put everything on captions at the moment, it is not possible, but at least you know it gives you a bit of clarity where you are at, and also as a disabled student, if I was at university, I could go on to the page and say, that's what they are working on, and if certain disability needs that haven't been prioritised on the statement, at least they know how to get in touch and flag that up.

ABI: I think I would say in terms of generally, I have put my tweet handle on the chat pane and if there are questions people haven't had a chance to answer, we will pick them up on Twitter after, if people are thinking how can I meet this or do this, well actually in the US a lot of colleges have had to meet similar standards for years, you know it's possible within a university context. There are countries such as Australia and Norway, as well as the US that require all federal Government organisations and some businesses as well to meet these standards. And you know there are pages and we can provide information, if you feel that helps for your senior leadership to understand, this isn't an impossible hurdle to meet, but it's not something that necessarily you can meet straight away.

MARK: It is also worth mentioning the IAAP thing has a huge HE network within it, that is one reason if none other for some of you on the webinar is to take a look at the IAAP because what has grown out from the are specific and will answer questions here quicker than we can do as non‑specialists in this space. The professional Association of Accessibility is something happening around us, we are pleased about this, because it promotes the standards, but the professionalisation is something that will come sooner rather than later I think in terms of digital skills. Take a look at the IAAP and look at the HE stuff in particular if that is your current background. Right, I'm going to draw it to a close, there is clearly a huge long list of things that we haven't answered, couldn't answer, didn't even get to. We will do our best to provide information in the follow‑up. In terms of what we do and how we can help, we will do more webinars, there will be some paid for and free training and events you can attend. Tech Share Pro in November will have some, and will have a stream about this topic, we will look to pull it together, because it is such a key area, and we also can offer you services. We earn income from selling our services, so if you need any help with testing or accessibility checking or expert reviews of your information, that's the type of stuff we can do, take a look on the websites and speak to experts and see if we can help you. We published news and information around accessibility all the time. It is on the website but particularly in the newsletter. If you are not on the mailing list please take a look at that. And finally, you are going to be linked through to a feedback form, we will send you a link to that form as well. We really would like to know what your questions are that we could answer in the future. There is loads on the Q&A box, we have 63 questions asked today, that is by far a record for our webinars, we know you have lots of questions and we are here to try to help. Please use the feedback form to try to clarify how you think we can help you in the next steps. We will be back and doing more of this. Please do keep asking us questions and asking for help. A huge thank you to Abi and Adi for their support, and expertise and insights as ever and to Orla who has been tapping away, very accurately! Providing subtitles and a transcript of what we have been saying, thank you for coming, we had over 500 people sign up for the web national curriculum a hugely important and popular topic, no doubt we will do more around this topic soon. Thank you all and good luck. Thank you.