ANNIE: Hello, everyone.

 Welcome to today's webinar.

 It's just gone 1:00 so I'm just going to give everyone a chance to join.

 Do feel free to drop into the Q&A box and say hi.

 We've disabled the chat feature as we've discovered it can cause problems

for some people using screen readers, so I'm just going to leave it a few

moments for more people to arrive and then we will get started.

 I can see lots of you joining - glad you could make it today.

 Hello, hello Rodrey from the University of Reading.

 OK, I can see lots more of you have joined, so we're going to start the

webinar now.

 So hello and welcome to today's webinar on the high education public

sector update which is about winning hearts and minds for accessibility at

the University of Cambridge.

 My name is Annie Mannion and I'm digital communications manager at

AbilityNet and I will be running you through what you can expect from

today's session.

 So just to go through a few bits of housekeeping, live captions are on the

webinar, provided by MyClearText, so thank you, Cate, from MyClearText.

 You can turn them on using the 'closed caption' option on the control panel.

 There are also additional live captions via Streamtext.

abilitynet.org.net and slides are available at their website and on our website at www.

uk/HEupdateDec20.

 If you have any technical issues or need to leave early, don't worry, you

will see an email with the recording, a transcript and slides and that should

be on Thursday afternoon.

 Also, depending on how you join the webinar you will find a Q&A window -

some of you already have - so if you want to ask the speakers any questions

do drop those in the Q&A area for us to address later on, or after today's

session, we will do a follow-up blog on our website.

 My colleague Sarah will help to answer your questions as well in the Q&A area.

 Also, there will be a feedback page you will be directed to at the end so

if you could tell us any topics you would like us to cover in future

webinars that would be great, so do let us know.

 For those of you who aren't yet familiar with AbilityNet we support

people of any age living with any disability or impairment to use

technology to achieve their goals at home, at work and in education.

 We do this by providing specialist advice services, free information

resources like this webinar, and I'll share a little more about our services

at the end of the webinar.

 So today we're joined by Katey Hugi, who is a digital learning

accessibility coordinator at the University of Cambridge and she has

been working on engaging staff with making accessibility improvements and

she has got some superb tips for you to take away.

 Also we are joined by AbilityNet's Service Delivery Director, Amy Low,

and she is going to provide an update on the Public Sector Bodies

Accessibility Regulations and how the government is monitoring compliance so

far and she'll also share some tips to remember for video accessibility.

 So before Amy kicks off today's webinar content, we're just going to

start with a poll.

 So can you tell us what do you feel is the focus of effort around

accessibility at your university post- the public sector regulations declined

which was back in September.

 So number one is a high level of focus on embedding change and inclusive

practice.

 Answer two is working through compliance-focused actions.

 Answer three, focus seems to have diminished but some positive activity

a happening.

 Or four, feels like the project has been closed with minimal future

planning.

 Depending on how you joined the webinar, you may not see the poll but

you can respond in the Q&A panel.

 So I will just leave it a few more moments for everyone to respond.

 I can see just less than half of you have voted so we will give it a bit

longer.

 OK, nearly going to end the poll now.

 So sharing the results, I can see that we've got 20% say there's a high level

of focus on embedding change and inclusive practice.

 The majority is 50% of you are working through compliance-focused actions,

which is great.

 Focus seems to have diminished but some positive activity is happening,

that was 21%, and then feels like the project has been closed with minimal

future planning, that's 9% of you.

 So I'm just going to stop sharing the poll now.

 I think Amy has got some further information about compliance and the

Government Digital Service in her section now, so over to you, Amy.

 AMY: Thanks, Annie.

 Good afternoon, everyone.

 I hope you are all really well.

 I can't actually believe it's already two months since the September

deadline, I don't really know where that time has gone and now we're in

December, which is quite unbelievable - I don't know where this year is going.

 So this is just a short update from me on the regulations, and it's

interesting to see the results of the poll, and really encouraging to see

that, you know, broadly that the majority of institutions on the

webinar today have still got - are still focusing and driving that whole

piece forward, and certainly I think a lot of us knew that the deadline was

almost a starting point for where we would start executing some of the

actions around compliance.

 But it's also really good to see a good proportion of institutions in

that first option, saying that they're focusing on culture change and

embedding inclusive practice.

 So it would be great to hear how you are all getting on with that.

 So as far as the GDS side of things are concerned, the monitoring

continues and we checked in with them around when I think there was a

question on the last webinar about when they're going to publish some

findings, and they're expecting to publish some initial findings in the

new year.

 Their general feedback so far is that most sites they've looked at do have

some issues, as you would expect, but the response that they've been getting

when they have recontacted people to fix them has been really positive.

 So broadly it seems like the monitoring is achieving what it should

be, which is brilliant.

 I asked one of the monitoring team if there was anything in particular they

wanted me to feed into this group in terms of specific areas of focus.

 They highlighted some areas that are worth keeping a close eye on.

 Making sure that sites are tested reputely as new things are added, so

things like cookie notices, coronavirus page updates and sections, and so on.

 And also remember to keep your accessibility statement up-to-date.

 It's quite astounding how fast a year goes by, as I was saying earlier, so

it's good to have a reminder in to check that over and progress the

outstanding items and just have reviews in the diary and some clarity around

who is keeping an eye on it.

 Another comment when we were talking to the team was that they wanted, you

know, they wanted us to communicate that the spirit in which they're

conducting the monitoring is very much to help people to reach a place of

compliance, and definitely not seeking to catch people out on technicalities.

 So some of the key things they are looking for is a nice clear,

user-friendly accessibility statement with contact details that work, and a

responsive team fixing issues, rather than looking to find the precise

wording from the example statement.

 But they will, of course, point out any issues that they do spot and give

advice on how to re-jig as needed.

 Just moving on to the next slide, on the topic of giving feedback, some of

you may have seen this survey circulated by the lovely Kelly from

Jisc last week.

 GDS are running a survey to get a feel for where public sector bodies are

with their compliance and what might be standing in their way.

 So if you could all please take the time to fill this out and share any

challenges that you're facing in getting ongoing traction and

investment in this area, and hopefully GDS will be able to respond to that.

 So moving on to the next slide.

 Whilst I have you, I wanted to just quickly zone in on an area that people

have been finding particularly challenging, which is the topic of

video accessibility.

 Again, we've been chatting this over with the GDS representatives at the

Digital Accessibility Working Group and I just wanted to share a few thoughts

on this.

 Again, some attendees may recognise some of this from some excellent

summary information that has come out from Kelly and John at Jisc recently.

 So the compliance story is quite straightforward.

 According to WCAG 2.

1, all pre-recorded media must comply.

 And GDS has communicated that it interprets the Web Content

Accessibility Guidelines as defining appropriate captions being checked and

edited for accuracy and containing all the meaningful content from the audio.

 But obviously in the HE sector, it is clear that the amount of video content

that's being produced, with lecture recording, et cetera, does make it

challenging to keep on top of video accessibility right across the piece.

 But just because you can't do everything, it's really important not

to just do nothing in this area.

 So firstly, only video published on or after 23 September 2020 is in scope of

the regulations and from a compliance perspective if you can't achieve full

compliance at this moment in time, you would need to make a costed

disproportionate burden claim but this also requires a mitigation plan and

this is where you can include things around prioritisation planning and

strategy, alternatives available and support available for students.

 So there's a number of different ways to focus your prioritisation - maybe

looking at the most widely used media, the most important media, media that

might be more pertinent to disabled students than other media and

certainly there's some brilliant best practices where people are going about

checking captions for accuracy, including using students who are on

the course to review and amend, which is a great way to cement their

learning, and also using transcripts to be able to quickly spot the issues and

go back along and correct those.

 So this is just a very quick whiz through this topic.

 I'm reliably informed that Jisc are in the process of pulling together some

detailed guidance on this, which I've included a link on this slide where

that guidance will be published.

 I think it's due to be published in the next week or so so I just wanted

to share that link for your use.

 So I think that's more than enough from me!

 Over to Katey for some accessibility storytelling - the confessions of an

accessibility specialist!

 KATEY: Thank you, Amy.

 Yes, I'm Katey Hugi, I'm the digital learning accessibility coordinator for

the University of Cambridge, Judge Business School, and prior to that I

was at the University of Cambridge Clinical School.

 It's Hugi - it's hug with an I, it's how I introduce myself when I come

into the room because nobody knows how to spell it.

 For those who can't see me I'm a 44-year-old woman, I have extremely

long hair at the moment, I'm growing it to have it cut for the Little Prin's

Trust to make wigs for children with cancer and I always have a mischievous

grin on my face, so if you can't see me, you can picture me there.

 ANNIE: Sorry, Katey, just to

interrupt, we've just had a message saying your audio is quite tricky to

hear.

 KATEY: Apologies, everybody, I will

try again.

 I haven't actually moved, I sat there quietly, Annie.

 Is that any better?

 ANNIE: Yes, and maybe if you can just

speak up, that might help as well.

 KATEY: All right, I will speak up.

 If not I will refer back to my normal sound.

 We're trying to get the mic better. Is that better?

 Good, OK.

 So back in I think it was about January/February time, I was talking

to Annie and we were talking about ideas and she invited me to come and

talk about hearts and minds because I had done a lot of work within the

clinical school to implement accessibility not just to fix the

issues there, but actually to change the culture, so that accessibility is

an integral part of what we've been working on.

 OK, so I'm a self-confessed chatter, so I work really well within a

framework, so I've built our next session into different sections.

 So setting the scene, my approach to the first steps of engagement.

 Scope, who are we trying to win the hearts of?

 Virtual versus in-person.

 So I've worked from home and I've also worked in the buildings, trying to win

minds and I think you have to have some successes and some losses in order for

that to work.

 Then I'm going to talk about the impact.

 I'm going to let you into the secret of what has broccoli got to do with

accessibility, and then I'm going to look as a conclusion at some simple

next steps for you.

 These are just ideas.

 It's really important to me that you fill up the Q&A with your questions.

 This is your time.

 20 minutes are going to go really, really quickly, OK?

 So I'm looking forward to the Q&A session at the end.

 OK, so next slide, please.

 OK, introductions.

 So this is it.

 This is your time.

 I give you permission to pause now and listen to my stories, forget about the

meeting you've just come from, forget about the meeting that you're going to

- this is your time and I want to make it as valuable as possible.

 So we're going to start with a poll and Annie is going to run that for me.

 ANNIE: OK, yes, I'm just going to

launch the poll now - so what is the thing you always start with when

discussing accessability for the first time?

 Ask the WCAG guidelines?

 Is it the alt text?

 Legal implications of not being accessible?

 Transcripts and captions?

 Or other - and if you can put your other suggestions in the Q&A box that

would be great.

 Again, depending on how you've joined you may find you can't see it, but you

can respond in the Q&A panel.

 I'll give you a few moments.

 OK, I can see the answers coming in.

 Just over half of you have voted so just a few more moments to engage with

the poll.

 OK, I'm going to end the poll now.

 And sharing the results, we can see that 21% of you say WCAG guidelines.

 8% alt text.

 19% of legal implications of not being accessible.

 16% transcripts and captions.

 Then 36% other.

 So just to look at some of the suggestions you've put in there.

 We usually start with the four principles.

 The benefits of inclusive and accessible practice.

 And just a kind of straightforward one, which is a really good point -

why it's important.

 So I'm going to stop sharing now.

 KATEY: OK.

 I think that's a really interesting point and it's - this bit is all about

starting places.

 How do we use the best of our time with that first contact with that

person?

 Whether it is in the building, you are in the tea room and you are having a

chat or whether you are in a virtual meeting and you have a few minutes to

turn around.

 What I've observed is there is a direct relationship between how I

start that first meeting.

 What I've learnt is rather than starting with a tell - a WCAG or a

guideline or benefits, which are all fantastic - I start with a listen and

I actually change the question around to, "Tell me what you already know

about digital accessibility"?

 When I start with that and I start with "Tell me about it," I find out

your own personal connection to accessibility.

 You might have wonderful digital skills but you don't know how it

applies to accessibility.

 You might have a family member that has an impairment that you can relate

to.

 I tend to talk about the fact that I had epilepsy when I was younger and I

grew out of it and I can share that experience with somebody, but once

I've listened to what they've said, then I can go on to selling those

benefits, setting the scene - what we're going to talk about is setting

the scene at the beginning.

 When I start with a tell, sometimes I can see people's body language

actively changing because they've switched off.

 It feels like I've overwhelmed them with more information and I'm not

selling the benefits.

 So there is something to think about that I've found in the past 18 months

I have been working on this, just that initial change makes a massive

difference and then I tend to have long-term relationships with the

people I've made contact with.

 So learnings from setting the scene.

 Do the admin for them.

 Bring solutions not issues.

 This is a really good tip.

 When I meet somebody and I've had that initial chat in the tea room and I've

caught them - there's not many people can get away from me in a tea room,

I've even known to go downstairs at conferences and be around at the break

time in order to bump into somebody!

 I can say oh I've set up a meeting with you, just for half an hour, then

we can do some training later.

 It sounds obvious, but rather than accepting the message, "When are you

free" book something in because then they can change it or they can attend

it.

 Pause and be in the room.

 I gave everyone permission at the beginning to pause.

 In our virtual environment we are in, expect people to be late.

 OK, in half an hour, I would say I've got ten minutes to win you over.

 The first ten minutes you would have run in, you've probably not had lunch

or a drink and someone is looking at the door because we are -- knocking at

the door because we are at home now, so I've got ten minutes to give you the

information, and then you are off to your next meeting, so pause and be in

the room, and give people recognition, and I've had people coming in who are

rushed and they are not in the mind set of discussing accessibility.

 Be nice, be kind and say, "I'll rearrange it" because next time you

can guarantee they will be in the room and they will listen because they will

feel bad this they didn't have that meeting before.

 Start with listening, what do you know about digital accessibility, and every

time I ask that question I learn more.

 I had a very similar question happen to me yesterday, and I learnt a

colleague has difficulty hearing out of their left ear, and we talked about

live captions and we talked about all these amazing things.

 I now know I've got somebody in that team who is going to support me when I

start talking about accessibility.

 Share your accessibility vision.

 This is quite key and again it is the same with any project but right at

that beginning when you've had that first bit and you've asked for what

their connection to accessibility is, you then very quickly should be able

to say, "What are you trying to achieve"?

 So I don't tell them how I ended up working there and what I have been

doing and all of those things, which used to be my tendency, I now say "We

are looking for ownership on the maturity model," so if any of you have

come across the AbilityNet - the maturity model with Alastair McNautty,

you can show them that or have a look at it, and then you can talk about the

benefits to them, so what are the benefits, I am going to save you time,

I want to encourage you to learn more about digital accessibility, so you

can tell other people but I also want to share with you that this is going

to save you time, I want to get your interest, I don't want you to feel

overwhelmed, because there is a fine line between sort of nagging and

saying you've got to do accessibility and actually going, this is awesome,

it's going to make your work and your content so much better.

 Provide clear expectations and test theirs.

 We're going to talk about scope, but be clear what you are doing.

 Are you actually going to do the work or are you going to help them do the

work?

 There is a tendency for people to go, brilliant, we have a digital

accessibility coordinator, you can fix our 3,000 documents to make sure we

are going to be compliant.

 Be OK in saying I'm not going to fix all your documents to make them

inclusive, what I'm actually going to do is build and design content with

accessibility in mind, because it's going to keep changing, who thought we

would all be on Zoom or Teams every day a year ago?

 So now people need to have their mind set around, I'm not learning a

checklist, I'm learning principles I can apply, I can identify and apply

the principles, and I can future learn - I can sustain this.

 For me, things like my clear expectations is the badging.

 So we were lucky enough to sit in on the pilot with AbilityNet and Alastair

McNaulty and we were looking at how you assess and evaluate your whole

organisation for accessibility and again that has been really, really

useful, so it's worth looking into that side of things if it is hell for you

to do so -- helpful for you to do so.

 Next slide, please, Annie.

 OK, so scope.

 So who are you trying to win the hearts of?

 I actually had to look up the saying, "Winning the hearts and minds of"

because it is not something I use all the time and I was thinking, what is a

heart, what is a mind, so a heart is when you are passionately trying on a

personal level to get somebody's interest into something and the mind

is the facts, the figures, how do I strategically get somebody to want to

invest in what you're doing?

 So we're going to start with a poll.

 So, Annie, could you do the poll, please?

 ANNIE: Yes, OK.

 So this poll is, who do you think is your main stakeholder for encouraging

accessibility improvements?

 Is it university staff?

 Students?

 Or the Dean/senior management team?

 Finance directors?

 Administrators?

 Or other - and again, please share in the Q&A box.

 OK, just over half of you have voted, so just a few moments for everybody

who would like to engage with the poll.

 OK, I'm going to end the poll now.

 And share the results.

 We can see that 27% say university staff.

 31% say students.

 27% the Dean and the senior management team.

 Nobody has said finance directors.

 4% administrators.

 And then 12% said other, which includes everybody, of course.

 Academic staff, and all of the above.

 Whoever can help the change happen.

 Yes, everybody has a responsibility were some of the other suggestions.

 I'm going to stop sharing now.

 KATEY: I think that is a wonderful

thing, that poll, because it does show that it is everybody.

 Financial directors are the ones who are going to give you budgets if

you've got to get captions or transcribers in, and they are the ones

who are going to make sure that some people within your school, university,

higher education, can go on an IAAP qualification course so you've got

ambassadors within your school.

 So everybody is involved.

 Also I just wanted to point out a project management trick, if you like.

 By far my greatest asset, whenever I do a project, of how to get hold of a

stakeholder and pin them down is personal assistants, custodians,

receptionists, people in the canteen.

 They are my eyes and ears.

 You can't be everywhere but they know when people are in, they know the

connections between teams, they know work patterns.

 They also know how approachable people are.

 The other thing to know is that stakeholders know this, too.

 So if you've sent an invite to somebody and they haven't met you

before they might ask somebody they know, like the receptionist, have you

heard of Hugi, oh, yeah, she is all right, she says hello every morning,

she is fine - you've got through the door.

 You can't see every connection within a university, somebody might be a

brother, sister, sibling, they might do sports together - everybody.

 If we go to the next slide, I will expand on that a bit.

 List your stakeholders.

 I have a formal stakeholder management plan because I have to share it to my

key steering group, but have your own list.

 Something that became quite humorous in the clinical school was it was

called the Hugi hitlist - if you were on the hitlist I was coming to help

you, giving you information and tools and techniques but if you were on that

hitlist for too long I was going to hassle, intimidate, threaten!

 It became this running joke, if you were on the Hugi's hitlist, she was

coming to get you, but it had a ripple effect, people liked it and it was

humorous so don't be afraid to put in a bit of humour, but stay professional -

offer help but stay within your scope.

 Scope creep is quite a dangerous thing that can happen.

 Often if I've found somebody with, say, 100 documents, I would say, do

you know what, let's work on five together, you don't need to learn the

same lesson 100 times, I will help you with the other ones but you prove to

me that anything that you do from now is going to be accessible.

 So that is my suggestion.

 Virtually, it has been amazing.

 The receptionist that I have has become a dear friend at the Judge

Business School.

 It turns out, when I had that listening conversation, they've got a

degree in special educational needs, and they've been able to help me no

end with approaching people virtually sitting at home all the way from

March, I've managed to get them.

 So it has been a fabulous thing.

 But get your hitlist and have fun with that, yeah.

 So we're doing OK with time.

 I'm going to keep going through.

 Annie, I think we're OK, so I've got another couple of sections.

 This is the section with most information that I think would be

helpful to you then we can build on it in the Q&A.

 So winning hearts and minds virtually, winning hearts and minds in person.

 It's without a doubt - the physical world is my natural playground.

 I love networking with people and chatting.

 I get a real buzz from sharing accessibility with people and going,

"Did you know about that, you could do that"?

 Yesterday I found out about control, alt, 1, it is an instant header style

and that saved somebody a bunch of time and I won that person over with that.

 In the virtual world I think, you know, attending conferences, attending

training sessions and even getting just five minutes on the agenda really,

really helps.

 When I first spoke to Annie and Amy, I gave them the example of I had

someone who was very nervous about learning new things and I spent a lot

of time listening to her and I worked through the basic principles of

accessibility, because we have a list that we work on, derived from the WCAG

guidelines, and I was walking down the corridor one day and she came running

towards me and I thought, "Oh my goodness," you know, she doesn't look

very happy, and she was ecstatic, she said I've just done my first

meaningful link!

 And it was just a goose bumps moment.

 That, in the physical world, happens a lot.

 You make it easier and happy for people and then they share it with

someone else.

 We use our NVDA or Jaws or Narrator, our built-in screen readers, shared it

with one person and she put the screen reader on for a week for all her work

to understand what other people were going through and assessing the pages

on our virtual learning environment.

 She shared that with me and I then had my anecdote to tell other people.

 I have had quite a few like that.

 In the physical world, though, you do have people who will just come in the

office and you've probably had it yourself, they've got their arms

folded, "I'm not doing this, this is more work, I don't need to do this".

 What I would say to you is, just remember it's probably nothing to do

with you or what you've said.

 There might be something going on outside of that office environment

that has made that person struggle.

 So when I talk about you should have successes and losses, turn that loss

into something positive.

 So that person who started saying, no, I don't want to do it, I sit them

down, I talk and then we find, well, OK, the next step is, you are not

going to change 150 pictures on your presentation 9:00 the night before,

but the next presentation you do, you can use a Slidemaster template which

has already got it set up, most of the accessibility issues have been dealt

with, so the word 'approach' is really key.

 Networking in the virtual world.

 I wasn't quite sure how it was going to work.

 But I have met so many people virtually now!

 Just remember those things from above - the scope, listen, and in the

virtual world I have just one meeting a day, a daily catch-up, but then I have

that half an hour meeting and say can I have that half an hour just to talk to

you about accessibility?

 I send the invitation out and I can set up drop-in sessions, I can set up

formal training - whatever that person needs.

 The positive of doing things virtually is that we're really well-behaved

virtually.

 We turn up on time generally.

 We mute - can you imagine in an office being able to mute?

 I'm not sure if that will happen when we go back into the real world!

 There are real positives from the virtual world.

 I started this job in March and I have been in the building only once in all

that time and yet we've made a big impact.

 So virtual versus in-person.

 What have we learnt?

 So I have my anecdotes all the time.

 I have all the stories that I love sharing and I make people laugh.

 But I do take my professionalism seriously and my integ rith --

integrity.

 But there's nothing wrong with a bit of humour.

 I have my toolkit ready.

 I have a list of really good links.

 AbilityNet is one of the first places I point to when somebody says, "I

can't meet you yet," I go, "OK, go and watch this video, and I'll book a

meeting in, oh and listen to this TED Talk, and then come and see me" so

I've already got them in the room - I can see Annie smiling because she

knows I do send them to that flip learning!

 Explain the benefits to them.

 Don't overwhelm.

 Show what we're trying to do is OK.

 Even identifying an issue or a barrier is progress.

 You can sit back and plan forever and not get anything done, but if you just

make that start, that's a benefit to somebody and it's a really positive

thing.

 Share your vision.

 So my vision for the Judge Business School is we will have ownership of

this, we are changing culture and we will be able to identify issues, apply

the principles and sustainably make sure our accessibility content is

increasing.

 Once you see accessibility, you can't unsee it.

 This is a quote somebody said to me and I thought it was brilliant, and

it's true, once you see a meaningful hyperlink I can't unsee it, you can't

unsee something with a colour contrast that isn't quite right, and when

people point it out to you you know that you've had the right impact.

 Celebrate the successes and turn the losses into positives.

 Let's just see what you can actually achieve with - if somebody said no,

what can you do with it, but on the flip-side of that, if you've got

somebody really passionate and they're frustrated that accessibility isn't a

daily part of what we do, make it a tangible action next.

 Ask them to work on something specific to keep that focus.

 Build an environment where it's OK to talk about disability.

 So the broccoli effect.

 So, Annie, if you could - this is my last section.

 We're just a little bit over but we will be OK.

 The broccoli effect.

 I wish I could see everyone's faces, whether you are confused or amused!

 What does broccoli have to do with accessibility?

 So in a virtual world I have a team catch-up every day, or we did have

back in March.

 One particular day I was in three meetings with the two same gentlemen

throughout the whole day and every one of those meetings I was talking about

accessibility, so by the afternoon these poor chaps had heard me talk

about it for hours and I made a comment and said, oh, you must be really fed

up of me talking about this now, I know, I should just give you a word

and if you say the word I will stop talking about accessibility - you

know, "Broccoli" and broccoli stuck.

 At the same time, the graphic designer put behind him a big broccoli and then

there was broccoli on documents and broccoli here and broccoli there, we

told the team about it, then it moved on to broccoli awards.

 The point of it is, don't be afraid to inject a little bit of humour, because

it still has the ripple effect.

 So we're going to go to the next slide, there's only a couple more.

 Our team did a big review of the Michaelmas term and for those who

can't see the slide, it's built up of lots of post-it notes with lots of

comments, and I've inked the comments out because they are part of the

team's, and I wasn't in that day and I came back to look at it thinking I can

gauge how well I'm doing with accessibility.

 There was one post-it note, saying, "We love broccoli" and my heart sank

because I thought I haven't achieved the impact I wanted virtually, I just

haven't been able to do it.

 But my point to you is you will never see the ripple effect of what you are

doing.

 It is all down to perspectives.

 When I zoomed out of the Miro board, I saw that broccolis engulfed the whole

of every aspect of the review.

 It proved to me that accessibility was an integral part of our design - I had

made a massive impact.

 The astute people can see there was a dotted line through middle and there's

six bits of broccoli.

 I do take it seriously, but I do absolutely - I have been told I'm too

serious at home, often, mum's very serious, but have faith in the ripple

effect.

 Go with the humour.

 Don't feel you need to apologise for talking about accessibility, because

that is where it came from, this is where the broccoli came from.

 You don't know - they might be a fan of it.

 It's all down to perspective.

 You are having an impact.

 So conclusions, very quickly.

 Everyone makes a difference, absolutely everybody.

 Start by listening.

 Clear, concise, consistent message.

 So that includes the badging schemes that are available, so AbilityNet's,

the maturity model, and OK is OK - even identifying a barrier is progress.

 You want to inspire, not overwhelm.

 So my next step to you is what is the one thing you have been putting off?

 So at TechShare Pro last week, it was fabulous, it was amazing, and one of

the things that came out of it was stop procrastinating, don't apologise for

accessibility, knock on that CEO's door, who have you got to see next,

send that email out, blame it on the Hugi, say I told you you had to send

this message, I've got your back, so does everybody else, but go and do it.

 So the very last slide - you are making a difference.

 Thank you for listening to my ideas and thoughts.

 I couldn't possibly get everything in in 20 minutes.

 You are awesome, and what you're doing is fabulous.

 Thank you, Annie.

 ANNIE: No, thank you, and, yeah, some

excellent ideas for others to take away and try out, so thank you, Katey.

 KATEY: You're welcome.

 ANNIE: I'm sure you have a lot of

questions for Katey and Amy, so if you have a question please fire away in

the Q&A box.

 I doubt we will cover everything right now so we will capture any unanswered

questions on our website in the next couple of days.

 So just looking at the questions coming through.

 We have a question for Katey.

 In what team do you sit?

 Who funds the post?

 Is it full-time and what was the driver for the post?

 Can you share some background information?

 That was Sue Onons.

 KATEY: Thank you, Sue, that was a

really good question, actually.

 I will be forever grateful to William Maher at the clinical school.

 It was a nine-month project at the clinical school.

 He absolutely believes in accessibility and put forward the

business case for it.

 They had choices, they could have got people in to fix documents, interns,

and it was all discussed, but he was very clear that actually it was better

to have a dedicated role.

 I'm very much aware that this is a brilliant opportunity because often

accessibility is just an add-on to your role and it's very difficult to make

massive change when you've got very limited time and resources.

 The Judge contacted me as I was coming to the end of the clinical school

work, and again, it was a nine-month contract, which is coming to an end

very soon.

 So I will be looking for more opportunities and I would really love

to continue the work that I'm doing within the university and so at the

moment, to answer it specifically, it is a dedicated project role, it's

funded within the digital learning team, so it's to do with the virtual

learning environment, so it's very much on learning content, and a business

case was put forward, so that's how it came about.

 ANNIE: And a follow-up question from

that, from Fiona Strawbridge, she would be interested to know how many Kateys

there are at Cambridge!

 KATEY: Thank you, Fiona.

 There's only one Hugi, but there are lots of Kateys!

 It's something that I've taken upon myself - I've made contact.

 We've got over 31 colleges and schools so whenever I hear about a bit of

accessibility in a particular school or area, I make a contact.

 So I've now got a network of accessibility ambassadors, but

actually we call each other accessibility ninjas, which I thought

was original until at TechShare Pro I realised that Microsoft have

accessibility ninjas, but if Microsoft can be humorous, we can be humorous!

 There are very limited roles in accessibility at the moment, but it's

expanding, and I can't talk for the whole of the university - I know that

there's a wonderful push from different schools all over and yesterday I met

another two within a particular work area in the school that are working on

it and were building together this wonderful network of resources and

helping each other, because there's no point doing the same thing, going

through those same learning curves, when you can share it with somebody.

 It is not a competition, we're all making a difference and of all the

things that could go across different schools and different colleges, this

is it.

 Yes, so there's more Kateys.

 I haven't met them all yet!

 ANNIE: The next question is from Adam

Bailey and he says, your enthusiasm and positive approach is really clear -

how do you sustain engagement after your first approaches?

 KATEY: Brilliant question, thank you,

Adam, I love that one.

 Like I said, I'm a chatter, so I have a framework and every time I do

another meeting I have incremental changes of how I approach it which has

left me to the point I am now - I have three meetings.

 The reason before I would used to do it open-ended, and then you end up

sitting next to somebody for six weeks and you end up sitting with them and

that is not helpful to anyone, so I make it very clear and concise - you

have three meetings with me.

 The first one is the introduction which is that half an hour I talk

about.

 And the first is listen and tell me, I've done it with Amy and Annie and

they know, I sat and said, right, what do you do?

 Then it is the follow-up, which is already booked at the same time.

 I have been told I'm dangerous because I book the meeting before the meeting

ends, if you see what I mean, I've got the follow-up there.

 If you use Outlook it is wonderful because within it you can have content

and I have an agenda set up in there so people know what you are going to do.

 The next engagement is about the basic principles.

 There's no way everybody is going to remember everything at once, but

somebody will be interested in videos and somebody will be interested in

Word and somebody will be interested in Excel.

 If you've got it in that next meeting, that is when you can encourage

somebody, so the next one is the basic principles.

 Then the third one is optional.

 The third one is called the approach meeting.

 On the poll, do you remember where it said it didn't have many

administrators, they are actually a key stakeholder because although they

upload that information they might have ten others reducing that content and

it is that individual administrator that needs to coach the academics to

say you need to make your stuff more accessible, I can help you, and then

you can say, don't worry, Hugi has got my back when the academics say they

don't have time, then you can say, go and have an approach meeting, so I

have three meeting, the first is the introduction, the second is basic

principles and the third is the approach, so how do we get past that

"No" or get past that over-enthusiasm, "I want to take on the world" to do

the next three steps.

 Then EDX have got an amazing introduction to accessibility online

course but at the end of the day I acquired what they said and I adapted

it - knowledge is power, there's so much information out there, just go

and join Jisc, look at AbilityNet, watch a video, choose one thing.

 Second thing - take one step at a time.

 Maybe start doing alt text or meaningful text.

 Second one - people first.

 It's about people first, go and talk to your friends and family, and I

can't believe I haven't mentioned my brothers yet - I've got five brothers

and they are all my personas, so we have one brother who is colour

deficient, one brother who is dyslexic, I've got one brother who is in a

wheelchair - you know, I talk about experiences.

 So I definitely have this structure and every time I just refine it just a

little bit more.

 So once you are on my hitlist you know what's going to happen next.

 But thank you that is a good question.

 ANNIE: We have quite a few other

questions for you but I'm going to ask Amy one of the questions that you may

be able to answer - does the GDS have specific testing guidelines for mobile

apps?

 AMY: So the success criteria for

mobile apps is the same as desktop, so you use the WCAG 2,1 checkpoints and

there are some - you know, you would use different testing tools for that,

so obviously if you are testing on mobile you would test using sort of

voiceover or talkback, depending on which kind of device you're using.

 There is a page - I can't share, can I, pages, but there is a page on the

W3C page about mobile accessibility, so we can share that in our round-up log

after the event, and we will inquire with GDS.

 The mobile apps don't come into scope of the regulations until next June,

but it's definitely well worth getting ahead of the game on that.

 So we'll ask them how they are going to be monitoring mobile accessibility,

but a lot of it is similar tests that you would do on a desktop.

 ANNIE: OK.

 Then there is a couple of questions that are similar, so for both of you

to answer I think.

 One is from Lee Gaudi, are there any specific qualifications needed or is

it more important to have enthusiasm and knowledge and another question is

for those of us for which it is part of our role, rather than a full-time

position, can you inform us of any accreditation or training on the

horizon?

 KATEY: For Peter's question the

internationally recognised accreditation is the IAAP, so there's

two levels, there is the CPAC and the WOS and the CPAC is more of a general

one and the Hugi is in the process of swotting up for that one!

 And that's broader sort of accessibility competencies, and the

WOS is much more on the technical side, so good to work towards.

 There's quite a few good really online training resources around digital

accessibility, which again we could probably collect a selection together

for the blog.

 Skailt -- KATEY: I would say it is a really good

question because obviously once I started working on this, it fit in

with my previous background and what I've been working on, but I wanted to

quantify what I was learning.

 So I came across the IAAP and AbilityNet's training as well online.

 There is a lot out there.

 But the EDX one is good, you can have it verified or not verified and it is

a good starter one if you are thinking about how much I need to know, because

the IAAP is fantastic but you need to know the knowledge in order to

complete it.

 AMY: And I think it's easy to get

overwhelmed by knowledge around accessibility but actually, if you

learn - I think it's the quick checks for accessibility, it will open up a

whole new world where you can very quickly identify accessibility

challenges.

 So don't have this sense that you need to be a developer who knows how to

code to be able to identify an issue on a website.

 Using your 'tab' key is probably going to identify, you know, quite quickly

some issues with sites, would you agree, Katey, that to be able to

demonstrate...?

 KATEY: Because the people we are

trying to influence is me as well, I'm trying to learn new ways of making our

learning content accessible and I don't have all the answers and what's

wonderful about it is by being able to go on to your AbilityNet and Jisc and

all these other ones, you can test something and you go, "I'm not sure if

that really explains to me how I'm going to make that more inclusive" and

so it can be overwhelming when you go on to the whole WCAG guidelines, but

the quick principles and getting yourself used to it and testing your

own work - you don't have to be highly technically trained to do that and

actually the people we're trying to influence won't, they won't know a

HTML page, they will know a web page, so your language and how you explain

things is really important.

 ANNIE: I think we've got time for just

one more question before wrapping up and this is again for both of you -

what would be your advice for working with disabled students and your advice

for disabled students...

 KATEY: You've frozen, Annie.

 Hang on, let's see if I can find that question.

 AMY: I liked it, it was a good

question!

 KATEY: Yes, wanting to work with staff

and push for change.

 Yes, so from my perspective, Mehta, where I've seen this working well is

where there are lots of opportunities for students to be drawn in and engage

in things like course design, giving feedback, user testing, that kind of

stuff.

 So it really is - sometimes it's quite organisational, driven, isn't it,

Katey?

 KATEY: Yes, and I think I've actually

- I listened to lots of webinars to get advice about this sort of - you can

overwhelm somebody with an impairment and say, come and test this, come and

test this.

 What you need to do to start with is do your own basic tests, your own WAVE

and Ax beta tests on your stuff already so when you introduce it to somebody

with an impairment you've already got rid of the obvious issues, so when you

are working with somebody, you've taken some of those barriers away, so when

you are talking to somebody with a disability and asking for their help,

they can pick up on the things that are really important to them.

 I've had students contact me and say, "I would like to talk to you about my

experience" and definitely the thing that I use for that is diaries, as

opposed to just reviewing a page I say, give me a diary of how you've

experienced our virtual learning environment - because we are just

working on the virtual learning environment, how you have experienced

it during the week, and I can pick up barriers and requests - do you prefer

Teams, do you want me just to email, you know, ask the student how they

prefer communicating with you.

 AMY: I do think with students as well

it's about being aware of what you can expect and request from your

institution, you know, and being confident to request that - for

instance, things like having a real clear and easy way to report an

accessibility barrier, and Mehta, I think you are from Disabled Students

UK, aren't you, so groups like yours coming together to have that student

voice and that, you know, empowering - empowering yourselves to take that up.

 KATEY: I think it's important to know

there are two different things going on here.

 We have a really fabulous disability resource centre and we have other

various things and what I'm trying to encourage is that day-to-day,

producing that learning content, you create it with accessibility in mind,

and so there's a loop there.

 There's the trying to make learning content accessibility and inclusive,

and helping a specific student, and there's the culture change of how we

create our learning environment, and they are slightly different.

 AMY: Hi, Annie, you are back.

 ANNIE: I just got kicked out of the

Zoom I'm afraid, so sorry about that, I hope you were OK to answer the

question I posed.

 AMY: We got to the end of the question

so that was good.

 ANNIE: You both froze for me so I

wasn't sure whether you could hear me or not, apologies.

 KATEY: I was just explaining I am

dealing with a virtual learning environment and so our accessibility

statement is based on that and it is what we're working on, as opposed to

the university which has over 2,700 websites or something like that, and

I'm only on one aspect.

 ANNIE: Thank you, both of you.

 Apologies for not being there for the last couple of minutes.

 Looking at the time, it's time to end the webinar there, but thanks again,

Katey and Amy, excellent presentations.

 KATEY: You are very welcome.

 Hopefully it was good for you.

 ANNIE: Some great tips and just some

information to share about AbilityNet that might be of interest to people

that are watching.

 So we also run training sessions on digital accessibility and you can find

out more about those at www.abilitynet.org.uk/training.

 And we've got an exclusive 10% off discount code which is 10Cambridge,

and we've got a course coming up this week on how to produce accessibility

videos, so some of those points that Amy touched upon earlier, and then

we've got some more courses coming up in the new year.

 Then we also have a newsletter where you can sign up for the latest

announcements about digital accessibility at www.abilitynet.org.

uk/newsletter and then some services that are suitable or specific to

higher education and further education and public sector, which is available

at www.abilitynet.org.

uk/accessibilityservices and then don't forget about our next few webinars at

slash webinars and the next session is next week on Tuesday, 8 December, when

we are joined by Malin Rygg of the Norwegian digitalisation Authority, so

that is all from me and thank you, Katey and Amy and everyone who has

joined us and we will be in touch with you soon.

 Bye, everybody.