**Transcript: HE/Public Sector Update: How to promote digital accessibility at your institution – with the University of Derby April 2021**

 ANNIE: Hello everyone and welcome to today's webinar, it's just gone 1

o'clock so I'll just give everyone a chance to join.

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

 We have' disabled the chat feature as we've discovered it can cause problems for some people using screen readers

so I can see the numbers going up.

 Just going to leave it a few moments for more people to arrive and then we'll get started.

 Hi Athena, hi.

 I can see you said hello in the Q&A box.

 I can see a lot more of you have joined now so we're going to officially start the webinar.

 Hello and welcome to today's webinar which is the Higher Education and Public Sector Update, How to Promote

Digital Accessibility At Your Institution and this time we're joined by the University of Derby.

 I'm Annie Mannion and I'm digital communications manager at AbilityNet and I'll be running you through what

you can expect from today's session.

 If you can just go onto the next slide please.

 We have live captions on the webinar and they're provided by MyClearText and so thank you Katy who is providing

those in the background.

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

 And additional captions are also available at stream text.

not (see slide for address).

 And also on our website at AbilityNet be org be uk/Derby-webinar.

 If you have technical issues and you need to leave early you'll receive an email with a recording of the

transcript and the slides and that will be on Thursday afternoon.

 Depending on how you join the webinar, you'll find a Q&A window so if you want to ask the speakers any

questions do drop those in the Q&A area and we'll address those later on.

 Or after today's session in a follow-up blog which will be on our website.

 We also have a feedback page that you'll be directed to at the end which invites you to tell us about any

future topics that you would like us to cover in our webinars.

 So if you could move onto the next slide, please.

 Thank you.

 So for those of you not yet familiar with AbilityNet we support people of any age living with any disability

living with impairment to use technology to achieve their goals at home, 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 Claire Gardener who is Senior Learning Technologyist at the University of

Derby and also joining us are Alice Taylor who is Senior Accessibility Consultant At Ability Net and Amy Low

Who Is Service Delivery Director At AbilityNet.

 And they're going to be providing an update on the public sector bodies accessibility regulations and will be

sharing information about mobile apps specifically.

 Just before Alice and Amy kick off today's webinar content I'll start with poll.

 I'll just launch the poll now.

 Can you tell us how is your institution equipping the broader team with the skills and knowledge to

ensure they are working in an accessible way?

 Is it via live training sessions?

 Guidance documents?

 E-learning resources?

 Accessibility templates or a combination of the above?

 Or finally, nothing formalised has been provided.

 So depending on how you joined the webinar you may find you can't see the poll but you can respond in the Q&A

panel.

 I'll just leave it a few more moments for anyone who wants to vote.

 Just over half of you have voted now.

 I'm going to end the poll now and share the results.

 We can see that we have the largest set of results have 36%sy a combination of the above.

 Just behind that is guidance documents at 35%.

 Then we have e-learning resources at 25%.

 Nothing formalised has been provided at 24%.

 And then live training sessions at 20%.

 So we'll have a few, we have a some training options specific to HE and FE that we will share with you later on

but before that, over to you Alice and Amy.

 AMY: Afternoon everyone, hope you are all well and experiencing some of the

sunshine that I have in Oxfordshire today.

 So, next slide.

 It's kind of a mark two on mobile apps today.

 Just a quick recap that the mobile apps' deadline coming up in June so for anyone who has developed any

mobile apps in-house that you are using do make sure they are checked for accessibility and updated with an

ability statement in good time for the 23rd.

 Typically with universities and public sector bodies that we are talking to quite a lot of third party

mobile apps are in use of some sort or another.

 And so if you have not already do gather the details together of all of these apps that might be in use at

 at this moment in time.

 Speak to suppliers to get their accessibility statement info and publish a statement.

 If the information that they provide to you isn't adequate to be able to create a statement whilst putting a

bit of pressure on them to try and come up with some information we would highly recommend you do testing

yourselves in the meantime to tease out any issues.

 We talked briefly on the mobile apps' requirements last webinar and there were quite a few questions arising

around testing techniques, what constitutes a mobile app and other such things.

 Today we've got our lovely Alice Taylor, Senior Accessibility Consultant At AbilityNet to help

discuss some of these.

 Hi Alice how are you doing?

 ALICE: Hello, I'm good thank you.

 AMY: Excellent.

 So if we go onto the next slide I have a few questions for you.

 My first one, and this is something that tends to bamboozle me a bit: can you explain the difference between web

apps, mobile web apps, desktop apps, native mobile apps?

 Can you try and make some sense of that for us please?

 AMY: Yes sure.

 A really good point.

 ALICE: There are many different types of products which are referred to as

an app.

 But the differences between them are how they're built.

 So mobile and desktop apps are generally referred to as web apps and these are built with the traditional

web techniques such as HTML, and Java script.

 Generally they'll respond to screen size so you might see it on desktop and see it on your mobile and it would

have a different lay out.

 Then you have native apps which these are built for a platform so I think IoS android and built with

technologies such as Swift.

 These crucially are different platforms so you may have an app that is on both of these platforms so it

can be accessed on IRS android and it may look the same but they are different so they may have been built

completely differently so from a testing perspective you would want to look at both of them.

 Native apps can be downloaded from the app store while, if you have a web app this is something that can be

access odd internet on your browser.

 .

 AMY: Okay and on the native apps some of the content is available whether

you are on or offline.

 Whereas web apps will need an internet connection as well.

 ALICE: Yes so a native app as it's downloaded onto your device some of

that content would be available offline.

 AMY: Okay thank you that makes it a lot clearer for me going onto my next

question on the next slide.

 Can you tell us when it comes to the web content accessibility guidelines is there different guidelines for

testing and success criteria when it comes to mobile apps?

 ALICE: Yes I think this was mentioned on previous webinars as well.

 The WSAG guidelines and success criteria do extend to mobile apps as well.

 There are certain criteria which specifically relates to mobile apps so when 2.

1 was introduced there was quite lot of additions which related specifically to mobile use.

 Some of these are, there's one criteria called orientation which relates to ensuring that your website

or app can be accessed in both landscape and portrait mode.

 Then there are others such as pointed gestures so when you are on a mobile there's gestures such as swiping or

pinch Zoom.

 But if you are using a gesture like this you would want to ensure there's a button alternative so your user can

access it by swiping or pressing button.

 There's another one called point of cancellation ensuring something's not triggered on the down event.

 Imagine if you saw a link on your mobile and you went and moved your finger over the link you would not

want that to then activate the link just because you had moved over it, you would want to make sure that you

could still cancel that event if you didn't want to go onto it.

 So there are a number of success criteria that good to be aware of for mobile.

 AMY: Brilliant, thank you.

 You obviously in your day to day work would do quite a bit of testing on mobile apps.

 Can you tell us what the main testing techniques are for mobile?

 ALICE: Yeah sure.

 A lot of them are very similar to how you test on desktop.

 If you think about colour contrast and non-text contrast these are things that can be tested in the

design stages as well.

 Then there's text resizing.

 So this one you could do at the operating system level so you can change the text sizing within your

i-Phone for example or any other mobile device.

 But one of the main tools to use is a screen reader and on mobile there are free built-in ones, this is different

from IOS android.

 And this can help identify some of the key problems.

 So there are two different ways you would navigate with a screen reader on a mobile.

 So you can either swipe through all the elements on the page and in a sequence.

 And then you can tap anywhere on the screen to select an item or what you can do is do what is known as

navigating by touch where you can drag your finner over the screen and the screen reader there then none the

element that's underneath your finger.

 Similar to desktop you can also navigate by a specific element such as a heading for example.

 So you can swipe through just the headings instead of swiping through all the options on the page.

 But if you have never used it before both voice over and talk back do have tutorials that you can follow and I

would recommend going through these to give you an idea of what they can do.

 Things to think about are do all the elements receive focus as you are swiping through them?

 Are the headings identified as headings?

 Are all the elements available when you are scrippage through?

 And as I mentioned before android and IOS are different platforms so it is important to test on both of then.

 AMY: That's really helpful, thank you, and I think probably some of the

audience are scribbling away!

 Those tutorials, do you find them in the settings or something like that?

 ALICE: Yes so I think when, on IOS for example you can turn on voice over

and when you do it I think there's an option underneath it saying something along the lines of practice voice over.

 And then this will then help you, it's like an environment where you can learn how to do it.

 And I think talk back has something similar as well.

 AMY: Brilliant, thank you.

 My last question: in terms of the commonly found issues, what are their usual suspects that people can expect

to crop up when they are doing mobile testing?

 What do you find?

 And is it similar to web or different?

 ALICE: So some things are similar to web.

 So headings for example.

 It's really important to make sure your headings are marked up.

 Elements that anything that is a button you want to make sure is announced as a button so the user

knows they can active at this time it.

 One of the most common things we can see on apps is focus.

 So when you activitiate an element, if you had a modal pop up when you activate that you want to make sure

focus goes need of that.

 And then when you close it you want to make sure focus goes back to the original element.

 But this is something that in apps it can be sometimes quite difficult to send that focus.

 So we do see focus issues crop up in apps.

 AMY: Okay so that's one to look out for.

 I can imagine the headings is important on mobile because it's a long scrolling, people don't want to

have to be going through every single piece of information on the screen.

 That has been so helpful.

 Thank you, Alice and if anyone has any questions they can pop them in the Q&A and we will pick up those

questions at the end.

 It has been really helpful to have you there to go through those ones.

 ALICE: No problem, I hope it was helpful.

 AMY: Really interesting.

 I'm going to get on those tutorials myself I think so.

 Learn the ropes.

 I'm delighted now to introduce Claire Gardener from the University of Derby.

 As Annie said earlier, Claire is Senior Learning Technologist At Derek and also the lead contact who has been

driving the whole digital accessibility agenda there.

 Welcome, Claire.

 Thanks so much for coming along to tell us about your accessibility journey.

 CLAIRE: Hi and good afternoon, everyone.

 Thank you for that lovely introduction, Amy.

 Just to give you a little bit more depth about what I've been doing.

 So I'm a career learning technologist so I have been doing it for a significant number of years now as

reflecting the other day but I think one of my first accessibility events was when I started out as a learning

materials developer.

 Nearly 20 years ago now!

 Very excitingly on a event up in York to learn about the accessibility of learning materials.

 So it has been a long journey.

 I've been at the University of Derby actually six years today it's my work anniversary.

 I have responsibility for our digital learning systems at the university.

 So that includes our virtual learning environment, black board, e postals and so on.

 That takes up my day to day work.

 I was a little bit nervous about being describes a the lead contact for disability I switched into a bit of

imposter syndrome and got worried and then I thought, do you know what I'm going to own it!

 And my presentation is a story, as I was writing it, it's about the work that we have been undertaking and I've

been leading on offer the past few years.

 Essentially my digital accessibility experience took a real significant direction.

 I was actually asked.

 So hopefully you'll enjoy the narrative I have put around this presentation today.

 So next slide, please.

 Thank you Adam.

 So a bit of background.

 Inclusive practice and accessibility has been embedded in our strategies at the University of Derby for some time

now so it's across all our strategies for excellence.

 That relates to our learning of teaching strategy, our assessment and feedback and/or technology and

learning strategy.

 Our learning and technology strategy was actually award winning a few years ago from the Teams Higher Awards and

it promotes inclusive and flexible learning provision meeting the needs of the diverse learners and different

learners and provides an environment in which learners are effectively supported in their transition

throughout the stages of their higher education journey.

 Our assessment and feedback strategy has a core theme about inclusive and authentic assessment and a key aim is

to develop fully inclusive approaches to assessment and feedback and that includes about choice and mode.

 And then we also have our technology enhanced learning strategy which looks at as part of that about benchmarking

digital practice and that includes our inclusive elements and investing in the research in that digital

experience throughout.

 Our current ambition at the moment is we are working on new strategy and it's about merging them all into a

comprehensive suite.

 The other really interesting background for where some of our journey started out was that shift and

actually it was 2015/16 so it has been incredible to look back at some of this.

 We set up a project called Inclusive Derby and primarily it was initially set up as a response to the changes in

the disability students allowance some time ago but we quickly realised just focusing on that was quite short

sighted.

 So we took that quite broader approach and came up with this group to look at improving inclusive

practice across the university.

 And that brought together a range of stakeholders from across the university.

 That included our team, learning and teaching, student well-being, student experience, all our academic staff,

equality and diversity at the student union and IT.

 It came up with findings at the start so that was about providing lecture notes in advance of the session and as

appropriate.

 It focused on we've used Penupt as our lecture recording system, using it to capture those appropriate teaching

session, mainly those diadactic from where you would expect the students to take the notes.

 Our third outcome was around recommendations around good practice when you creating documents to ensure

they are accessible and whether that was presentations, video and audio.

 And then it was also highlighting the routes for feedback so talking to student well-being about concerns

regarding individual students.

 And we did quite a lot of outputs to that project where we reports into exec share point site and sharing all

the guides and feedback.

 Alongside that and underpinning our technology enhanced learning strategy the university introduced digital

practice programme baselines in 2018.

 And that was as a framework to benchmark practice and to support enhancements to the student digital

learning experience.

 We based, it was like a rubric so it was based on Blackboard Ally so we based it on the black board we called

rubric, the UK national meaning of the students digital experience and we also linked it to some of those

outcomes at the time.

 And it looks across several areas around digital course material and the course inclusive practice assessment

and feedback and so on.

 It was a self assessment exercise where staff were expected to undertake that and review it in accordance with

their programme.

 It was quite successful and the baseline process achieved sector recognition in 2018 and it European a

black board catalyst award for teaching and learning.

 But what was really evident is we had staff going through this digital practice baseline and some of the

other background of the strategies that we've got that we actually were very poor on tools to support this practice.

 We knew we wanted inclusive practice.

 And we knew we wanted to drive change to accessibility.

 But the staff actually didn't have the tools in which to support.

 So next slide please.

 This led us to the pathhave Blackboard Ally and we have seen this at conference and gave us the business

case to go out and look at Blackboard Ally.

 For those who are not familiar with it, Blackboard Ally is a tool that integrates into any virtual learning

environment, for us that is black board but it also works with the others out in the sector and it also works on you

can have it via the web as well.

 It does three main functions.

 The first is that it gives for any content that is uploaded into the platform and also on whizzy wig

contents, what you see is what you get and that's content that is designed on the screen.

 Students or staff of the users of that content can request an alternative format and that's for up

to them, they get a choice and it covers content from tagged PDFs to HTML to e hub to an audio verse and to braille.

 So it's self-service and immediately translates that document and it's available for download onto your

device.

 The other element of that is there is instructive facing guidance so it pops up, you get cater on your content

which you can click on and it gives a visual indicator of how accessible your content is.

 So for example it works through a bit of a wizard so for example an image may not have a alt text and it will

talk about how you might fix it and why you might not to fix it so it covers those two elements of guidance.

 Finally, ally produces institutional reporting so you can see reporting into modular course level within the

virtual learning environment but also from an institutional perspective administrators on the system can get

an understanding of how you the virtual environment as a whole is performing and that's something that's quite core

to my role so I can have insight onto that data and to see the level of accessible content within the platform.

 That has been really useful.

 So we installed it back in 2017 and we did some piloting on across a few modules on our test platforms.

 And then we went live in January 2018.

 So we rolled it out at Christmas time and it was live, we did it with a black board upgrade and live when

students came back in in that new year.

 We had quite a big piece around supporting the role out of that tool so it involved a lot of staff training

sessions.

 Also, to be fair it's quite an intuitive tool and we only had a couple of staff turn up.

 When we launched it I was expects a little bit my phone to ring off the hook maybe about specialists and

visual indicators and going why is it red?

 But we didn't get any of that.

 It was really interesting.

 We did a lot around student comms and that's an ongoing basis, as is our staff training.

 And then a lot of guides and resources to underpin that.

 And I have shared on screen, on slides, some statistics in how we've performed in them.

 You can see that when we went live in that January ally gives us a percentage score and we saw our

initial, we went out it came out at 41% our initial institutional score.

 By August it has risen to 48% so that was great to see that percentage change of that first few months worth

of work.

 In 1920 our on compass, what I mean by on campus is that the universehave Derby also has the University of Derby

online so we have an online division at the university so where the content is designed by teams of learning

designers and online content developers.

 So if we managed for the purposes of using ally we switched it out for online and on campus.

 So for on campus in 19/20 it was at 69%.

 Just nearly 70%.

 So you can see that we did have some increase.

 26% of those in the course were average file type make up is around 26% as native black board I wills and

then 17% is PDFs.

 And you can see that score is on around 250,000 pieces of content.

 In 20/21 I took the stats for this a few days ago, on campus was tracking at 75.

7% and again you can see that our file make up is roughly the same.

 And that is on 341,000 pieces of content so the number of content as with COVID you would expect is

increasing significantly.

 You can see the picture of change there that we were timetable track with numbers and KPIs which is really

great to be able to evidence some of our practice.

 Our online actually sits very consistently at around 96.

3% and that's due to that designed and curated model that underpins that.

 There's quite a community of practice around Blackboard Ally.

 It was developed at the time a few years ago it was new to the market.

 So I'm just going to blow my own trumpet and say that with a colleague we now co-chair the European ally user

group and that was community of practice that was set up to share good practice around Blackboard Ally but of

course we can look at more wider accessibility areas.

 We meet monthly and that's open for anyone to join.

 Can I have the next slide please?

 Thank you.

 So a little bit about ally and beyond.

 That was my role at the moment.

 It was Claire Gardener can you implement a tool?

 It was a huge learning curve because implementing a tool took me on a significant journey about

understanding that tool and the nuances.

 Beyond ally, what else have we been up to?

 Again as I said like much of you we've got training and guides and that covers everything from the broader

principles of inclusive practice right way down to how to make a tool, how to find the accessibility features.

 That focuses on our learning technology.

 So that covers areas around whether it's collaborate and box of broadcasts.

 We are a Microsoft university.

 We use rely on promote heavily around a lot of the Microsoft features.

 Specifically the accessibility checker within Microsoft.

 So perhaps the one flaw of ally it's very much after the fact.

 You only find out about the accessibility of your content once it's uploaded into the virtual

learning environment.

 A bit of a flaw in the feedback from the staff is well actually that's a bit late for us, we need that

information while we're designing these resources.

 That's where we put together just a bit of a simple process around using the accessibility checker.

 So at the point of creation we use the Microsoft accessibility checker, upload your document and then use ally

as well to back up that finding so that was a bit of a nice flow we put in and that was really key to that.

 As I mentioned earlier we've got lecture capture that's at the core of some of our provision around recording

lectures and a year ago I was also talking about not an in-class recording and now we're talking about

black board collaborate and Microsoft Teams recordings.

 We have done quite a lot of work on virtual learning environment module templates to improve accessibility,

consistency, that inclusive practice.

 So those are redeveloped on a iterative process each year based on feedback from users.

 There's a balance of change that we implement each year on that consistency.

 And we've also invested in tools like read speaker, also into the BLE as well.

 We've led on communication campaigns as well so we have had campaigns around accessibility and inclusive

practice within university and internal communications.

 And into our blog posts.

 So there we were and that was me from a technology enhanced learning perspective I was on the road to sort

of happily ever after I think.

 Next slide, please.

 Then in my journey I went to a black board conference I think it was and heard Robert McLauren who came to

speak to us about the public sector body's regulations and I think that must have been in 2017 when we heard that.

 So that was a bit of a jaw-dropping fundamental moment for us.

 To turn that around.

 We came back from that conference and got started straight away.

 For us that was quite, that was lot of awareness raising so need to come back from the conference and start

talking and having those conversations internally about what was progressing, where there was support and resource.

 Quickly found out it actually wasn't on the radar at the time so we moved fairly quickly and started to put

together awareness raising campaigns in a working group.

 I co-chair that working group with a colleague who, from a digital marketing team, and that has been

really successful in the fact that we have had a groundswell I think of middle management who have all

actively seen the importance and worked average we have had quite a lot of output through that working group, it

has been why great to work with a good bunch of colleagues who have been really proactive in moving along the agenda.

 As part of that working group we reviewed the legislation.

 We got our own legal counsel involved to look at our accessibility templates.

 IT have been cure in helping us to gather accessibility statements from suppliers.

 I think they have a percentage of which we're working to.

 It's an ongoing process I think, we had a hundred and something in place the other day when I was checking that

we were all looking after those.

 And those have been all divvied out to those functional owners.

 It's now a killer question in procurement so we're looking really closely at accessibility when we

procure new software.

 It's a regular conversation that I had with our suppliers, we constantly champing them on to how their products

are moving.

 It was a great reminder at the start of this session, from Alice and Amy looking at the mobile, that's the next

step for the group.

 We took a paper to exec to get them on board with what was happening so again that was really great.

 We've got templates so we started the output was around accessible templates including those that are put together

by the marketing team.

 So a lot of work we work with marketing quite closely to ensure that the templates we use for external

presentations were compliant.

 So again we were in a really good step and moving on.

 And then, corona hit last March and again that shifted the thinking again.

 So can I have the next slide please.

 So just as I think we were on an level the next thing comes along.

 Coronavirus!

 Like most of you from education on the call that put us into emergency remote teaching as how we described it

at the University of Derby.

 # that led on a lot of shifting the emphasis on supporting our students and staff who were working then remotely.

 As well as doing that we were starting to plan for this academic year.

 So we developed and the university developed a new educational model for the academic year.

 So at the University of Derby programmes are being delivered through a new innovative educational model.

 And this blended applied learning model has been designed to provide a high quality and applied learning experience.

 In accordance with government restrictions that includes time on campus for our students, alongside the

off-campus digital learning delivery and it's underpinned by fully accessible and robust student services

and rich and vibrant extra curricula programme of events.

 And again from a teaching and learning perspective we took again the off-campus and created a set of

off-camp you are digital learning baselines to support our academic staff.

 These are expectations and designed to support our blended approach and to ensure our capability to deliver that

off-campus digital learning.

 So there was a set of eight initially and again part of that was around accessible content.

 Last summer we worked very hard and very quickly to create a course for all our academic staff to provide them

with training and guidance on how to meet these digital learning baselines.

 So that was a really great opportunity to put some of that learning in for staff.

 So from an accessible content perspective we were able to talk to them about university design for

learning, about accessible content, why it was important and the tools that were available to support them.

 We were fortunate that we were able to get 95% of our eligible academic staff to complete and engage in that

module, it was quite a bit of work for them.

 It was over five days of five hours and one live synchronicity session and they had work to complete in order to

pass the course.

 Another significant step in our story around digital accessibility is our vice chancellor Kate religion Mitchell

has into the six month enquiry into the experience of disabled nuance higher education.

 The outcome October was a report called Arriving At Thriving which I'm sure you are aware of, which provided

a catalyst for work within the university to progress forward.

 Next slide please.

 So this brings us to our work with AbilityNet.

 So we decided I mention we have the tools in to support and our team are doing a lot around thousand use the

tools to create accessible content.

 Again we had our teaching and learning course that explained to staff from a teaching and learning

perspective about inclusive practice.

 And around again the tools that we've got.

 But we realised that where we had a gap was actually talking about it from the perspective of a user or a student

with about specific disabilities.

 If we got questions around.

, we got a student that had initially visual or hearing impairment it was a little bit more challenging for us to

flip that scenario and provide that support.

 So we reached out to AbilityNet to who are working with us and we had purchased their e-learning module

called accessibility and me to underpin the work that we were doing internally.

 Accessibility and Me gives an introduction toable accessibility requirements but explores in depth how

to create accessibility content for users and that's both students and staff with specific impairments or

requirements.

 So, for example, it would provide guidance on how to create the best content, for example, for a hearing

impaired student.

 Part of that course is focused on each of those sections is around the lived experience.

 This is really resonated with our staff who have gone through the course.

 To give them an understanding on how individuals are personally affected it is very emotive and I think it

provides a really powerful imperative to change.

 We piloted this course back in January so it was new for us.

 So we built the material was provided by AbilityNet.

 We built it in our staff development learning platform which is Desire to Learn so we had a few members of staff

go through if first for us so we could iron out some of the details particularly around our administration

processes and then we went live if February.

 A few weeks ago when I was looking at the data we have had 19 members of staff enrolled and 41 completed.

 It takes staff approximately 90 minutes to complete and we award a digital badge upon completion.

 We've also included a survey deployed into the platform to understand around the impact that the course is having

and we have been making this feedback about two weeks beyond the course so we can understand the impact and the

changing process.

 So 90% have agreed that the courses provide advice and guidance and is beneficial to their job.

 I have included a couple of quotes on the screen so people have said this was a really great training session.

 I'm not very confidence with technology but everything was explained really well so I could

understand it.

 And another quote there "it was a brilliant course, in particular the case studies giving someone else's

view on why it is something is a barrier to them and why but also the alternatives we can do to support".

 So it's having great impact on those that have used it.

 We've also had good news in that it's becoming a core requirement in the summer for all our academic staff to

complete.

 We have internal ways of judging whether our staff development is either compliance or the one

underneath that is core.

 And actually core feels like a really mature approach for us to have and that will be going out in the summer

so we're seeing a greater uptake from our academic community being encouraged to do that.

 Can I have the next slide please?

 And then finally, we are also currently working on the digital accessibility maturity model so we are

working with AbilityNet and McNaugh consultancy on the accessibility maturity model and this was an output

Arriving At Thriving report we were asked to participate by our VC and interim provost for teaching and learning.

 We want to benchmark our activity or the past couple of years and to determine our level of maturity.

 And to get the required support we have sought the approval of our committees and our key personnel at

the university so I have been out and approached the chair of our student union, our equality, diversity and

inclusive need and head of student well-being as well as my own senior management team to get that support.

 We started work back in October and it was the first point of engagement.

 I joined two workshops that were offered by AbilityNet.

 I found these were really enjoyable and engaging.

 It was really interesting to explore the model with colleagues from across the sector on just bounce some ideas

off and understand where others were at and how that model might help.

 We're currently working on the institutional framework as our first priority.

 The model has eight lens through which our practice is evaluated and these include drivers responsibilities

and policy.

 Culture, skills and expertise.

 And the questions cover a range of those like academic delivery of teaching and learning.

 The support element, library resources and research as well as leadership roles.

 Currently this is the live project so we have just been out and asked 50 members of staff from across the

organisation to take a look at model and exclude it from their own perspective.

 We hope to understand that through this process these accessibility principles are translated into daily practice.

 Our next step and Amy sneakily shared it with me just before the meeting so in my prep I have been delving into

this.

 They're come on site to play back the findings of the survey.

 So we can discuss our current status and then we have a prioritisation session.

 We want to ensure that all our positive practices are identified and embedded and maintained.

 And the gaps and practice are understood and discussion taken forward on how to move forward.

 So I have a bit of a sight on that so I was really distracted so we're meeting next week to look at those.

 It's hoped they will highlight areas for enhancement.

 The recommendations and actions out of that meeting although I'm presented at committee for approval and

implementation.

 And hopefully potentially this could be across several departments so over the next six months I think there's

going to be real student to enhance the disabled experience with a positive impact on the wider student and staff

body.

 So there's a lot to do and I'm really excited and some of the conversations that I have been having around this

already have been really insightful just understanding different people's perspectives and how we probably need

to join up much more of our communication.

 Ultimately by undertaking the model we hope that as an organisation we understand our level of digital

accessibility maturity.

 As I said that we continue to build upon our strengths.

 We understand our risk and areas for enhancements and put those actions in place for improvement, then it's a

positive impact and the experience.

 Next slide, please.

 So, in conclusion, for me, it is a story that's forever to be continued.

 For me it definitely feels like it's a story that's unfolded particularly from a personal experience.

 It is a story to be continued.

 It changes with iterative processes, vealing technology, legislation, senior leaders but ultimately it's

going to be embedded in our culture.

 Also for me personally, it has been a huge story of personal development.

 Personal growth and job satisfaction.

 And I wanted to say finally end on a big shout out and a big thank you to the community from whom I have learnt

so much about the realms of digital accessibility and from all of you who share so graciously all your wisdom

and who I have learnt so much from.

 So thank you very much for listening and I hope you found that insightful to the work we've been doing.

 And I'm happy to take any questions.

 ANNIE: So much really positive work has been going on.

 And thank you so much for sharing your brilliant work Claire.

 We're just going to move onto the Q&A part of the webinar now.

 I'm sure you have a lot of questions you would like to ask Claire, Alison and Amy.

 We have had quite few through already.

 So just fire away in the Q&A window if you have anything that you would like to ask.

 I doubt we'll manage to cover everything now so we'll catch your unanswered questions in a follow-up

blog on our website in the next couple of days.

 Just to start off with one of the questions.

 Let's see.

 In terms of of the accessibility course was that a requirement for staff or was there any incentive for

staff, asks James.

 CLAIRE: I mentioned a couple.

 There was one that we did earlier in the summer that underpinned our off-campus digital learning baselines.

 And that was the one I talked about while we had 95% staff completion.

 It wasn't mandatory but it was tracked and it was encouraged.

 So it was a requirement for teaching in that year.

 So there was a lot of strong encouragement top down and ground up for staff to be engaged and involved

in that.

 ANNIE: We have had a question for Alice.

 You are current on mute just to tell you.

 Can you provide any guidance on automated testing tools for native mobile apps and do they exist and are

they as good as the ones for automated website testing?

 ALICE: Yes there are two that I'm familiar with.

 One for android known as Google accessibility scanner.

 This can scan the page for you on android.

 There's also accessibility inspector in IOS allowing you to inspect the code.

 So both of those could be worth looking at for automated testing.

 ANNIE: Okay and another question for Claire.

 Is the accessibility and me training for all your staff or only those responsible for producing digital content?

 ALICE: No it's for all our staff because everyone is producing digital

content so it's for our professional services, they are often the first people who do engage.

 They take up a university of those who have completed and run professional services already so it's

open to all our staff.

 And I think as I said earlier it links back at no time other question that's becoming core retirement for

our academic staff in particular, the focus on this summer.

 ANNIE: Okay and another question for you Claire.

 How do you gain resource for training specific posts ongoing development, is it project-led, centrally funded or

one-off funding.

 CLAIRE: Say that again sorry.

 ANNIE: How do you gain resource for training or specific post and ongoing

development?

 Is it project led?

 Is it centrally funded or is it one-off funded project?

 CLAIRE: It's just, so from our perspective, particularly around the

digital learning systems, it's part of our team's remit.

 So we've incorporated that into our day to day running.

 So as part of the team here at Derby and the technology enhanced learning team we have five learning

technologists.

 And two learning technology support officers.

 So that has become part of our role digital accessibility it's embedded in there so it's part of our day to day

business as use practice now it's training offered on a ongoing basis part of our resources we update on a

ongoing basis.

 Accessibility statements reviewed on a annual basis.

 Kick start for that was around some business cases to get the technology in so they were using our own

university processes where we put the business case together and take them to committee for approval and to get

the budget allocated accordingly.

 And then they would come into our annual scheduled maintenance budgets.

 ANNIE: The only app we use is Microsoft Teams, do we need to link to

their accessibility statement?

 Or is it only if we create the app ourselves that we need to do that?

 AMY: I would say as Teams is a third party platform you could link to their

own accessibility information for it.

 I have a URL.

 I don't know if I can post this in the chat.

 We'll make sure it goes out on the post-webinar blog.

 And it would be, you would want to try and top and tail that with the usual how to report an issue if people

encounter it.

 I would have said.

 ANNIE: And a related question: where can I find out what is a good

accessibility statement and what isn't?

 How would I know when procuring a new product if their accessibility statement is up to scratch?

 AMY: Well, there's the model statement on gov.

uk.

 Which is it's based on the model statement that came out of the EU directive so it's good in terms that

it's compliant but I think you can build on that.

 Again I'll dig out some links to some webinars.

 McNaugt Consultant have a model called Facts building on the compliance statement and makes it more

student-friendly.

 An accessibility statement is there for two purposes: one, to comply with the regulations but, two, and probably

more importantly, to be a useful tool for students to be able to find out how to make the most of whichever

digital platform they are on.

 And I think the facts model really helps with that second part.

 But I keep talking about the blog but it's going to be a big blog obviously.

 ANNIE: Another question for Claire: did you come up against resistance

within the organisation or thoughts from IT that the task, the accessibility tasks in general, were

daunting?

 CLAIRE: Yes we did come up with some resistance.

 I think one of the classic phrases is "when will this be done?

" which still makes any chuckle.

 But one of the key things we struggled with when we heard about regulations.

 Make can sure ownership is spread across the university.

 It's those messages that it's everyone's responsibility, everyone has a level of certainly responsibility.

 It's not a job for IT.

 I work closely with IT who are helping with the securing the third party accessibility statements.

 But it's about ultimately ownership for each department and what we can manage.

 I think why resistance has been met throughout all of these projects and I mentioned it, it's great to see in the

accessibility course it's around that lived experience.

 We have also had a video of one of our own students who spoke to the inclusive Derby project a few years

ago visually impaired PhD student he is now but he talks about it from his own personal perspective.

 And when we show that to members of staff those who do fight that resistance I think this is a great

mental and a way of putting the importance across to staff.

 I think it's just, some of our expectations when rolling out a tool like ally we were very careful that we

weren't expecting it to be a hundred per cent overnight and having far-reaching goals.

 It's about what is manageable and having a narrative around being future-focused on we were not asking

staff necessarily to go back and retrofit everything.

 It's about thinking about what are you creating right now and where can you make those improvements?

 And it's continuing on that future focused approach rather than worrying about doing everything at once.

 It's that little bit at time and trying to make sense of those workflows where you are using tools

like Microsoft that are in front of you to start and assist in that direction.

 ANNIE: Okay we've got quite a lot of questions still left to go so just to

remind everyone we will follow up with the answers on our website later on.

 Just a quick question.

 Did you also say the course was available to student too?

 CLAIRE: No, not currently.

 But I have had some of our feedback says it should be so that's something we are working on and looking into.

 ANNIE: Okay and then could you talk a little about the experience about

comms and training for staff regarding accessibility and he the responsiveness or any cultural issues

or resistance encountered?

 CLAIRE: Yeah comms and training.

 Wave been doing comms --th a big area to talk and we have little time.

 It's something we've done steadily over the past four, five years with campaigns around -- and I think some

of that is about we have been brave and using some of the content we have had.

 So we have had blog posts on breaking it down what do we mean by digital accessibility.

 What are captions.

 Little things like that.

 We have had those campaigns and we've run those every so often as part of our guidance on our handbook, that

guidance is all written with short videos that describe some of that.

 Our training involves, we've run specific workshops on how to use a particular tool.

 They are not generally that well attended so specific ally workshops.

 Where we talk about inclusive practice around a suite of tools where we look at making a document

accessible quite practical things, those are the ones that get the real staff engagement where we are doing a

whole suite.

 Occasionally I'm still invited to present into team meetings and then just show them some quick tips and

take aways.

 So I think it's varying your approach with the audience.

 That's the sort of the message we're on at the moment.

 And it's package of resources that we're continually reviewing and updating all the time.

 ANNIE: Okay just looking at the time I think we'll have to end the Q&As

there.

 But thanks again to Claire, Alison, Amy and some really useful pointers for everybody to take away.

 I just have a few final slides to close.

 Just to let you know we also run online training sessions on digital accessibility and you can find out

more at AbilityNet.

org.

uk/an outcome audios the AbilityNet 10% off code available to all registrants of our webinars.

 Some of the courses coming up include on 22 and 29 April, are two accessibility for developers courses.

 And then, on 26 May, how to grow your accessibility maturity for HE and FE professionals and then the 16 June:

how to deliver and sustain accessible digital learning for HE and FE professionals.

 And we do have discounted bundles available to bring your team along to that.

 And then also as Claire mentioned earlier we've today launched our brand new e-learning modules for HE and FE

so you can find out more about these at AbilityNet website.

 And if you would like to discuss them further please do get in contact.

 And then we also have some more HE and FE focused services so we have the McNaugt and AbilityNet HE and FE

maturity model.

 A suite of accessibility services and also my study my way and my computer my way.

 And then you can sign up to our newsletter at/newsletter and then finally don't forget about our next

three webinars an at/webinars on 27 April we have technology help for people with learning disabilities.

 And then, on 4my, for global accessibility awareness day we have accessibility insights with it's

 co-founders, Jennison and Joe.

 And then on 18 May.

 So please do fill out the feedback form that will appear at the end of the webinar.

 Thanks a lot everyone.

 Bye.