**Transcript for HE/Public Sector update: Accessible eLearning dos and don’ts with Susi Miller**

ANNIE MANNION: So hello everyone,

welcome to today's webinar.

 It's just gone 1pm, I'm going to give everyone a chance to join.

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

hi.

 To let you know, we have disabled the chat feature we have discovered it can

cause problems for some people using screen readers.

 I will leave it a few minutes for more people to arrive, then we will get

started.

 Hi, Stuart.

 I can see you saying hello, hiya.

 OK.

 Lots more people joining now.

 Glad you could make it today.

 I will leave it a few more moments, then we will get started.

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we have discovered it can cause problems for some people using screen readers. I will leave it a few minutes for more people to arrive, then we will get

started. Hi, Stuart. I can see you saying hello, hiya. OK. Lots more people joining now. Glad you could make it today.

 I will leave it a few more moments, then we will get started.

 OK.

 I can see lots more of you have joined now.

 So we are official gill going to start now.

 Hello and welcome to today's webinar which is the Higher

Education/Public Sector Update accessible eLearning dos and don'ts

with Susi Miller.

 My name is Annie Mannion, Digital Communications Manager at AbilityNet

and I will be running you through what you

can expect from today's session.

 If you go to the next slide, please.

To go through a few bits of housekeeping.

 We have live captions on the webinar provided by MyClearText.

 So thank you Claire, who is doing those in the background.

 You can turn those captions on using

the "CC" option on the control panel.

 Then, additional captions are also available at www.streamtext.net/player?

event=AbilityNet.

Slides are also availability at Slade share do the net AbilityNet and also

on our website at www.abilitynet.org.

uk/Susi-Miller if you have technical issues or need

to leave early you will receive an email with the recording, transcript

and the slides on Thursday afternoon.

 Then depending on how you joined the webinar, you will find a Q&A window.

 If you would like to ask the speakers any

questions, do drop those in the Q&A area and we will address those later

or after today's session in a follow-up blog on our website.

 Then we also have a feedback page you will be directed to at the

end, which invites you to tell us about any future topics you would like us to

cover in our webinars.

 The next slide.

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.

 I will share a little more about our services at the end of

the webinar.

 OK.

 Great.

Today we will joined by Susi Miller, she is an eLearning accessibility

expert and also author of Designing Accessible Learning Content.

 Which was recently released.

 Susi will be walking us through her accessible eLearning dos and don'ts.

 Also joining us is James Baverstock one of our senior accessibility and

usability consultants at AbilityNet he will provide an update on mobile

apps ahead of tomorrow's dead line for the public sector bodies accessibility

regulations.

 Just before Susi kicks off today's webinar content I will start with a poll.

 Just one moment.

 So, can you tell us how confident are you that you deliver accessible

eLearning?

 Are you: Very confident, we have perfected it.

 Quite confident.

 We have just a few issues to iron out, but we mow what we need to do.

 Not confident, there are a lot of problems to fix and possibly more we

don't know about.

 Not at all confident, we don't know where to start.

 Then it may not be applicable to you.

 I will leave a few more moments for everybody to respond.

 Depending on how you join the webinar you may find you can't see the poll

but you can respond in the Q&A panel. Most people have voted now. Just a couple more moments. I will end the poll now and share the results.

 The results are: Most the most responses were - quite confident.

 panel.

 We have just a few issues to iron out, but we know what

we need to do, which is great.

 That is 44% of you.

 Then, the next one down.

 Not confident, there are a lot of problems to fix

and possibly more we don't know about.

 That is 40%.

 12% - not applicable to.

 Not at all confident, we don't know where to start is 4%.

 Very confident we have perfected it unfortunately not

everyone has, but it seems like there are still folks who would like to find

out more.

 So, over to you, Susi, to tell everybody about how to excel at

accessible eLearning.

 SUSI MILLER: Great.

 Really interesting.

 I don't know I think we will move on to the first slide if that is OK.

 Lovely.

 So, AbilityNet have kindly asked me to come along today and give you

eLearning accessibility dos and don'ts I will start by focussing on tips for

eLearning content itself.

 I have chosen six dos and six don'ts based on the many examples

of eLearning content which I see when I do accessibility overviews or

sometimes audits I have chosen these examples because I

think they will have the most impact on improving the experience for your

learners.

 I'm also going to focus on one of each of the dos and don'ts to draw out

where why I think it's so important.

 Hopefully, that will leave you with two things you can take away and

practically apply.

 The next section of the presentation focuses more on the dos and don'ts of

actually implementing eLearning accessibility what we will do to begin

is start with a deeper dive into eLearning and focus on the dos which

can benefit your learners.

 So we will just start off with, the first one that I have here is probably

I think one of the most important.

 It's using plain English.

 I think the reason I have focused on that one is

because it has benefits for so many learners it can benefit busy people,

stressed people, second language learners, people with cognitive

differences like dyslexia, screen reader users so that the clearer and

the simpler the language that we use the better it is

I think for all of our learners.

 Then the second one is to use clear and accessible fonts and formatting.

 So although there is a debate about which fonts are

best for accessibility, I personally tend to stick to fonts such as A

aerial and 12.

4 print and 18 or above for presentation.

 Those are the kind of key things that I remember with my font and formatting.

 The next one is adding alternative text to any images which add meaning.

 So, I have to say all of the eLearning authoring

tools I have used have actually allowed you to add alternative text for image.

 That is of course crucial for screen reader users.

 Le your tools should also allow you to stop screen readers from

announcing images which are only used for decoration.

 So both I think are really important to make sure that your content is

accessible and also to offer a good user experience for screen reader users.

 The next one is making sure that all interactions in media players are

keyboard accessible.

 I chose this one is because keyboard accessibility is actually often

overlooked because it's generally something that the tool provide poids

automatically, but I always advise putting your Moussa way and checking

that you can actually access everything with a keyboard and that you don't

fall into any of those keyboard traps that stop

learners moving on in that is a key thing for me to remember.

 Finally, next one is using accessible head eggs, lists and tables.

 This one I chosen because really in the testing that I do I work

extensively with a screen reader user and I'm an extremely basic screen

reader user, obviously she has been using her screen read are

for many years and has a lived experience of a disability and she has

been using Jaws for about 20 years.

 I think a real lightbulb moment working with her was

realising how crucial it is to use those heading styles and the list

styles and also to mark "header, rows and tables" to make it easier for

assisted technology users to navigate and understand the

structure of content, important to help people understand what you are trying

to convey and what they are trying to learn.

 The final one is making sure that text and

background items have good colour contrast.

 So, this is where we go on to the next slide, please.

If you look at the eLearning slide I have here, I want you to take a few

seconds to guess whether there is good contrast between the pink of of the

subtitle text that reads "cyber security quizzes"

and the background purple.

 And the same with the white "how to avoid hackers' traps" the white had

good contrast against the -- purple but the pink didn't.

 How would you be share.

 From the image this is where a colour contrast

checker is hugely helpful.

 Now I always recommend the web April one.

 There are other alternatives I find this easiest to use

and easiest to see if my colour combinations passes requirements.

 It has a lightness slider to lighten and darkness colours if they don't pass.

 This is my key takeaway.

 Again, it is has impact on so many people.

 So you would imagine good colour contrast is vital for people who have

many types ofs visual impairments.

 This is the example of how that slide would

look for someone who had cataract.

 This is using a vision simulator here.

 You can see how difficult it is to read the cyber

security quiz text now with that visual impairment.

 Next slide.

This is the same slide, but just viewed by someone who maybe has, is having

blurry vision.

 Maybe someone who is long sighted and forgotten their reading glasses.

 I think for me that shows actually that

this is really important thing for so many people.

 Low contrast makes it more difficult to see for many older people who find

it harder to distinguish colours as their eyes age.

 Or for someone using an old monitor maybe with poor colour contrast.

 Or someone looking at a mobile device outside in bright light.

 I think for me that is why I have are chosen to focus on that colour

contrast really key for so many different people.

 That brings us now on to the first of our don'ts.

So, again coming being be to good contrast.

 A lot of people are aware actually of the importance of good colour contrast

between the text and the background.

 One thing that does get overlooked

sometimes is that contrast also on interactive items.

 It's just as important for enterle active items in eLearning, buttons and

 links.

 The next one is also about links.

 Another thing to remember with links is to making sure they describe to

your learners where they will take them.

 For example, BBC home page instead of

"click here" that is quite a common one that a lot of people are aware of that.

 It's a really crucial one for so many different

learners to make their learner experience better, so they know

exactly where they are going to go when they actually - when they select links.

The next is don't create inconsistent navigation or quiz feedback.

 I have chosen it as a common pitfall for eLearning that especially happens

when content authors are new and maybe experimenting with a

tool and trying to add in as much variety as possible maybe to

navigation and quiz feedback.

 I see that quite a lot.

 I think it's really important to remember that

all learners benefit just from simple and consistent navigation and feedback.

 So that is one of my key tips.

 Next one, the next don't is don't use non-inclusive language.

 Avoid using things like "click or tap" that is because it excludes people who

don't use their mouse or finger to access content.

 If you remember, it's much better to use "select" instead that is what

accessibility experts suggest.

 The next one is another one I tend to see

quite a lot.

 That is this use of text in ALL CAPITAL LETTERS.

 Again, really very common eLearning resources.

 The reason it's better to avoid that is because it

actually makes it between 13% and 18% harder for everyone to read.

 The reason is because it changes the shape of the letters.

 So it actually makes it more difficult to skim and scan.

 That is according to gov.uk.

 Really good advice there.

 Finally, making sure that learners have control over any time limits.

I think, again, that is a key takeaway because a lot of people are aware of

that and they may be action that when it comes to not putting time limits or

allowing learners to control time limits when

it comes to quizzes for example and the time that things are left on the slide

or on the screen.

 The next one.

 It's also really important to think about when

you are thinking about moving content.

 I see this most often still in animated text.

 So this is a key particular takeaway.

 Still a really common feature of eLearning

content that I see.

 In a moment Adam will play a short video for us.

 That video is going to show you a screen reader announce the content of

this slide.

 The yellow boxes that you will see on the screen

when the video shows what the screen reader is announcing.

 Even though the screen reader is set to its default speed

settings which is slow for an experienced reader user you can see

the animated text means there is a real risk that learners will miss content

because the screen reader just won't catch it and won't

read it aloud.

Rules and responsibilities.

 Your HR GDPR responsibilities.

 Tap.

 Here are the things you should do colon.

 One, be organised when it comes to collecting, processing

and holding personal data.

 Tap.

 2, only collect process or hold data that is necessary to achieve your purpose.

 Tap.

 3, safeguard the confidentiality of all

personal data you have contact with.

 Tap.

 Press button.

 Have you haven't seen a screen reader in action that was hopefully quite

interesting.

 The key point is really to give your learners control

over any animated text and also to provide a static alternative that is

another option that you have.

 I hope you found that useful.

 I'm going to do now is focus on some key dos and don'ts for implementing

eLearning accessibility specifically in HE and public sector.

 These are really just based on my own observations

and experiences working in HE and local Government for many years.

 Some of the things which I found personally helpful hopefully you will too.

 So I think the most important thing that you can do to

successfully is to work across your organisation.

 In other words to work in a joined up way with teams of professionals,

 designers or anyone using an

an authoring tool within an organisation.

 This is without a doubt the best way of pooling resources and having an

organisation wide strategy.

 In my own experience it's probably one of the most difficult things to try

and achieve.

 It's actually one of the reasons that I wrote Designing Accessible Learning

Content because I really wanted there to be a resource

for people to were quite often work engage very small teams or in isolation.

 Sometimes didn't have the strategy support of

their organisation, but who still felt it was really important to make

eLearning accessible.

 That is one of the reasons that I hope the book will be useful for many

people.

So another thing that I have learnt is really learning as much as you can

from your learners.

 I found when I was work engage HE and local Government I had better

access to learners than work engage the public sector it gave me a great

opportunity to learn from their feedback.

 I know it isn't always possible, but if it is, I

found it's the best way to learn about accessibility.

 It's also the reason why, if you go to the next slide please, I have included

some case studies, learner case studies in the book.

 For me, these were the kind of key learning that I wanted to include in

the book.

 It was seeing how people actually were coping with the

barriers that people were often putting in their eLearning.

 Really useful to look, go to your learners and get as much feedback as

you can from them.

The next do is to work within your tool's constraints.

 I often used to find it frustration when people kind of assumed that

everyone could sort of just switch tools to find a more accessible

option when I knew that often, due to resources, that simply isn't the case

for a lot of people.

 So since then, having done a lot of research on different authoring tools,

there are some tools that are better than others.

 I don't think there is one that is perfect.

 If it isn't possible to switch to an alternative tool I do think it's

possible to work within the constraints of most tools

and doing things like really understanding how they work , how

their accessibility functionality works and also documenting

tool limitations in an accessibility statement, for example.

The final do is to remember your staff.

 I found that a lot of the focus for eLearning accessibility particularly

in HE was for students.

 It's remembering that eLearning accessibility is just as

important for staff who need to access things like your health and safety,

your compliance and your staff development training.

So the first of our dos, don't expect - sorry, don't expect change to happen

quickly.

 First of our don'ts.

 That features a quote from the poet Rumi.

 It's the quote is "patience is not sitting and

waiting, it is foreseeing.

 It is looking at the thorn and seeing the rose.

 Looking at the night and seeing the day.

 " This quote I first heard used by finegold an

accessibility lawyer involved with the Domino's pizza case an advocate from

the States she describes her attitude to ability and

how important it is not to be frustrated by the pace of change.

 So I think although progress might not be quite as fast as we would like it

to be, there is a growing sense, especially in the

public sector I think, that attitudes are beginning to change.

 The next one please.

So my next don't refers to the web content accessible guidelines and

their tendency to cause frustration when eLearning professionals try to

apply them to an eLearning context.

 I'm sure you don't need me to tell you about the frustration of trying to

unpick the technical language aimed at web developers with some knowledge

of coding or how difficult it can be to try to apply the 50 WCAG learning

standards to a learning context and the POUR principles.

 I wanted to save as many content authors as possible from hours and

hours of grappling with accessibility and trying to apply WCAG to eLearning

content so it became easier for everyone to do.

 So the book is at the heart is the book a

framework which allows people to apply WCAG in a logical order that makes

sense for designing learning content and

translates the standards into plain English with lots of examples of

using different tools.

 So that everyone has a better chance of making their learning content more

accessible.

 Which brings me to our final do don't.

 So I think although many of us are frustrated at the lack of leadership

sometimes on eLearning accessibility maybe from our institutions

or organisations, starting from the bottom up, in my experience, is a

powerful approach.

 "If you look through history all of the big changes in society have been

started by people at grassroots level.

 People like you and me.

" That is my final slide.

I hope you found that useful.

 To finish, here is a link to the book.

 That also includes a discount of 20% code discount code if you go to the

publisher's website and details about how to find out more

about eLearning accessibility training that I offer and also how you can

contact me.

 ANNIE MANNION: Great, thank you Susi

so much for sharing your brilliant top tips.

 There will be an opportunity to pose questions to Susi at the end of the

session.

 So please do post your questions to

her in the Q&A box and we will try to answer as many as we can at the end.

 So next up we have James Baverstock, who is senior

Accessibility and Usability Consultant at AbilityNet.

 Thank you, ANNIE:

JAMES BAVERSTOCK: As we approach the final deadline this week for o the

list we think it could be useful to get a recap on the regulations what they

say overall as well as speaking a bit about how they

specifically apply to mobile apps and giving a few general tips on compliance.

 Next slide, please.

So we use PSBAR as a handy abbreviation for the regulations.

 Their full title is long-winded is the Public Sector Bodies (Websites and

Mobile Applications) Accessibility Regulations 2018.

 We use PSBAR as an abbreviation you may hear them referred to as the

accessibility regulations.

 These were an EU Directive but incorporated into UK law.

 So they are not affected by Brexit.

 These are three main aspects.

 Firstly the websites, intranets, online documents and apps have to

comply with accessibility requirements to be

"perceivable, operable, understandable and robust" the guidelines, we will

talk about them in a second.

 The websites and apps must have an accessibility statement.

 So a published statement saying how accessible they are and how to contact

you if people have any problems.

 Then finally the Government is required to monitor compliance.

 So this involves regular monitoring where the Government's sample a

percentage of sites each year from different

types of organisations.

 They use initially a combination of automated checks and manual checks and

in-depth audits for certain sites and send out reports to

institutions they have tested giving them time to fix issues.

 Then the regulations are enforced by the Equality and Human Rights

Commission in Britain.

 It's important to see PSBAR as working

alongside and being complimentary to the UK Equality Act 2010 which puts a

legal obligation to provide equal access to people with disabilities for

all services in organisations and public sector

duty 2011 which places a special responsibility on public sector bodies

to be proactive in dealing with access needs.

 PSBAR sits on top of these provides specific

rules and specific way to monitor compliance but any specific actions

against organisations would be taken using the Equality and

Human Rights Commission powers under the Equality Act.

 PSBAR isn't separate from or overriding the Equality Act it's part of a

framework that includes the Equality Act.

 The regulations apply to a lot of websites.

 44,000 UK websites, it includes all public

funded organisations except nongovernmental organisations like

charities, unless they provide essential public services, or they are

aimed at disabled people auto.

 Schools or nurseries except for the

content the public need to use their services.

 And public sector broadcasters and their subsidiaries.

 Importantly it also includes your third party content

and tools which are under the control of the public body.

 The this includes content and tools on websites or intranets you have paid or

contracted for.

 It can include things like online library

services, recruitment systems and portals which make it is wide-ranging.

The accessibility standard which is mandated in the regulations is the

European Procurement Standard, EN 301 549.

 In practice it's aligned to the Web Content

Accessibility Guidelines version 2.

1, Level A and AA.

 So effectively when you are dealing with websites it basically is the same

as the Web Content Accessibility Guidelines.

 There are some variations for non-web documents and apps.

 But essentially, using the web content accessibility died guidelines, WCAG

lass this acronyms POUR for the key principles,

content should be perceivable, operable, understandable and robust.

 You should have alternative text for informative images and captions for

video.

 Operable in being keyboard operable for people who

can't use a mouse.

 Understandable, examples of this maybe having good instructions and messages

for forms.

 Robust in terms of making sure that you are

following standards so that you are pages will work reliably across

platforms and across assistive technologies.

 There is a primer.

 We have a link to here.

 On the gov.

uk site.

 It's a useful getting started guide.

 WCAG is complicated and as Susi mentioned in her presentation, her

book translation WCAG specifically to be

relevant for learning content so that might be a useful first place to start

if you are specifically interested in learning in particular.

There are particular exclusions for the regulations.

 So downloadable documents published before September 2018 are excluded

until they are in active use.

 For example, forms or supporting documents

for current services.

 Pre-recorded media, like videos and podcasts published before September

2020 is out of scope.

 Any video that you published, or audio published since last September should

be accessible.

 Live video is out of scope.

 The regulations allow for 14 day gap.

 Have you run your video live you have 14 days before you need to add

captions to it on your site.

 Online maps and mapping services are out

of scope if

accessible alternatives

 are available.

 Google alternatives are available.

 Maps. This refers to services such as Google Maps.

 Third party alternatives are available.

 Third party content that is not under the control of the public sector body concerned.

 It's alternatives are available. This refers to services such as Google Maps.

 Third party content that is not under the control of the public sector body

concerned.

. It's also excluded.

 So, it’s considered under someone's else

control if it's something you didn't pay for if you didn't develop it

yourself.

 An example given in the guidelines is social

media like buttons.

 Which is something that is commonly used.

 They are not specifically contracting for or not paying for.

 Final exclusion is archived, archived websites.

 It should be added as well as the form

ALEX: Collusions, organisations can also claim disproportionate burden if

there is particular content that too burdensome for them to make compliant.

 But that needs a specific assessment of the

burden that you are claiming against the benefits that making something

accessible may have.

 Considering things like the size and resources of the organisation

and the cost to fix versus the impact of making things accessible for people

with disabilities.

 So there's some things potentially to consider there if you were

thinking about claiming disproportionate burden.

Another key part of the regulations is that you need to publish an

accessibility statement.

 This needs to include an evaluation of the accessibility of your site.

 So whether it's fully compliant,

partially compliant or not compliant.

 The expectation is that a lot of sites will be partially compliant as full

compliance for a large site is constantly difficult to achieve.

 The thing is to do testing and know what problems you have and document in

your statement which parts of your service don't meet accessibility

standards and why.

 Provide alternatives to content that is not accessible if possible or at

least give people contact details that they can contact you for if you

need, if you can provide things in an alternative format.

 Very importantly, providing contact, providing a way to contact you to

report accessibility problems and then a link also to the website that

they can use if they are not happy with your response.

 How someone can escalate a complaint if you haven't dealt with their

issue properly.

 This is a compulsory part of the template that is available for

accessibility statements on gov.uk.

 As well as these compulsory aspects it's good to

think about accessibility statements positively as an opportunity to

communicate to your users about how to support their access needs.

 Potentially an opportunity to highlight accessible services you provide.

 In a higher education context for example you could use it to sign-post

support you have for students, facilitate

early requests for alternative formats and reasonable adjustments.

 Manage expectations so that, for example, students don't waste time

trying to access a particular resource if it's not going to

work for them.

The time line for implement regulations, the first deadline was

September 2019.

 At that point websites published after the 23rd September 2018 came into

scope and new intranet and extranet content

published after that post.

 Older intranet content is out of scope until you do a major reversion of it.

 Then it comes into scope.

 Then in September 2020 websites

created before 23rd September 2018 came into scope.

 From this point last year all websites have basically been in scope.

 Then finally, we are coming up to the final

deadline this week that mobile apps are now going to be in scope.

 This is the last deadline in the implementation time line.

 If we go to the next slide.

 Mobile apps coming into scope this month.

 By mobile apps this refers to native mobile apps for ios or Android, the

type of apps that would generally be available from an

App Store not desktop web apps which are already covered under the

regulations as they stand.

 So if you have in-house developed apps you need to make sure that they are

checked for accessibility.

 Most public sector organisations are more likely to use third party apps.

 Now here there is something important to note that the CDDO, the Central

Digital and Data Office formerly part of GDS, they issued last week updated

guidance on exactly what types of third party app actually applied and are in

scope.

 Actually the regulations apply for and

are in scope.

 They have clarified that in order for third party apps to be in scope both

of the following must apply.

 So, mobile apps designed and developed by

on behalf of public sector body in scope but not unbranded off-the-shelf apps.

 These apps also have to be in use by the general public.

 So not just for specifically defined groups such as

employees or students.

 So this is definitely worth noting as it differs from the advice on websites

and intranets where services for employees and students are

included.

 This amendment to the guidelines does reduce considerably what third party

apps are going to be in scope for most organisations.

 As against what I think the general understanding of the scope

o the regulations was up until last week.

 But it must be said, at the same time, that any apps that are not covered

directly by the accessibility regulations are

still covered by the Equality Act 2010 the public sector equality duty I

mentioned before and the public contract regulations

which state that all technology that procured for the public sector should

be accessible.

 It doesn't sort of let third party apps off the hook altogether in terms

of accessibility.

This was issued just last week.

 An article on the web side an ability on the AbilityNet site.

 The gov.

uk guidance should be updated to reflect this in due course.

 So, if your third party apps are in

scope obviously ideally you want to speak to your suppliers and get a

statement published as soon as possible.

 The deadline is tomorrow.

 Probably a bit late in the day now.

 You would still want to get something up there as soon as possible if you

hadn't met the deadline.

 If your third party app is in scope as a minimum

you want to provide a link to any accessibility information that they provide.

 So if they have something like a V pass something that a more used in the

US generally than here, is a description

of, it's a description of the of the accessibility product it doesn't

exactly necessarily match up to an accessibility

statement but something like that would be much better than nothing in terms

of having something to link to.

 Critically as well as that, you want to provide a link

to how someone could contact you if they have any problems with the app.

 Next slide, please.

The requirements for apps are basically the web content accessibility guide

lance version 2.

1 levels A and AA.

 There are some success criteria that don't apply to mobile apps.

 These are listed in EN 301 549 which has a section which is included on the

gov.

uk site around the regulations.

 Just certain parts of WCAG that don't apply.

 It's common sense-icle.

 It tends to be parts that really only relate to webpages and are only really

sensible to test for webpages such as consistent

navigation and consistent identification between pages the

requirement that web pages be titled and so on.

 When you do your accessible statements for apps they

should be available on the website of the public sector body that developed

the app or alongside other information available when downloading the

application.

 The best practice is to make it available

from within the app.

 The NHS app is an app which everyone can potentially access is a good

example of having the accessibility statement linked to within the app.

 I think earlier versions of, earlier drafts of the guidelines said it

should be published on the App Store as well.

 This is something that is not currently possible.

 This isn't something you currently need to worry about.

 Potentially too you need to think about doing separate testing for the

Android and IOS version of the apps they are likely to have

different types of problem.

 That might also necessitate having separate statements for Android and

IOS as well.

 So, next slide, please.

Then just to finish up.

 I have a few top tips on complying with regulations and accessibility in

general.

 This may seem obvious don't forget to update your

accessibility statements.

 So historical before these regulations I think accessibility statements on

websites they often tended to get posted and then never get

updated.

 It's an important part of PSBAR that statements are supposed to be living

documents you need to review your statement regularly.

 Potentially, at least once a year, but if you have a site

where you do a lot of updates potentially you will want to review it

more regularly and certainly when you do major changes.

 You want to have those reviews in your

calendar in advance to make absolutely sure that the statement is updated

approximately.

 -- appropriately.

 Remember to test new features as you add them to sites.

 There was a recent gov.

uk blog on common problems with they noticed with the public sector

accessibility regulations they mentioned there they noticed that

features like cookie banners, coronavirus pop-ups or over lays are

getting added to sites and potentially not tested.

 Features like you popups can be problematic for accessibility so they

are always worth fully checking for issues

like keyboard accessibility and reading with screen readers and so on.

 It's important if you are adding small features that

you have a consistent way to test for, record and fix issues and have a road

map to be aligned with your accessibility statement.

 So it makes it much easier to manage.

 It's good also to make sure that you are taking full advantage of any user

feedback that you get.

 So you want to make sure any feedback you get about

accessibility can be fed back appropriately to the people who need

to fix issues.

 Getting feedback from users, I mean, we sometimes say that it could be

thought of as a bit like getting free user

testing from people with disabilities.

 So it can be - it can be really valuable.

 You want to make sure when you get that feedback

you are taking advantage of the opportunity to make appropriate

changes and you want to make sure over all that your complaint process is

robust and that when people complain that they are getting

an appropriate response.

 The next tip is around taking advantage of automated checkers.

 So automated checkers can't necessarily check for everything.

 They can be very useful for ongoing checking and the amount of your site

that they can cover.

 They can also be useful for nonexpert users they provide detail on

why they are reporting on things.

 It can be useful in educative way as well.

 If your developers use checkers such as

cardiovascular xe you can avoid issues getting on to your site in the first

place.

 With documents using the Microsoft Office Accessibility Checker if

everybody in the organisation uses that, that can

be a good thing for reducing the number of issues around document

accessibility.

 So it's good to use automated checkers.

 Potentially to though, because they

have a limited test coverage, they can't check for everything.

 Good to combine them potentially with other basic making basic,

other basic checks well-known as well.

 Gov.

uk has information on doing a basic accessibility check if you can't do a

detail one that goes through basic checks.

 At AbilityNet we run regular training, a training session on how to

begin your own accessibility testing where we discuss basic checks that are

aligned with those.

 It sounds like Susi's book would be a good way to show basic

checks for eLearning as well teacher also the guidelines for SCULPT documents from

Helen Wilson at Worcestershire County Council

mentioned on the AbilityNet website before.

 Basic checks that you popularise alongside automated checks.

 This is a way of spreading accessibility knowledge widely through

 your organisation potentially and the

final point here says, not to rely on a few experts because having a limited

number of people with accessibility expertise can be a bottleneck.

 It can cause problems when experts leave the organisation.

 So as Susi said, it's important to make sure that, to work across your

organisation when you are talking about

accessibility and to have, involve a range of people and popularising

automatic checkers alongside basic checks can get content creators

thinking about accessibility and think about other

techniques about having a network of accessibility champions.

 People within teams who can advocate for accessibility as well.

 That can be a great way to build

internal capability and spread expertise as well.

 There are articles on the AbilityNet site about that.

That is everything that I wanted to cover in

this recap.

 ANNIE MANNION: Great.

 Thank you so much, James.

 Some brilliant tips and advice there.

 I'm sure you have a lot of questions to ask Susi and James.

 We have had lots of questions come through.

 I doubt will we cover everything right now.

 We will capture any unanswered questions and share the responses in

on our website in the next couple of years.

 You will be sent a link to access them.

 To go through the questions now o.

 We had to both of you.

 Are you familiar with the platform BrightSpace.

 If so do you have key tips for academics that build on this?

 Does that ring any bells to either of

you?

 SUSI MILLER: I'm afraid no.

 JAMES BAVERSTOCK: No.

 ANNIE MANNION: We can investigate that

and look into that one.

 OK.

 This one is about captions and videos autos.

 Can I ask the best and accessible way to put closed

captions on to videos that do not have captions?

 We want to ensure that all learning videos are accessible to all?

 To either of you.

 Do you have any particular advice on that particular topic?

 JAMES BAVERSTOCK: Depends on how you’re

producing the videos.

 If...

 We can probably put in the links later on some links to different captioning

tools that you can potentially use.

 If you are using YouTube you can use the captioning.

 You can edit the captions directly within there.

 Depending on what package you are using you

can potentially, potentially different ways of adding and editing captions.

 We can potentially put a few, we could provide links on different captioning

tools that we would recommend, I think.

 ANNIE MANNION: Yeah.

 A question that came in earlier was, what is the most, in your opinion,

what is the most accessible tool for quizzes?

 Don't know if you have come across anything like that?

 SUSI MILLER: I think a lot of the

tools that are available now a days are actually getting much better for

making their quizzes accessible.

 The so, I wouldn't be able to recommend a particular one,

but I think probably all of the market leaders are much better now on

producing quizzes that do have accessibility keyboard and

screen reader accessible.

 So, I think one that might be worth having a look at is one (inaudible)

it's useful.

 The advantage over other tools is that it

automatically if you are using a quiz format that isn't accessible, for

example, dragon drop, it automatically will provide you with an accessible

version without you having to think about it.

 As I say, most altering tools, standard eLearning tools are getting

much better on making sure that their quiz options are accessible.

 There are some that, like I said with Coursearc it does it for you

without having to think about it.

 ANNIE MANNION: A question about the

 Public Sector Bodies Accessibility Regulations.

 Are old intranet that has not undergone a big update out of scope

still?

 JAMES BAVERSTOCK: So it as far as I

know, yes.

 I think it's at the point where you, you undertake - the point you

undertake a major update re, redesign them etc

that's the point where they are going to come into scope.

 As far as I'm aware.

 ANNIE MANNION: OK, great.

 Thank you.

 Let us see.

 Do you have any advice or pointers to resources or research on how to

effectively present by lingual information in accessible formats?

 It could be to both of you.

We can take a look into that and come back to

 that one in the typed responses.

We have another one: our library is subscribed to a number of resources that have a

companion app - are those apps in scope? Such as Times Higher Education.

 Are you aware of those apps being in scope?

 JAMES BAVERSTOCK: Under the updated to

the regulations published last week, if the app is, if it's completely

off-the-shelf, so if, then and if it's not aimed at

the general public, then it wouldn't, then presumably it would not be, it

wouldn't be in scope.

 If we are talking about a mobile.

 If it's a mobile app then it wouldn't be in scope.

 ANNIE MANNION: OK.

 But that's the impression I get.

 We can, again, we can come back to that in the typed responses.

 Another question.

 Comments about the no coffee vision simulator tool that came

through earlier on in the webinar.

 To mention the link doesn't seem to be available any more.

 We are going to investigate an alternative link and again put that in

the webinar notes afterwards.

 SUSI MILLER: That may have - it was

available on Chrome it may only be available on FireFox now just very

recently it's been changed.

 We can update that, no problem.

 ANNIE MANNION: OK, great.

 A question for Susi.

 It was, how do you encourage people to engage with meeting accessibility

targets?

 SUSI MILLER: So I think when you mean

accessibility targets we are talking about making it accessible to the Web

Content Accessibility Guidelines.

 Yeah?

 So I think, encouraging that is just depends on the situation that you are

in.

 I think there is always the kind of - making the case for accessibility

really so.

 One of the things that I think is really effective that I've spoken about

in the presentation was seeing how accessibility or the particularly

non-accessible learning can affect your learners.

 If you can have any experience of people having to cope with the issues

that might be created by barriers that you are inadvertently putting in your

eLearning is one of the best ways I think of

really having sort of that eye-opening, what affect you are creating if you

are not making things accessible.

 I think it's always coming back to the case again is

that, looking at the ethical case, the legal case, the business case, the

learning case, it's all those different aspects that you can bring in to

encourage people to make their eLearning accessible.

 It depends on who you your target audience is, who you are talking to.

 ANNIE MANNION: Loads and loads of

questions coming through.

 I'm aware we are quickly running out of time.

 Another couple of questions.

 Can I get your views on document and form accessibility?

 There is a risk overlooked when you talk about websites.

 In the public sector and higher education there is a lot of documents

PDF usage principally.

 Any comments to make on that.

 JAMES BAVERSTOCK: Yeah.

 This is something where it's particularly Word forms in particular

are notoriously to make accessible.

 PDFs there is problems with generally.

 You can make a PDF form accessible, but you have to go through certain

hoops to do that.

 I think when we run our PDF accessibility training we covered

PDF format accessibility we say that generally it can be better potentially

to use web forms because the big web form tools like Microsoft Forms and

Survey Monkey are reasonably accessible now.

 It can be much easier to go down the web survey route rather than try to

use document forms because of the issues around the issues

around the complexity of making PDF forms accessible.

 ANNIE MANNION: Great.

 We had a few comments saying, could you spell the name of the quiz tool.

 We will again add it to the webpage with a lot of new links as well

you are will receive that.

 If you might say it.

 SUSI MILLER: It's course, one word the

second work is arc, ARC.

 ANNIE MANNION: OK.

 One more question which you may be able to answer now, if not, we will

cover it later.

 This is for James.

 Does turn tin come under the apps regulations?

 Do you have a comment about that.

 JAMES BAVERSTOCK: Not familiar with it.

 If it is a mobile app as opposed to a web app.

 If it's specifically a native mobile app, then if it's specifically aimed

at the students then I think probably

taking what was published last week, you could have a look at the exact

text of the guidance published last week which I think we have, should

have a link.

 There is a link to in the slides.

 That says specifically that apps for

specific defined groups such as employees or students not covered by

the accessibility regulations for mobile apps.

 It says mobile apps need to be for use by the

general public which would suggest that if the software is specifically for

students then it would not, it would not be within the regulations.

 Do look at the guidance that came out last

week yourself and have a look at that.

 My interpretations it would be that it would not come within the regulations.

 ANNIE MANNION: Thank you everybody for

all your questions and to James and Susi for answering them.

 Like I say, there will be some text responses in our website in

the next few days.

 So, looking at the time.

 I think it's time to wrap up now.

 So just to let you know we also run online training sessions on digital

accessibility.

 You can find out more at: Courses coming up include this week

how to produce accessible videos.

 Then on the 8th July, how to begin your own accessibility testing.

 On the 14th July PDF accessibility, as James mentioned.

 Then next slide, please.

 We recently launched our eLearning modules for HE & FE.

 You can find out more about them at: You could

also download the free McNaught & AbilityNet HE & FE Maturity model at:

If you loo like to discuss any of those, please do get in contact am we

also have various accessibility services on our website as well.

 Finally, we have, you can sign up to our AbilityNet newsletter.

 Our next free webinars, our next one is on the 29th

June about how to excel at inclusive onboarding and induction.

 On the 6th July we have Richard Morton from the UK Government.

 On the 20th July the business case for accessibility.

 So thank you to Susi and James and everyone that has

joined us.

 We will be in touch soon.

 Fill out the feedback form that will appear at the end of the webinar.

 So thanks a lot.

 Bye everybody.

 SUSI MILLER: Thank you.