First question. I think this can go to everyone.

But I think possibly prompted

by your brilliant user testing, Jane.

Are there charities you're aware of that can put

education institutions in touch with those with disabilities for user testing?

They mentioned that they sometimes find it difficult to

get student engagement with user testing.

How do you go about getting hold of people to

test if you don't immediately have access to them?

Well, we don't really.

At Smarter Digital Services,

we asked our local authorities

who are setting their testing up to recruit their users.

We guide them to what we want.

It's really hard for them to get hold of the right people.

We really would welcome the answer to that question as well.

Is there a user group or some team of people or an organization where we can,

maybe collectively, go to ask them to help with our user tests?

I'm really asking the same question as well.

I suppose as a panelist, I can say,

certainly locally, Kent Association for the Blind

had been very helpful to us in the past for advice.

Of course, we're very fortunate to have a extremely motivated group of

students and I'm very pleased that you've heard from Wayne and Paul-Georg today.

Exactly as Jane says,

I think motivating your own users to give you feedback,

there is no better resource than that because they're, of course,

using your services and systems very actively

because I think there's one thing to be somebody who uses,

for example, a screen reader day-to-day.

But there's, also an extra element of knowing the system

that you're using and knowing how you would use it in earnest,

which I think subtly changes some of the intensity of the user testing.

Jo, have you got any thoughts on this one about involving students

in various bits of disability advocacy work?

Yes. We have done that with the local authority, who

have at different times, asked us that they wanted to test something

out with young people.

We've done that. We have lots of students who would be in the main,

really happy to take part in trialing.

I think you'll probably find the same with

most further education colleges who have got many students with different kinds of

needs and actually would be happy to take part and test out equipment or services.

That would be useful if we could get

some kind of group that we could all perhaps use if we could

maybe start some part of the next initiative

to identify some people that can help with this.

Yeah, I think we've never really got to grips with this fully.

There are groups who can help in government things like that internally.

But we'll always be aware that people have day jobs and students are the same.

You can't expect to keep calling on people's time and ideally pay people.

But that's a whole other question, isn't it?

Absolutely. I guess that's one of the strengths of the personas as well,

that if we can put people in there,

that kind of mindsets that they can design the systems to behave as well as possible.

All of these things are a great ways forward.

Somebody's asked Jo in particular,

that you mentioned you provide information to lecturers about

their disabled students but what is

the expectation locally about how they will make teaching more accessible?

How do you enforce such things?

There are two things that I want to just share here.

One is, as I described earlier,

is that our additional learning support team,

a key part of their role is to provide information for teaching staff and support staff

in best ways of strategies for providing support for any particular person.

That young person will have been involved in that discussion about what helps me.

But we are moving to a place where

the expectation is that teaching staff will meet the needs of

all young people in their teaching cohort

and expect that everybody in their group has got needs.

Let's adapt our teaching to meet everyone's needs.

Let's plan to be accessible.

Again, I'm phrasing and using words that actually I would choose not to use.

All teachers and all leaders are leaders of SEND.

By that it means that all,

teaching staff and leaders in education should have at

the forefront of their planning and in their curriculum design and contact teaching.

"Actually, I will have a whole group of young people and I need to adapt

my teaching to whoever's in this room with me."

Because all of us in this room, in this Teams meeting,

we all have different needs and that's the same in the classroom.

We're on that journey as part of teacher training and training for

our existing staff to be much more inclusive in planning and delivery.

Brilliant.

I don't know whether that answers the question.

I think it does beautifully.

A question for you Richard,

obviously you've been doing auditing

and the monitoring process has been going for a little while now.

What's your fill?

When you hear things about what the FE sector is maybe not as confident in these areas.

What things do you think we can do to increase that level of awareness and share

the good practice that you've undoubtedly seen in the auditing?

Because I guess there will be areas where people need to be picked up on some things,

but hopefully you're seeing,

actually, some good levels of engagement.

I wonder, what's your midterm report?

Well, things are definitely improving.

We haven't got any statistics on that yet.

But people are much more aware of the regulations.

People are trying to achieve the regulations.

There has been a certain amount of what's the minimum we need to do?

That's slightly understandable because people are under pressure.

But definitely people, I'm thinking more about this stuff

and I'm pushing people to go beyond the regulations obviously.

But in terms of raising awareness,

I think most people don't really get this stuff

until they see it demonstrated in some way,

partly through personas, but also through actual disabled people trying to use stuff.

The user testing, videos,

and things that, are really important factors in there.

People start to understand then they get that aha moments.

Without us, just on paper,

it doesn't really help a lot.

Brilliant. Okay, thank you.