Respondent: {% if respondent|length>0 %}{{ respondent }}{% else %}No name given{% endif %}

on {{ instit\_name }}

Maturity Model Self-Assessment report

## About this report

*“Although digital accessibility involves technology use, it is not primarily about technology but about people and their practices.*

*What you do and how you do it - your cultural landscape - impacts on disabled student experience, engagement, retention, and results.*

*Fewer barriers mean tangible benefits for everyone, disabled or not.*

*We put together this resource to help you map your own ‘cultural landscape’ and reflect on areas you might want to improve.”*

* Alistair McNaught, McNaught consulting

## About us

Built on an original concept developed by Alistair McNaught (TechDis 2010), the maturity model has been extended with support from Amy Low and Adam Tweed at [AbilityNet](http://www.abilitynet.org.uk). This interactive resource helps you:

* determine where you are in the Accessibility Maturity Spectrum,
* understand risks; build on benefits
* identify support needs.

“Being able to take a snapshot of where we were as a University and having the next steps mapped out made things far less overwhelming as a project” – Accessibility Lead

## Summary

We define 'maturity' using a range of criteria - including some you wouldn't automatically associate with accessibility. Based on the average of the answers you have given you are at **maturity level** {% if 1 == matlev %}**1 – Luck**{% elif 2 == matlev %}**2 - Tokenism**{% elif 3 == matlev %}**3 - Standards**{% elif 4 == matlev %}**4 - Ownerships**{% else %}**5 – Partnerships**{% endif %}

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 – Luck | 2 – Tokenism | 3 – Standards | 4 – Ownership | 5 - Partnership |
| Goals & Ambitions | {%p if driver == 1 %}  **Minimal effort / expense**  {%p else %}  Minimal effort / expense  {%p endif %} | {%p if driver == 2 %}  **Support for individuals**  {%p else %}  Support for individuals  {%p endif %} | {%p if driver == 3 %}  **Legal compliance**  {%p else %}  Legal compliance  {%p endif %} | {%p if driver == 4 %}  **Pedagogical excellence**  {%p else %}  Pedagogical excellence  {%p endif %} | {%p if driver == 5 %}  **Inclusive excellence**  {%p else %}  Inclusive excellence  {%p endif %} |
| Who has responsibility? | {%p if resp == 1 %}  **No-One**  {%p else %}  No-One  {%p endif %} | {%p if resp == 2 %}  **Disability Team**  {%p else %}  Disability Team  {%p endif %} | {%p if resp == 3 %}  **Web Teams**  {%p else %}  Web Teams  {%p endif %} | {%p if resp == 4 %}  **Whole Organisation**  {%p else %}  Whole Organisation  {%p endif %} | {%p if resp == 5 %}  **Organisation & stakeholders**  {%p else %}  Organisation & stakeholders  {%p endif %} |
| Which model of disability is in play? | {%p if dismod == 1 %}  **Invisibility**  {%p else %}  invisibility  {%p endif %} | {%p if dismod == 2 %}  **Medical**  {%p else %}  Medical  {%p endif %} | {%p if dismod == 3 %}  **Social – by compliance**  {%p else %}  Social – By Compliance  {%p endif %} | {%p if dismod == 4 %}  **Social – by conviction**  {%p else %}  Social – by conviction  {%p endif %} | {%p if dismod == 5 %}  **Social – by collaboration**  {%p else %}  Social – by collaboration  {%p endif %} |
| What is the focus of effort? | {%p if effort == 1 %}  **Justify non action or seek exemption**  {%p else %}  Justify non action or seek exemption  {%p endif %} | {%p if effort == 2 %}  **React to barriers**  {%p else %}  React to barriers  {%p endif %} | {%p if effort == 3 %}  **Make websites inclusive**  {%p else %}  Make websites inclusive  {%p endif %} | {%p if effort == 4 %}  **Make teaching and learning inclusive**  {%p else %}  Make teaching and learning inclusive  {%p endif %} | {%p if effort == 5 %}  **Make everything inclusive**  {%p else %}  Make everything inclusive  {%p endif %} |
| Skills and expertise | {%p if skills == 1 %}  **Unidentified or existing only in a few individuals**  {%p else %}  Unidentified or existing only in a few individuals  {%p endif %} | {%p if skills == 2 %}  **Knowledge is located in specialist disability and/or assistive technology teams**  {%p else %}  Knowledge is located in specialist disability and/or assistive technology teams  {%p endif %} | {%p if skills == 3 %}  **Skills available in pockets, or certain course areas have specific skills**  {%p else %}  Skills available in pockets, or certain course areas have specific skills  {%p endif %} | {%p if skills == 4 %}  **Skills and awareness available across broader teams**  {%p else %}  Skills and awareness available across broader teams  {%p endif %} | {%p if skills == 5 %}  **Accessible practices broadly embraced as part of organisation's core professional values**  {%p else %}  Accessible practices broadly embraced as part of organisation's core professional values  {%p endif %} |
| Which policies include accessibility? | {%p if policies == 1 %}  **Not in any policies**  {%p else %}  Not in any policies  {%p endif %} | {%p if policies == 2 %}  **Disability policies**  {%p else %}  Disability policies  {%p endif %} | {%p if policies == 3 %}  **IT, procurement & disability policies**  {%p else %}  IT, procurement & disability policies  {%p endif %} | {%p if policies == 4 %}  **IT, procurement, disability & teaching/learning policies**  {%p else %}  IT, procurement, disability & teaching/learning policies  {%p endif %} | {%p if policies == 5 %}  **Wide range of policies (eg marketing etc)**  {%p else %}  Wide range of policies (eg marketing etc)  {%p endif %} |
| How does the culture of the organisation feel? | {%p if culture == 1 %}  **Disability ignorance / avoidance**  {%p else %}  Disability ignorance / avoidance  {%p endif %} | {%p if culture == 2 %}  **Silos of expertise but few opportunities for skills transfer**  {%p else %}  Silos of expertise but few opportunities for skills transfer  {%p endif %} | {%p if culture == 3 %}  **Risk aversion**  {%p else %}  Risk aversion  {%p endif %} | {%p if culture == 4 %}  **Encourages innovation. Permission to take risks**  {%p else %}  Encourages innovation. Permission to take risks  {%p endif %} | {%p if culture == 5 %}  **Partnership, creativity & embedding good practice**  {%p else %}  Partnership, creativity & embedding good practice  {%p endif %} |
| What is the student experience? | {%p if stuex == 1 %}  **Identification initiated by disabled student**  {%p else %}  Identification initiated by disabled student  {%p endif %} | {%p if stuex == 2 %}  **Proactive efforts from the disability team**  {%p else %}  Proactive efforts from the disability team  {%p endif %} | {%p if stuex == 3 %}  **Digital accessibility is evident in pockets but not joined up**  {%p else %}  Digital accessibility is evident in pockets but not joined up  {%p endif %} | {%p if stuex == 4 %}  **Digital accessibility is mainstream and referenced from multiple locations**  {%p else %}  Digital accessibility is mainstream and referenced from multiple locations  {%p endif %} | {%p if stuex == 5 %}  **Students actively involved in shaping practice**  {%p else %}  Students actively involved in shaping practice  {%p endif %} |

## What do I do now?

The goal is obviously for your institution to reach excellence across the board, but this is a journey.

### Level {{ risks }}

This is your average score across all areas.

**Stage:** {% if risks | int == 1 %}**1 – Luck**

**Risk: Student litigation**

**What this level feels like:**

Whilst it is unlikely that anyone at your institution would deliberately wish to avoid supporting disabled students, this approach is a serious risk because legislation makes clear that a failure to meet the accessibility requirements will be treated as a failure to make a reasonable adjustment.

The risk of litigation can be reduced if you can provide evidence that a road map for improvement exists and appropriate budgets have been put aside.

{% elif risks | int == 2 %}**2 - Tokenism**

**Risk: Wasted resources**

**What this level feels like:**

Whilst student support is available for those that disclose a disability, money is being spent on "firefighting", supporting students to overcome barriers that need not exist in the first place.

Instead of disability experts advising staff on improving their digital practice, time is spent on helping students cope with sub-optimal practice.

It is likely that existing investments in tools that could help all students be more productive (especially those living with disabilities) are not being promoted, resulting in poor return on investments.

Training is typically “issue based” such as correct language rather than practices that benefit independence and productivity.

Policies are likely to be standalone and very generalised.

Often institutions at this level will delegate an institution-wide digital accessibility role to people with little to no budget and/or authority to influence necessary changes.

{% elif risks | int == 3 %}**3 - Standards**

**Risk: Unintended consequences**

**What this level feels like:**

It is great that technical accessibility standards are being considered and met and this is a big achievement in any institution. A focus on compliance, however, can have unintended consequences. Teaching is more than content transmission. It also involves engaging, inspiring, challenging and motivating. Sometimes the tools or techniques that achieve these aims will not be equally accessible for everyone.

If standards are over-applied without regard to teaching purpose, innovation may be stifled.

Inappropriate focus on technical standards may force tutors back to more traditional (and less accessible) practices. If digital content requires higher standards than traditional paper-based handouts, teaching staff may revert to less accessible print-based approaches or high-value resources for audiences such as dyslexic students may be removed because they are not accessible to screen reader users.

{% elif risks | int == 4 %}**4 - Ownership**

**Risk: Uncritical adoption**

**What this level feels like:**

Reaching level four will have required a significant cultural shift and is a great achievement. At this level, digital accessibility is seen as a positive, creative force and recognises that digital competence helps to create accessible content and mitigate less accessible experiences.

The focus is on building staff and student digital competencies and often institutions at this stage demonstrate good links between teaching/learning policies, e-learning and student support / disability policies.

The main risk is unwittingly embracing inaccessible tools, content or activities and whilst there can be a case for using partially accessible tools to achieve specific purposes with specific student groups, it is difficult to justify using highly inaccessible digital tools and resources on a recurring basis.

Increased confidence allows organisations to recognise that partially accessible resources may have a role to play. Digital accessibility is a cross institutional responsibility.

{% else %}**5- Partnerships**

**Risk: Bureaucratic paralysis**

**What this level feels like:**

This stage of the maturity model brings many benefits - innovation, engagement, reduced costs, and improved outcomes and recognises the value of students as co-designers of learning.

Involving disabled students in the policies/processes that affect them reduces the chances of failure (and litigation). Compromises are easier to justify when disabled students have helped to craft them.

At this stage, all staff recognise their role in reducing barriers. Creative engagement is the norm. Accessibility awareness is distributed, sustainable, embedded into quality assurance processes and perceivable in all policy areas.

However, to retain the significant benefits of working in partnership, the processes that enable partnership need to be as streamlined as possible to avoid bureaucratic paralysis.{% endif %}

## Potential next steps

These are some of the potential next steps for you and/or your institution.

**Level**{% if matlev | int == 1 %} **1 - Luck**

### How can we help you move from level 1

**This is about priorities.**

We can support you with:

* A half-day accessibility statement review to find key areas you need to address for compliance. This will identify your biggest gaps and highlight your next steps.
* Online training or mentoring to help teams to see the big picture and get positive synergies from accessibility improvements.
* Online or face to face presentations to leadership teams to summarise the benefits and efficiencies of accessible practice (and how to manage the risks of non-compliance).

{% elif matlev | int == 2 %} **2 - Tokenism**

### How can we help you move from level 2

**This is about mindset.**

We can support you in these ways:

* help teaching staff see the positive impact of good digital practice
* train support staff, library and study skills teams be more aware of technologies to support productivity.
* Provide a range of accessibility testing services to help you evaluate your current status and make a plan for compliance
* help teams break down silos by working as a trusted intermediary to identify gaps and overlaps and opportunities based on team knowledge and experience.
* work with senior management teams or steering groups to develop an institution-wide approach.

{% elif matlev | int == 3 %} **3 - Standards**

### How can we help you move from level 3

**This is about focus.**

We can help in these ways:

* work with your internal teams, providing frameworks and badging options to ensure that positive teaching and learning outcomes drive your approach.
* support technical teams in auditing system accessibility.
* train technical teams in doing their own audits and remediating issues identified.
* support strategic teams in identifying and managing appropriate compromises and explaining them via accessibility statements.

{% elif matlev | int == 4 %} **4 – Ownership**

### How can we help you move from level 4

**This is about sustainability**

We can help you:

* understand the disabled student's digital journeys and how to improve them,
* explore the accessibility of course designs and course content,
* embed accessibility appropriately into institutional quality assurance processes.
* craft accessibility statements in ways that give them value and currency for all students.

Our support offers include exploring disabled student’s digital journeys, auditing digital content, staff training on good practice and support on accessibility statements and integrated policies.

{% else %} **5 - Partnership**

### How can we help you stay at level 5

**This is about communication**

We can help you:

* promote your accessibility credentials to potential students via
  + case studies,
  + prospectus reviews,
  + accessibility statement support,
  + verified badging that provides external validation of your internal commitments.{% endif %}

# Breakdown by maturity model detailed responses

## Goals and ambitions

This is what you consider to be the main driving force behind the decisions you, or your institution makes when it comes to accessibility.

**You answered:** {% if driver == 1 %}Minimal effort / expense{% elif driver == 2 %}Support for individuals at point of need{% elif driver == 3 %}Legal compliance{% elif driver == 4 %}Pedagogical excellence{% else %}Inclusive excellence{% endif %}

**Your reason for giving this score was:**

{% if driver\_comments|length>0 %}{{ driver\_comments }}{% else %}(No reason given){% endif %}

## Responsibility for accessibility

This is the group you have identified as having responsibility for accessibility at your institution.

**You answered:** {% if resp == 1 %}No-one{% elif resp == 2 %}Disability Team{% elif resp == 3 %}Web Teams{% elif resp == 4 %}Whole Organisation{% else %}Organisation and stakeholders{% endif %}

**Your reason for giving this score was:**

{% if resp\_comments|length>0 %}{{ resp\_comments }}{% else %}(No reason given){% endif %}

## Model of disability

This is the model of disability you have identified that your institution follows.

**You answered:** {% if dismod == 1 %}Invisibility{% elif dismod == 2 %}Medical{% elif dismod == 3 %}Social – by compliance{% elif dismod == 4 %}Social – by conviction{% else %}Social – by collaboration{% endif %}

**Your reason for giving this score was:**

{% if dismod\_comments|length>0 %}{{ dismod\_comments }}{% else %}(No reason given){% endif %}

## Focus of effort

This is what you consider the focus of effort of your institution.

**You answered:** {% if effort == 1 %}Justify non action or seek exemption{% elif effort == 2 %}React to barriers{% elif effort == 3 %}Make websites inclusive{% elif effort == 4 %}Make teaching and learning inclusive{% else %}Make everything inclusive{% endif %}

**Your reason for giving this score was:**

{% if effort\_comments|length>0 %}{{ effort\_comments }}{% else %}(No reason given){% endif %}

## Skills and expertise

This section details how you feel about your institution’s skills and expertise.

**You answered:** {% if skills == 1 %}Unidentified or existing only in a few individuals{% elif skills == 2 %}Knowledge is located in specialist disability and/or assistive technology teams{% elif skills == 3 %}Skills available in pockets, or certain course areas have specific skills{% elif skills == 4 %}Skills and awareness available across broader teams{% else %}Accessible practices broadly embraced as part of organisation's core professional values{% endif %}

**Your reason for giving this score was:**

{% if skills\_comments|length>0 %}{{ skills\_comments }}{% else %}(No reason given){% endif %}

## Policy inclusion

These are the policy areas you consider to be covered by your accessibility policy.

**You answered:** {% if policies == 1 %}Not in any policies{% elif policies == 2 %}Disability policies{% elif policies == 3 %}IT, procurement & disability policies{% elif policies == 4 %}IT, procurement, disability & teaching/learning policies{% else %}Policies mentioning Digital Accessibility{% endif %}

**Your reason for giving this score was:**

{% if policies\_comments|length>0 %}{{ policies\_comments }}{% else %}(No reason given){% endif %}

## Organisational culture

This is how you consider your institution to feel culturally

**You answered:** {% if culture == 1 %}Disability ignorance / avoidance{% elif culture == 2 %}Silos of expertise but few opportunities for skills transfer{% elif culture == 3 %}Risk aversion{% elif culture == 4 %}Encourages innovation. Permission to take risks{% else %}Partnership, creativity & embedding good practice{% endif %}

**Your reason for giving this score was:**

{% if culture\_comments|length>0 %}{{ culture\_comments }}{% else %}(No reason given){% endif %}

## Student experience

This is what you perceive the student experience to be at your institution

**You answered:** {% if stuex == 1 %}Identification initiated by disabled student{% elif stuex == 2 %}Proactive efforts from the disability team{% elif stuex == 3 %}Digital accessibility is evident in pockets but not joined up{% elif stuex == 4 %}Digital accessibility is mainstream and referenced from multiple locations{% else %}Students actively involved in shaping practice{% endif %}

**Your reason for giving this score was:**

{% if stuex\_comments|length>0 %}{{ stuex\_comments }}{% else %}(No reason given){% endif %}

## Contact Us

Contact us at [enquiries@abilitynet.org.uk](mailto:enquiries@abilitynet.org.uk) to arrange a 30 minute call to discuss where you are now and the steps you can take to move forward.

## Useful Links

### Build your community and resources

#### Self-access / DIY

Subscribe to the [Digital Accessibility Regulations Jiscmail list.](https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=DIGITALACCESSIBILITYREGULATIONS) Explore the [LexDis Accessibility toolkit](https://www.lexdis.org.uk/digital-accessibility/). Join the [Jisc Accessibility Teams](mailto:Kellie.Mote@jisc.ac.uk?subject=Joining%20the%20Accessibility%20Teams%20site) site.

#### Supported services

Sign up  [for our newsletter and webinars](https://www.abilitynet.org.uk/sign-up-for-our-newsletter). Purchase [our accessible component library and accessibility guidelines](https://abilitynet.org.uk/accessibility-services/products-and-services)

### Planning and prioritisation activities

#### Self-access / DIY

Identify stakeholders and form working group. Collate all sites in scope/project plan. Identify strengths and development areas with self-serve maturity model.

#### Supported services

[Guided maturity model planning session](https://abilitynet.org.uk/accessibility-services/he-and-fe-accessibility-maturity-model) and report. Accessibility statement mapper service. [Digital accessibility consultancy](https://abilitynet.org.uk/accessibility-services/digital-accessibility-he-and-fe), [McNaught mentoring](https://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=2196#page1) services.

### Benchmarking and auditing

#### Self-access / DIY

Conduct automated and manual testing on your sites with [WAVE](https://wave.webaim.org/) tool or [Accessibility Insights](https://accessibilityinsights.io/) etc. Evaluate accessibility of Word documents and PDFs. Map student journeys / pain points in your digital estate.

#### Supported services

Use our [HE/FE Digital Accessibility bundle](https://abilitynet.org.uk/accessibility-services/digital-accessibility-he-and-fe) of services to create a benchmark of accessibility and roadmap for inclusive journeys. Procure [our automated & manual testing services and website accreditation service.](https://abilitynet.org.uk/accessibility-services)

### Team training and skills development

#### Self-access / DIY

[Future Teacher resources](https://xot.futureteacher.eu/play.php?template_id=4#home). ETF ENHANCE modules on [Accessibility](https://enhance.etfoundation.co.uk/category/accessibility) and [Difference and diversity](https://enhance.etfoundation.co.uk/category/difference-diversity). AbilityNet free webinar services.

#### Supported services

Per seat training courses. 1-1 / group mentoring sessions. [McNaught bespoke training courses](https://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=2196#page1) (inclusive practice; inclusive policies; student support services). Enquire about [AbilityNet bespoke training courses](https://abilitynet.org.uk/accessibility-services/speak-to-our-experts) (technical and lived experience of disability)

### Student self-help tools

#### Self-access / DIY

Link from your site to [My Study My Way on demand](https://mystudymyway.com/), [My Computer My Way](https://mcmw.abilitynet.org.uk/) and our range of [factsheets](https://abilitynet.org.uk/free-resources/abilitynet-factsheets) . [LexDis strategies](https://www.lexdis.org.uk/strategies/). University of Kent [Tools collection](https://www.kent.ac.uk/tools).

#### Supported services

Institution specific [My Study My Way](https://abilitynet.org.uk/HE-services/my-study-my-way). Branded [My Computer My Way](https://mcmw.abilitynet.org.uk/)

### Culture & strategy

#### Self-access / DIY

Clear communications and endorsement of accessibility. Whole institution from senior sponsor to student voice.

#### Supported services

Global Accessibility Awareness days (support and/or content). Accessibility Policy & QA Support. [Case Studies](https://abilitynet.org.uk/accessibility-services/meet-our-clients) and badging. [Guided maturity model planning session](https://abilitynet.org.uk/accessibility-services/he-and-fe-accessibility-maturity-model) and report

# Appendix

## Where did these themes come from?

These criteria are developed from years of working with institutions across the UK. The Jisc TechDis service delivered action research based on interviews and surveys across dozens of organisations, resulting in summary reports - for example:

* [Simon Ball's Briefing for Senior Managers in Higher Education](https://core.ac.uk/display/24073902) "Technology Change for Inclusion - 12 steps towards Embedding Inclusive Practice with Technology as a Whole Institution Culture in UK Higher Education".
  + Alistair McNaught's parallel research and delivery of
  + 5 Senior Manager Briefings for Further Education for Jisc TechDis
  + co-developing and delivering 29 institutional Accessibility Snapshots for Jisc and related online training courses for HE and FE institutions.