DRC Support Presentation

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The University of Cambridge Disability Resource Centre
2. Overview of funding available

Funding is available to help with the extra costs a student may incur as the direct result of a disability, which includes:

- an impairment
- a long term health condition
- a mental health condition
- a specific learning difficulty (such as dyslexia)
3. Sources of Funds

Funding comes from a number of sources. The main ones being:

- Disabled Students Allowances (DSAs) – Government Fund
- International Disabled Student Fund (IDS Fund) – University of Cambridge Fund
- Reasonable Adjustments Fund (RAF) – University of Cambridge Fund

The different funds cover different support
4. What support do the funds cover?

The support that these funds cover include:

- Specialist Equipment Allowance – DSA and IDS Fund
- Non-Medical Helpers Allowance (Human Support) – RAF and IDS Fund
- General Allowance – DSA and IDS Fund
DSAs

(Disabled Students Allowances)
The Funding Bodies are:

- Student Finance England (SFE)
- Student Finance Wales (SFW)
- Student Finance Northern Ireland (SFNI)
- Student Awards Agency for Scotland (SAAS)
- NHS Student Bursaries
- Research Councils (DSA application processed through DRC)
6. Who Qualifies for DSA?

UK Students:

1. Studying a Higher Education Course (including Postgraduate)

2. With a disability (including Specific Learning Difficulty, long-term health condition or mental health condition)
You will need evidence of your disability, (including a specific learning difficulty, sensory impairment or other condition).

**Specific Learning Difficulty**

- Evidence likely to be an Educational Psychologist Report or Specialist Teacher Report.

**Mental Health condition / other disability**

- Evidence likely to be from a GP, psychiatrist or other medical professional
8. How to apply for DSAs

Step 1:

Complete the relevant DSA application form and send it to your funding body with a copy of your diagnostic evidence.

Note:

- DSA Short Form - Undergraduates and PGCE with core finance
- DSA Long Form – Undergraduates and PGCE without core finance
- DSA Long Form - Postgraduates
The funding body will process your application

- You should receive a letter confirming your eligibility to the DSA.
- The letter asks you to get a needs assessment at an assessment centre.
Step 2:

You book an appointment for a needs assessment.

- You can find an assessment centre at:
  
  http://www.nnac.org/students/findcentre.php

- You can attend whichever assessment centre suits you best

- Take the earliest suitable appointment possible so as not delay the application process

- The Assessment centre will need a copy of eligibility letter from the Funding body
11. DSAs Application process

Step 3:
The funding body receives and processes your NAR

- You should receive a DSA Entitlement letter (DSA2) which confirms what can be funded for you through the DSA
- You order the equipment agreed on the DSA 2 letter from the agreed supplier
12. Summary of DSAs application process

1 – Send Application to funding body
2 – Attend Needs Assessment and get report
3 – Receive DSA Entitlement letter & order equipment
Reasonable Adjustment Fund (RAF)
This is a fund run by the DRC to cover human support, but not equipment. It can cover the following:

- Specialist Study Skills
- Mentoring
- Note-takers
- Proof reader
- Specialist Transcription
14. How to apply for the RAF

• If you would like to access Study skills, mentoring or one of the other non-medical helpers support, simply contact the Disability Resource Centre (DRC) at disability@admin.cam.ac.uk or call 01223 332301.

• We are in the process of sending out e-mails to all students that we have identified as eligible to the RAF to see if they would like to take up support.

• If you have not heard from us by the start of term, please e-mail the DRC.
International Disabled Student Fund (IDS Fund)
15. Funding for International Students

International Disabled Student Fund (IDS Fund).

Please visit the DRC website:

http://www.disability.admin.cam.ac.uk/funding-students/eu-and-international-students
Any Questions?
Exam Access Arrangements
Exam Access Arrangements - Session Aims

Aims

• What are exam access arrangements?

• What exam access arrangements are permitted by the University of Cambridge?

• How do you apply for exam access arrangements?

• What evidence do you need?
What are Exam Access Arrangements?

- Access arrangements are pre-agreed reasonable adjustments that are made to exams, tests and assessments for individual candidates.

- Access arrangements are in place to ensure that all candidates are able to access exams, tests and assessments, and have the same opportunities to demonstrate their skills and abilities, as other candidates.
What Exam Access Arrangements are permitted?

This is not a definitive list but merely an exemplar of the types of access arrangements that are agreed for students each year:

- 25 per cent extra time (standard maximum)
- Use of word processor (spellcheck enabled)
- Exam printed on coloured paper / use of coloured overlays
- A reader and/or scribe
- Supervised rest breaks
- 1:1 invigilation in a separate room
- A prompter
How do I apply for Exam Access Arrangements?

- An application for exam access arrangements is made through your College.

- You will need to provide your College tutor or College tutorial office a copy of your evidence of need.

- Acceptable evidence includes:
  - Medical letter / report from medical professional.
  - Occupational Therapist diagnostic report (dyspraxia, cerebral palsy, …).
  - Psychiatrist’s diagnostic report (ADHD, Mental Health condition, …).
  - Educational Psychologist/ Specialist Teacher diagnostic report (Specific Learning Difficulties ie. Dyslexia).
Acceptable Evidence

Medical
- GP Letter
- Psychiatrist report
- Occupational Therapist report
- College nurse

Educational
- Educational Psychologist report
- Specialist Teacher report
Acceptable Evidence

• The Board of Exams has specific criteria for evidence it requires for an application for exam access arrangements.

• If you are providing an educational assessment report it must meet the following criteria:
  • Conducted by an Educational Psychologist or Specialist Teacher with a current PAToSS practicing certificate
  • Full diagnostic assessment report (not top-up)
  • Conducted after the age of 16
  • No more than 5 years old (8 years for postgraduate)
There are deadlines by which you must have provided your evidence to your college for the application for exam access arrangements.

The deadline is:

- division of Lent Term (13 February 2019) for diagnosed specific learning difficulties

After this deadline it cannot be guaranteed that you will be allowed the exam access arrangements that you need.
What should I do now?

• Any questions about the suitability of your evidence or queries about the process, please contact your disability adviser at the DRC as soon as possible

• Please provide a copy of your evidence to your College tutor or College tutorial office as soon as possible after arrival
Any Questions?
Institutional Support & Course Based Adjustments
Institutional Support

- Institutional support includes adjustments that can be made so that a course is more accessible to students with disabilities.

- These adjustments can be made in the following areas:
  - Lectures
  - Supervisions
  - Course Materials
  - Libraries
  - Exams
  - Viva
Examples of adjustment relevant to students includes:

Lectures

- permission to record lectures.
- Permission to take notes using a laptop computer.
- copies of power points, handouts, and discussion documents, in advance.
EXAMPLES OF ADJUSTMENTS - Supervisions

Supervisions – taught courses

• modified reading lists
• Recording, where possible
• group discussion materials to be e-mailed in advance
• not being asked to read aloud from unseen texts
• Having assignment deadlines well in advance
• Tasks being modelled (exemplars of expected work/assignments)
• Instructions and feedback provided in written form
• Flexible deadlines
• Option to hand in notes if essay not finished
Supervisions – research courses

- Regular scheduled meetings (at agreed frequency) with supervisor
- Guidance with identifying and managing reading materials
- Recording of supervision meeting
- Tasks being modelled (exemplars)
- Instructions and feedback provided in written form (tracked changes)
- Flexible deadlines
- Ensuring student understands both negative and positive feedback
Library

- extended library loans times
- additional numbers of books available per loan
- Help with locating books/ articles
- Materials in electronic form
EXAMPLES OF ADJUSTMENTS - Viva

- to have the opportunity to have a practice Viva (i.e. a 'mock')
- to be given written, detailed guidance on the expectations
- to be allowed to note down questions, key words and ask for repetition or clarification during the Viva
- to be given a basic list/outline of areas that the examiners wish to probe in more detail/question 1 day in advance; this will allow you to annotate your thesis and so pinpoint the information quickly during the Viva
• examiners to use straightforward phrasing in the questions and avoid multiple parts to questions. These additional parts should be asked as separate questions.

• adequate time to assimilate/process the question and then make notes and sequence ideas before being required to respond to the question

• Permission to read the question back to the examiner(s) to ensure that all the points that were being raised have been noted. You should then, as needed, be allowed to make some notes on the answers, as opposed to having to think instantly ‘on the spot’
EXAMPLES OF ADJUSTMENTS - Viva

- permission to mark the thesis with coloured tabs to help locate information quickly
- the use assistive technology to support the presentation
- rest breaks
- if the Viva is excessively long, break it down into a number of shorter sessions, rather than one long session.
- remove visually distracting items from the examination room (e.g. ‘busy’ posters) and for exam to be conducted in a quiet room
How to Obtain These Adjustments
Student Support Documents (SSD)

Provided the DRC has your permission to disclose your disability, we aim to:

• Write a student support document (SSD) which makes the recommendations for adjustments.

• This SSD will be developed in dialogue with you. You will have a copy prior to this being passed to staff.

• Once you agree the contents, the DRC will circulate the SSD to members of staff on a ‘need to know’ basis only.