

## Personalised Academic Study Support Terms Explained

### **Explanation of terms used in Personalised Academic Study Support plans.**

Wherever appropriate, the University of Lincoln's Wellbeing Centre provides Personalised Academic Study Support plans which request specific types of support that should be afforded by the University to meet the needs of individual students.

This document seeks to provide staff and tutors with a more detailed explanation of the briefly phrased requests that may be included in those memorandums. Each request is a reasonable adjustment to ensure that the individual student does not experience barriers to their learning.

Explanations are found below:

### **This student has been directed to their blackboard module sites to access their lecture notes in advance.**

Wherever possible, staff should ensure that learning materials are available on the University's Virtual Learning Environment (e.g. Blackboard, etc.) so that the named student can access online copies of their lecture notes and OHPs before the start of each class and so these can be accessed remotely if needed.

It would also be beneficial if the spellings of new or unfamiliar words could be incorporated into any such lecture or OHP notes.

For students with dyslexia, their ability to simulate information during lectures, especially when trying to take notes, can be particularly difficult. When staff provide course notes or handouts beforehand, this enables students to familiarise themselves with the general content and vocabulary for the lecture. This also reduces the additional effort a student with dyslexia must invest in comparison to their non dyslexic peers in understanding the lecture, thus enabling them to more critically focus on the content.

### **Please allow audio recording of lectures and seminars.**

Staff should permit the named student to record/type lectures and seminars. These recordings may supplement or wholly replace their written notes. Additionally, detailed verbal descriptions of information displayed on whiteboards and OHPs should be given in order that they may be recorded. When answering questions from the floor, it is essential to repeat the question for the benefit of the recorder.

### **Please provide step-by-step instructions wherever possible, if student requests.**

The inclusion of this request indicates that the named student would benefit from written instructions where new and relatively complex hardware/software/procedures must be learned. Staff are requested to allow the student some extra time to assimilate the instructions, and to consider monitoring their progress.

### **To reduce discomfort, please allow student to stand/stretch.**

Staff should permit the student to stand and stretch in lectures/seminars to alleviate some of the discomfort he/she experiences whilst sitting for prolonged periods.

### **This student's condition may affect their concentration.**

An individualised statement should be found following this statement explaining how this student's concentration difficulties may affect them. Teaching staff should be aware that during lectures and seminars the student might have a tendency to lose his/her concentration, or appear not to be paying attention. This reaction is a result of their condition and should not be interpreted as a lack of interest or ignorance.

**This student has been advised to speak with their advisor regarding the possibility of further non-medical help.**

An individualised statement should be found following this statement detailing the type of support suggested.

**Please give advance warning of any lecture cancellations to reduce student's anxiety from changes to routine.**

Please provide the student with as much advanced warning as possible regarding any lecture cancellations etc.

**Please support this student to sign the register to confirm attendance.**

If this student is unable to sign a register to confirm attendance they should request help from an academic or appropriate member of staff. Please ensure a suitable solution can be agreed upon between the named student and their school in addition to making sure all school staff supporting the student are aware of the arrangement.

**Intrusive or repetitive thoughts may impact how the student presents themselves.**

An individualised statement should be found following this statement explaining how this student's intrusive or repetitive thoughts may affect them and how they present themselves. Please be discrete if a student's behaviour seems unusual, but if there is any major concern, please contact the Student Wellbeing Centre.

**A non-medical helper may accompany this student (e.g. note taker).**

A non-medical helper has been recommended to assist in lectures/seminars/workshops; ie. a note taker, BSL interpreter, etc. It is asked that staff make this person welcome and provide good verbal descriptions of materials as they are unlikely to be familiar with the subject.

**Please arrange rooms to facilitate disability (e.g. to aid lip-reader or wheelchair accessibility) and where available make use of PA Systems.**

Staff should be prepared to arrange the seating of the room in a horseshoe shape so that Deaf/hearing impaired students may see the face of every other member of the group. They should request that participants raise a hand to indicate when they are about to speak.

Where PA systems exist staff should make use of them to support communication.

Furniture in teaching rooms should be arranged so that access for wheelchair users is not impeded and they have sufficient room to manoeuvre.

**Carer only definitions:**

**Please allow student access to their mobile phones as well as leaving discreetly if required.**

Student may have to be contactable from the cared for, so would need access to their mobile phone at any given time, as this may be the quickest and easiest way of gaining contact. Please allow the student to have their phone visible (on silent) during lectures/ seminars in order to pick up any necessary calls or messages. If the student has to leave the room either for a short period or leave altogether please allow them do so without drawing attention to this.

**Where practically possible, for timetabling to allow later in the day sessions (if option is available).**

If a student has caring responsibilities that extend to the early mornings, it may not always be possible for a student to attend early seminars, or possibly arrive late. If there are repeated seminars at different times of the day, where possible, could arrangements be made to facilitate the student to attend a later session. The student is aware that core modules and lectures that are programmed for the whole cohort cannot be changed.

**Hearing Impairment only definitions:**

**Allow student to use a Conversor or similar, to aid hearing in classes etc.**

Please permit the student to use a Conversor or similar aid in order to allow the student to be able to hear in classes etc.

**Student has their own conversation amplifier and may ask that you wear the directional microphone transmitter during lectures/seminars (often worn as a neck loop). Please try to facilitate this request wherever possible.**

Please permit the student to use a conversation amplifier in order to allow the student to be able to hear in classes etc. Please facilitate requests for staff to wear the directional microphone transmitter during lectures/seminars wherever possible.

**This student may need to use Audio Induction Loops please make sure they are timetabled in rooms where one is available.**

Please check with timetabling that the rooms have an Audio Induction loop for students with a hearing impairment.

**To aid this student to lip-read please ensure you are facing the student at all times, try not to cover your face or mouth with your hands when speaking and ensure there is plenty of light in the room.**

When delivering taught sessions, please ensure allowances are made for the purpose of lip-reading. Please ensure the room is sufficiently lit to allow visual contact with the academic to be maintained without difficulty.

**If the student has a BSL interpreter, please try not to walk between the student and the interpreter when teaching.**

Please ensure visual contact between the student and the interpreter is not interrupted.

**Please try to keep background noise to a minimum.**

When delivering taught sessions, please try to keep background noise to a minimum.

**Please try not to speak too quickly and be clear and concise in your instructions and explanations.**

When delivering taught sessions, please maintain clear and concise communication whilst the student is in attendance.

**If audio/visual material used, please provide subtitles/transcripts.**

If videos are to be used in lectures/seminars they should be subtitled wherever possible, or transcripts provided to the student; additionally staff should provide the student with the opportunity to view the video/DVD in advance of the seminar/lecture.

When audio materials are to be used in lectures/seminars, wherever possible staff should provide transcripts. Staff should also give the student and his/ her Interpreter advanced notification that such materials are to be used.

**This student needs extra library support.**

An individualised statement should be found following this statement explaining what support this student needs to access the library. If needed they have been advised to speak with Library staff about how to access assistance with collecting books, how they can access books by post or they have been advised to inform the Library of one other person who will be able to collect books from the Library on their behalf.

**This student is aware or has been made aware about support available in the library.**

This student has been provided with information about Academic Writing Support and/or Academic Subject Librarians and/or MASH and/or Skills4Study. They have been advised to access these services if they need them, to book a Library Wellbeing session if needed and to look on the Library website for further information: <http://library.lincoln.ac.uk/>

**This student has been advised to speak with Library staff about how to use accessible text service.**

An individualised statement should be found following this statement explaining if this student has consented to be auto-enrolled onto the accessible text service (RNIB Bookshare). Where asked by the named student, please ensure support is provided when attempting to access electronic versions of Library materials.

**If this student requests please check essay plans and/or ensure assignments are fully explained.**

Where the named student has difficulty interpreting the meaning of questions, the Student Wellbeing Centre may request that staff should endeavour to check any essay plans produced by the student and/or explain to the student exactly what they require for a given coursework assignment.

**Please view verbal feedback requests sympathetically.**

Where asked by the named student, it would be considered beneficial if tutors would spend a few moments providing a verbal explanation of any written feedback comments. It may be of further benefit for tutors to consider dictating their feedback explanations into the student's digital recorder, where applicable. For students with a specific learning disability (e.g. dyslexia) who find written comments complex or difficult to decipher, such discussion may provide an understanding that can enhance the effectiveness of the tutor's feedback.

**Task guidance to be given in clear and specific language and tutor to ensure student understands fully before starting any task.**

Please ensure that each task is clear to the student from the start.

**Please monitor group tasks involving student, to reduce student's anxiety about working with others.**

Please ensure that students are monitored when working in groups in order to minimise the student's anxiety about working with others.

**Please be aware that student may not voice any concerns about tasks, group work etc.**

An individualised statement should be found following this statement explaining why this student may not voice concerns and the affect this may have on their presentation. Please ensure that all tasks are explained clearly and that students are monitored when completing group tasks in order to minimise any concerns the student may have.

**This student's obsessive behaviours may impact tasks.**

An individualised statement should be found following this statement explaining how their obsessive behaviours may affect them and the impact this may have on the time it takes to complete a task. Please be sympathetic towards deadline extension requests, and be aware that the student may take longer to complete work in seminars.

**Student encouraged to discuss any extension or extenuating circumstances applications with personal tutor and encouraged to look at the following link: <https://ps.lincoln.ac.uk/services/registry/Assessments/RecordsandAssessments/extenuatingcircumstances/SitePages/Home.aspx>**

Please note the decision regarding any extension requests made by this student is to be made at the discretion of the school.

**The student does have exams but does not require support at this time.**

The student has exams but does not require additional support at this time. The student has been advised to contact the Student Wellbeing Centre if their needs change.

**The student does have in class tests but does not require support at this time.**

The student has in class tests but does not require additional support at this time. The student has been advised to contact the Student Wellbeing Centre if their needs change.

**Extra time (extra additional time to be arranged with JS)**

An individualised statement should be found following this statement explaining if the deadline for exam support has been missed and if a discussion was had regarding when their exam support will begin.

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form (e.g. physical issues when handwriting, etc.).

**Extra time and PC.**

An individualised statement should be found following this statement explaining if the deadline for exam support has been missed and if a discussion was had regarding when their exam support will begin.

Where a student's disability affects their ability to read and understand questions, the Student Wellbeing Centre may recommend that, for that student, an extra 20 minutes per hour be added to the time allowed in any time-constrained examinations.

In addition, this will potentially allow the student to take time producing answers in a clearer and more understandable form.

The student should be permitted to type examinations using a computer and word-processor with spell-checker. The machine should be isolated from the network, being connected only to a printer. It should have any external drive covered, and the hard drive should be clean except for essential software.

The Student Wellbeing Centre may request this support if a student's disability negatively affects their ability to produce hand written answers to a point where word-processing is the most appropriate option.

**This student requires additional exam support or additional requirements.**

An individualised statement should be found following this statement explaining if the deadline for exam support has been missed and if a discussion was had regarding when their exam support will begin.

Further detail should be stated here regarding exam support requested (please note they may have more than one option of support stated). Options for exam support include:

Smaller room - The student is permitted to undertake their assessments / examinations in a smaller room away from the main cohort.

Separate room - The student is permitted to undertake their assessments / examinations in a separate room to other students.

PC with TextHelp (only for extreme cases) - The student should be permitted to type examinations using a computer and word-processor with spell-checker and TextHelp Assistive Software.

Non-medical helper support - The student should be permitted to use the services of any recommended non-medical helper such as an amanuensis, scribe or reader.

Dragon - The student should be permitted to type examinations using a computer and word-processor with spell-checker and Dragon Assistive Software.

Further detail should be stated here regarding additional requirements requested (please note they may have more than one requirement stated). Options for requirements in exams include:

CCTV, font, calculator, operator's chair (for ergonomic requirements) etc.

**Invigilator should visually confirm start-finish times to student.**

Ensure that the student is visually made aware of the start and finish times of exams.

### **Research only definitions**

#### **During VIVA, please allow any non-medical help to accompany student (e.g. interpreter)**

A non-medical helper has been recommended to assist during VIVA, BSL interpreter, etc. It is asked that staff make this person welcome and provide good verbal descriptions of materials as they are unlikely to be familiar with the subject.

#### **Please allow student to have short breaks during VIVA if required.**

Student may require rest breaks as the student might have a tendency to lose his/her concentration, or appear distressed. This reaction is a result of their condition and a rest break should be given to allow student to recuperate.

#### **Access to pen and paper in order to make brief notes on questions asked.**

Due to the student's condition, they may find it difficult to retain information verbally given and find it easier to interpret visually. Allowing access to written material is advised.

#### **Examiners should be clear and direct with questions. Examiners can expect students will ask them to rephrase their questions if these are not clear.**

Where the named student has difficulty interpreting the meaning of questions, the Student Wellbeing Centre may request that staff should endeavour to repeat or rephrase the questions given for the student to better understand what is being asked of them.

### **Additional explanations of terms used in Personalised Academic Study Support plans for the medical school:**

#### **This student has been directed to their Moodle module sites to access their lecture notes in advance.**

Wherever possible, staff should ensure that learning materials are available on the University's Virtual Learning Environment (Moodle) so that the named student can access online copies of their lecture notes before the start of each class and so these can be accessed remotely if needed.

#### **OSCE (objective structured clinical examination) any adjustments required need to be requested by the student through the General Medical Council. Other than a rest break which can be requested. <https://www.gmc-uk.org/registration-and-licensing/join-the-register/plab/plab-2-guide/what-reasonable-adjustments-can-we-make>**

If the student requires any adjustments for the objective structured clinical examination (OSCE) then they will need to apply for any adjustments via the General Medical Council and will need to submit medical evidence why adjustments are required. Some adjustments that have been allowed in the past are around the setup of the room to accommodate any physical disabilities and allowing students to access the room prior to the exam to ensure they can access the work stations. For students with dyslexia they may be able to have the printed material on coloured paper or a certain font. Student wellbeing are unable to recommend any adjustments.