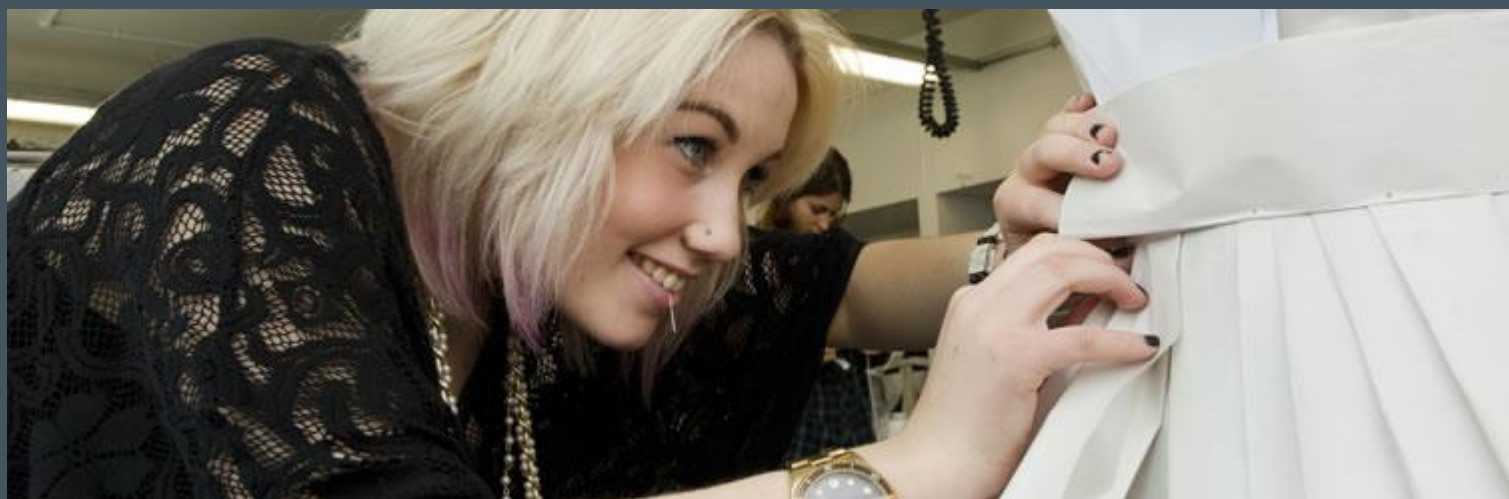


ACHIEVING STUDENT POTENTIAL

Fiona Hutchison - Dyslexia and Specific Learning Difficulties Team Manager, Oxford Brookes University

Chrissy Robertson - Group HE Support Services/Oxford Access Centre Manager, Activate Learning



AIMS AND OBJECTIVES

To identify steps you can take to support students with a range of needs to achieve their potential through inclusive practice, reasonable adjustments and specialist support.

To explore the impact of different teaching practices for students with study needs.

To learn about current policy, legislation and changes to funding.

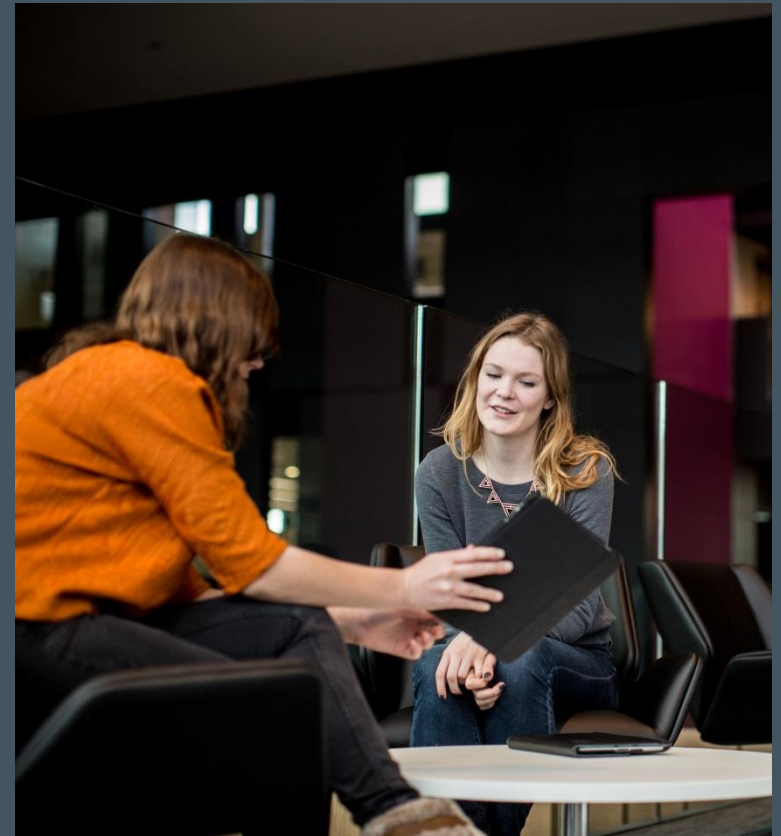


REASONABLE ADJUSTMENTS

- Students allowed to make personal recordings
- Students provided with slides or information prior to lecture
- Students provided with a 'road-map for each module
- Individual notetakers, support workers for practical classes or BSL interpreters
- Buddy or orientation support
- Verbal or typed feedback
- Tutorials
- Extensions for extenuating circumstances
- Specialist Tutors, Mentors and Assistive Technology Trainers
- Exams arrangements
- Marking arrangements
- Having own assistive technology
- Presentations on a 1-1 basis

CURRENT PROVISION

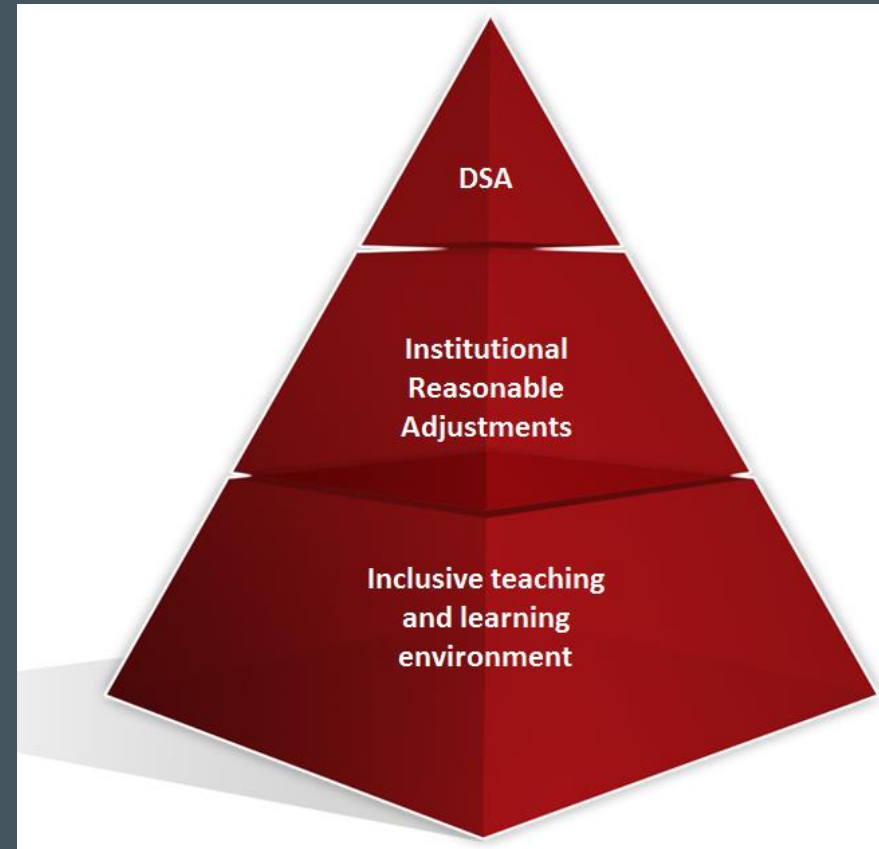
- Disabled Students' Allowances (DSA)
 - Assistive technology
 - One-to-one and group support
 - Funding for books, printing costs etc.
 - Support workers (e.g. note takers)
- Institutional Support
 - Exam arrangements
 - Library accommodations
 - Marking guidelines
 - Assistive technology



CHANGES TO DSA FUNDING

“Funding through DSAs should be the top of an apex of support, underpinned by an inclusive environment, and institutional reasonable adjustments where full inclusivity is not possible.”

BIS 15/16 DSA Guidance



UNIVERSAL DESIGN FOR LEARNING

- Accessible course materials and resources
- Handouts, resources and PowerPoints available online before lecture
- Resources and handouts compatible with Assistive Technology
- Range of inclusive modes of assessment
- 1-1 Academic and generic study support available
- Group study support available
- Accessible venues
- Learning outcomes clearly stated
- Multi-sensory delivery
- Assistive Technology available to all
- Notes available after the lecture
- Availability of recordings of lectures online
- Students provided with course overview and reading lists
- Having knowledge of diversity issues e.g. disability awareness

UNIVERSAL DESIGN FOR LEARNING

We are keen to encourage best practice in reducing the barriers that prevent disabled students accessing HE courses in all HE providers, and to ensure that effective ways of working that provide value for money are available throughout the sector. To this end, BIS will be working with stakeholders..., to consider how best to identify, promote and disseminate best practice in inclusivity, and to encourage HE providers to work collaboratively and pool resources to help meet the requirements of their students.

BIS, Dec 2015

INDIVIDUAL SUPPORT

Provided at each college with guidance from Dyslexia/SpLD and Disability Services at OBU

- Abingdon & Witney College- pauline.friel@abingdon-witney.ac.uk
- Activate Learning- Chrissy.Robertson@cityofoxford.ac.uk
- Bridgwater College- rutherfordp@bridgwater.ac.uk
- Brooklands College- Linda.chapman@brooklands.ac.uk
- Ruskin College- eledger@ruskin.ac.uk
- Solihull College- David.Wedgbury@solihull.ac.uk
- Swindon College- AnnabelBillett@swindon.ac.uk

“excellence must incorporate and reflect the diversity of the sector, disciplines and missions – not all students will achieve their best within the same model of teaching;”

Green paper- Fulfilling our potential- Teaching Excellence, Social Mobility and Student Choice (BIS, 2016)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/474266/BIS-15-623-fulfilling-our-potential-teaching-excellence-social-mobility-and-student-choice-accessible.pdf

FURTHER READING

- Guidance from your institution e.g.
http://www.brookes.ac.uk/services/ocslid/resources/inclusive_teaching.pdf
- HEFCE reports -Support for higher education students with Specific Learning Difficulties and Mental Health Difficulties (2015)
<http://www.hefce.ac.uk/pubs/rereports/Year/2015/spld/Title,104722,en.html>
<http://www.hefce.ac.uk/pubs/rereports/Year/2015/mh/Title,104768,en.html>
- The AHEAD Journal: A Review of Inclusive Education & Employment Practices
http://www.ahead.ie/userfiles/files/Journal/Issue2_journal.pdf
- <http://www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b3-learning-and-teaching>

- QAA UK Quality Code for Higher Education
<http://www.qaa.ac.uk/publications/information-and-guidance/uk-quality-code-for-higher-education-chapter-b3-learning-and-teaching>
- Equality Challenge Unit- Understanding the interaction of Competence Standards and Reasonable Adjustments http://www.ecu.ac.uk/wp-content/uploads/2015/08/ECU_Understanding_competence-standards-FINAL.pdf
- Plymouth University- Creating an Inclusive Learning Environment <https://www.plymouth.ac.uk/student-life/services/learning-gateway/disability-and-dyslexia/creating-an-inclusive-learning-environment>
- National strategy for access and student success in higher education BIS April 2014
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299689/bis-14-516-national-strategy-for-access-and-student-success.pdf