

## **Abstract for Workshops**

**Tuesday 26<sup>th</sup> June 2012: 2.30pm – 3.15pm**

### **NADP Accreditation Clinic**

A drop-in session for those in the process of applying for NADP accreditation or thinking about doing so. Come and ask questions about the process, seek advice or clarification on the various elements for submission. Talk to us about the scheme and the Guidance available and let us have your thoughts or suggestions.

### **Supplier Demonstration Sessions**

#### **Workshop A**

##### **Gordon Morris Ltd: The Comfort Digisystem**

Assessing for assistive listening devices can be both tentative and complex. Many new products entering the market boast of new technology, however, knowing the best solution and how the equipment should be used is crucial when making recommendations.

This workshop will discuss the benefits of the different equipment available, how to meet individual needs, how the systems work and sound. We will highlight the common pitfalls, issues and limitations overlooked when assessing the needs of individuals.

#### **Workshop B**

##### **LexAble Ltd: Global AutoCorrect**

Global Autocorrect is ideal for students or employees who either

- Get frustrated or distracted by spelling mistakes
- Spend a long time spell checking

Global Autocorrect is a discreet software tool that assists people with literacy difficulties. The software works behind-the-scenes in all programs, allowing the user to focus on the content of their ideas rather than their spelling. Global Autocorrect also focuses on the user's learning of spelling by printing their most common mistakes for them to work on in their own time

## **Workshop C**

### **Microlink PC: Ubi Duo Deaf Communication Device**

The UbiDuo is a communication device that enables deaf, hard of hearing and hearing people to communicate with each other face to face, anywhere, anytime, without any barriers. This portable, wireless, battery-powered, stand-alone communication device facilitates simultaneous face to face communication by means of two displays and two keyboards.

While every responsible organisation in the UK strives to make sure that deaf and hard of hearing individuals have interpreters ready to help with their time at college and university, it is easy to forget that there are other methods of communication readily available.

## **Workshop D**

### **Randstad: Electronic timesheet/Management Information services**

Randstad Student Support works in partnership with Universities and Colleges across the UK to provide specialist support workers to students with disabilities. As part of these services and in response to the many challenges associated with the administration required to provide this support, Randstad has developed a bespoke on-line timesheet, invoicing, management information and student/support worker database.

This specially designed database, called OPUS, is now being utilised by 78 institutes throughout the UK, and has allowed each institute to develop their service in line with the ever increasing needs of their students as well as the demands placed upon their services.

OPUS can be used as part of a fully integrated service provided by Randstad or alternatively can be utilised by the institute as a stand-alone system that forms part of their existing service and processes.

This session will offer delegates the opportunity to receive a demonstration of OPUS to see the practical application and experience the end-to-end online timesheet, student approval, DSA management and invoicing processes.

Following the demonstration there will be a Q&A session, as well as the opportunity for delegates to ask any one-to-one questions to explore how OPUS would benefit their institute.

**Tuesday 26<sup>th</sup> June 2012: 3.30pm – 4.30pm**

**Workshop Session 1**

**Workshop 1**

**The ADD Study Project: A collaboration between student services and students to set up real and on-line networking communities for students with ADHD**

**George Morris, Zoe Davis (SOAS), William Oliver (Student)**

ADD study's aims are:

- \* to set up real and on line communities where students with ADHD can share coping strategies and other key information to support and empower them throughout their higher education experience and when moving into work.
- \* To raise the academic performance and well being of students with ADHD through encouraging the exchange of information and fostering a sense of community.
- \* To raise awareness of ADHD amongst those working with students.

The session will look at

- \* the background to the project;
- \* collaborative activity between staff and students to win HEFCE/UnLtd social enterprise funding;
- \* Setting up the website and community and national interest in it(or not)
- \* Recruiting and training facilitators for the workshops for SOAS and Bloomsbury students
- \* Evaluation of the project including student feedback
- \* Plans to share the project with other institutions.

## **Workshop 2**

### **Experiences and Expectations of Disabled International Students**

#### **Dr Armineh Soorenian (University of Leeds)**

Following a brief introduction to the research, the participants will be asked to form two groups and work together for around twenty minutes. One group will discuss the experiences (both positive and negative) of disabled students and the other one those of international students. The participants will be asked to highlight and report back any difficulties that they think these two groups may experience in such areas as admission, Disability Services, learning and teaching, and accommodation. The next twenty minutes will provide the opportunity for the participants to work as one group, they will be encouraged to think how the two sets of barriers identified previously can compound disabled international students' experiences, possibly disadvantaging them further. The remaining twenty minutes will enable the participants to reflect on and discuss the ways (both in policy and practice) these difficulties can be minimised, and a more inclusive educational system achieved.

During the session delegates will be asked to discuss the experiences of disabled, international and disabled international students they have worked with in their institutions. Specifically it is important to highlight any problematic areas they have observed. Then they will be invited to discuss good practice to overcome the barriers identified, allowing for equal educational opportunities.

By the end of the session delegates will have identified sets of barriers that disabled, international and disabled international students may face and will have discussed ways in which these barriers can be removed, creating a more inclusive learning environment.

### **Workshop 3**

#### **Alternative Alternatives: Why alternative format provision is flawed and how to mend it**

##### **Alistair McNaught (JISC TechDis)**

This session looks at the how the alternative format needs of different learners are supported. Based on the results of recent surveys of FE and HE librarians the session explores

- 1) the huge variations between institutions in terms of practice and experience. Alternative format requests to publishers can vary from 0 per year to 25 per week for similar sized institutions with similar learner cohorts.
- 2) hidden discrimination – how current practice fails particular groups. One group in particular is vastly under-represented and are rarely offered appropriate support. This is so engrained that they don't even ask for it, having never been presented with the potential benefits.
- 3) the 'diamond of disempowerment' – the consequence of niche expertise. Tutors, disability professionals, librarians and learners often have specific areas of expertise and specific areas of ignorance. Simple solutions are often undiscovered as a result of overlapping blind spots in awareness.
- 4) costs and benefits of different approaches.
- 5) embedding 'alternative' content and concepts

By the end of the session delegates will have a greater understanding of how their role can positively influence library staff and teaching staff in their organisation and will see the opportunity for making alternative formats much more mainstream, benefiting disabled and non-disabled learners alike.

## **Workshop 4**

### **How to Demonstrate 'due regard' to disability equality**

**Chris Brill and Amy Felsing (Equality Challenge Unit)**

The Equality Act 2010 introduces new legal responsibilities for institutions in relation to disabled students, which expand and/or replace responsibilities from previous disability discrimination legislation. This includes demonstrating 'due regard' to the three aims of the public sector equality duty.

This session will look at some of these key changes arising from the Equality Act 2010, and how these could potentially impact on the disabled student experience. The session will also note other external drivers which may support or mitigate any impact of the Act, and some mechanisms institutions can adapt to measure impact and further evidence outcome focussed work.

During the session delegates will ...

- \* discuss the practical actions they have undertaken to demonstrate 'due regard,'
- \* discuss equality objectives that have been set that have a focus on disability equality,
- \* explore ways of mainstreaming these objectives with other external drivers and measuring their on-going impact of these objectives

## **Workshop 5**

### **Inclusive learning and teaching for Dyslexic Students: Reducing the Bureaucracy of support**

**Rita Lewin, Dr Dawn Nicholson, Kath Botham (Manchester Metropolitan University)**

The workshop will begin with the background to the project and the rationale for why it was felt to be needed. The project aims to demystify the learning, teaching and assessment support which is required for dyslexic learners, taking it out of the realm of 'reasonable adjustments and ensuring that responding and anticipating the needs of Dyslexic students is seen as mainstream and good practice for all.

A valuable part of the project has been bringing together the full range of people in the institution who are involved in supporting dyslexic students, and in doing so, ensure that a fundamental review and evaluation of these processes took place, to facilitate improvements being made.

The workshop will explore how we did this; what the hurdles and pitfalls were; and most importantly, will present the findings from the evaluation of the project to determine whether the pilot was a success and what plans there are (if any) for a wider roll-out.

During the session delegates will

1. Review and discuss the project's outputs.
2. Question the presenters to determine the challenges and opportunities for their own future engagement with such a project.
3. Actively engage with the project's resources.
4. Critique the impact of the projects on Dyslexic learners and on the staff who teach them.
5. Determine the likelihood of a full roll-out

By the end of the session delegates will have access to resources and materials which will allow them to undertake a similar project in their own institutions and will have been given the chance to explore the benefits (and pitfalls) that adopting such a project can bring.

**Wednesday 27<sup>th</sup> June: 11.30am – 12.30pm**

## **Workshop Session 2**

### **Workshop 6**

#### **Graduate Internships in Disability Services: a win win project for all concerned**

**Sue Meads, Philippa Bell (University West of England). Current Interns will also participate in the presentation.**

This workshop will present our experience of introducing graduate internships lasting 6-9 months in the Disability Service. We are delighted with this development and our Disability Advice team take great pride in the training they provide for the interns and their achievements. We set out to offer professional development opportunities for our graduates and to raise the profile of disability specialists in our institution. The interns complete the internship with valuable experience, extensive training in disability advice and great references. We are committed to providing excellent services for our students and our interns do not replace regular staffing, but they do provide valuable additional help during the busiest part of the year. We offer a reflective presentation on our objectives and outcomes, including the learning we have gained during the process, for example, we now fund the interns to do 60 Masters level credits through work based learning at our institution.

Our first intern, now a colleague, will co-present and some of our current interns will participate in the workshop to share their reflections on the experience and how it has changed their perception of the role of disability services in higher education.

During the session delegates will

- Learn about an innovative graduate internship in an institution disability service
- Identify the benefits to graduates, disabled students, disability specialists
- Be able to ask ex and current interns about their views and experiences and how these have influenced their career plans
- Understand potential funding arrangements
- Share the team's learning and different approaches used for the training and development of interns
- Discuss and debate the benefits

By the end of the session delegates will know about an upbeat, cost effective and rewarding way to enhance their disability service in a time of budget restrictions and will know how this scheme enhanced the reputation of the disability service where it was introduced.

## **Workshop 7**

### **Transition into Higher Education post Aim higher: continuing to work to raise aspirations and motivations of pre-entry disabled learners**

**Amy Porter (Sheffield Hallam University), Gayle McKay (University of Sheffield)**

Following on from the Aim Higher project, Sheffield Hallam University has introduced a new role and new systems in order to embed transition activities in order to continue to promote successful participation of disabled learners into higher education.

The Transition Officer role aims to raise aspirations and motivations of pre-entry disabled students by providing information, advice and guidance through outreach work and events in schools, colleges and universities. One of the activities we have implemented is a DSA drop in service so students have one to one guidance to help them through the process of applying for support.

A new online registration process has also been developed to offer pre-entry advice and information, to help students through the DSA process and to improve the services offered to students to ensure that their support is place before they start university.

## **Workshop 8**

### **Reducing working memory demands caused by dyslexia: understanding the implications for writing and learning tasks**

**Neil Cottrell, Lucy Hiscox, Dr Trevor Humby (Cardiff University)**

This presentation will outline current research investigating the implications of working memory demands placed on students with dyslexia during writing tasks.

Past research has highlighted both a reduced working memory capacity and increased working memory demands for dyslexic learners. However, using new research methods, this research investigates the implications of these deficits more deeply. The research demonstrates:

- 1) The negative impact of working memory demands due to dyslexia, and
- 2) The effects for dyslexic and non-dyslexic students of reducing these demands during writing and learning tasks.

The results will be applied in the context of the high-stress and time-pressured situations that students with dyslexia and literacy issues encounter in FE and HE. Implications for learning and assessment adjustments via coursework and examinations will be discussed.

During the session delegates will

- \* Discuss the results and research design
- \* Be encouraged to ask questions directly to the researchers
- \* Share their own experiences
- \* Compare their experiences to the findings of the research

By the end of the session delegates will have a broad understanding of the limitations and demands related to working memory for dyslexic learners and will have considered the demands specifically related to writing and learning tasks, which they may be able to work on with their clients.

## **Workshop 9**

### **Enabling Disability Practitioners to be Change Agents: a tool for leading whole institutional change on inclusive practice**

**Simon Ball (JISC TechDis)**

Inclusive practice exists in many institutions, but often in isolated pockets that are not joined and unified by whole institution policy. Disability Practitioners are perfectly positioned to bring together the key stakeholders in creating an institution-wide approach to inclusive practice. The OASES tool (Online Accessibility Self Evaluation Service) allows the Disability Practitioner to make an audit of inclusive practice from their perspective and benchmark anonymously against other institutions. They can then use this audit to advocate for the other key stakeholders to undertake a similar bespoke audit using the OASES tool (IT managers, library managers, staff development / learning technology managers, marketing managers and senior managers with learning and teaching responsibility). The Disability Practitioner can then drive a collaborative cross-institution change process from the front. In addition to the OASES tool, a case study will be presented in which a Disability Practitioner used OASES to bring about whole institution change. By the end of the session delegates will be equipped to benchmark their institution's practice against current, widely available advice and guidance and will identify their role as a driver for others (with different role expertise) to understand their influence on accessibility and inclusive practice.

**Wednesday 27<sup>th</sup> June: 1.30pm – 2.30pm**

**Workshop Session 3**

**Workshop 10**

**How to demonstrate 'due regard' to disability equality**

**Chris Brill and Amy Felsing (Equality Challenge Unit)**

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## **Workshop 11**

### **The Impact of SuperReading: an evaluation of the growing evidence**

#### **Dr Ross Cooper**

The workshop will provide both insights into the strategies for improving reading effectiveness as well as the nature of reading effectiveness. Most of this will be done practically. So, for example, participants will try the 'eye-hop' exercise for themselves. They will also gain a clear insight into what is meant by 'reading effectiveness' by measuring their own (speed x comprehension/recall). This practical approach then leads into a critical reflection of the implications for learning.

It was interesting to be asked about specifying a particular part of the learning journey. However, effective reading skills are important for all parts of the learning journey. We have benefitted students at all levels from Access course to PhD. All of the students reported significant benefits. SuperReading was originally developed for the workplace, and it was an accidental discovery to realise that dyslexic students benefit in particular. Consequently it has particular significance for employability.

As a key characteristic of dyslexia is apparent reading difficulties, transforming reading effectiveness in just 10 weeks (mean dyslexic SuperReading scores are higher than 84% of the population) challenges this assumption and opens the way to greater self confidence and a learning and work identity based on ability and understanding differences, rather than difficulties.

## **Workshop 12**

### **Disability Services and Students with Mood Disorders: struggling to cope? The qualitative experiences of students with a mood disorder**

**Rachel Demery (University of Wales Newport)**

Participants will be split into groups and given a case study resulting from a qualitative research study undertaken for my MSc dissertation. Each case study will outline the experience of a higher education student with a mood disorder in relation to disability services.

Workshop attendees will be asked to discuss each case study and propose 3 points that may lead to improving the experience of each case. These will be reported back to the wider group and discussion encouraged around the points raised. The discussion will be concluded by highlighting and considering recommendations made by the research participants and how these may differ, or not, from the workshop attendees. Discussion will also be encouraged on how such recommendations could be implemented throughout University disability services.

The aim of the session is to provide attendees with an understanding of the student experience of disability services as well as possible solutions to the difficulties highlighted by some students in accessing disability services, and how these maybe addressed.

By the end of the session delegates will learn how to make the higher education experiences of students with a mood disorder positive and be aware of the challenges involved in providing inter-professional support to students with a mood disorder and take away some possible solutions to these

## **Workshop 13**

### **The National Scholarship Programme and its implications for disabled people**

**Mark Pimm (Birkbeck University of London),  
Barry Grant Hayward (Goldsmiths College University of London)**

This workshop will brief delegates on the National Scholarship Programme. It will explain why Universities should consider providing ring fenced bursaries for disabled students. It will set out two University of London College's approaches to the establishment of ring fenced bursaries for disabled students, the Senior Manager Approach and the Committee Approach. It will explain the benefits of establishing a National Scholarship website where disabled applicants can compare the Scholarship funding available at every University with web links to the applications forms. It will conclude with an exercise where attendees will be invited to consider how they can best facilitate disabled applicants in applying for scholarships and monitor the impact of bursaries both on disabled student recruitment and retention.

During the session delegates will reflect on the importance of the National Scholarship Programme and the benefits of ring-fenced bursaries on disabled student recruitment and retention. Delegates will participate in group discussions regarding how they can assist applicants in applying for bursaries and monitoring of these bursaries on student recruitment and retention

By the end of the session delegates will have acquired a range of strategies that they can employ within their University to secure ring-fenced bursaries for disabled students and will have acquired strategies and ideally an action plan for assisting disabled applicants in applying for bursaries and for monitoring the impact of bursaries on recruitment and retention to ensure sustainability.

## **Workshop 14**

### **Degrees of Complexity: Institutional Provision for students with complex SpLD Declarations**

**Dr Kate Esser, Nina Wilson (Southampton Solent University)**

In this workshop, the nature of complex and co-presenting declarations of SpLD are considered in relation to the demands they place on Disability Services, Faculties and in relation to the needs of individual students. How can this be managed effectively by institutions in order to meet demand?

Delegates will then relate these themes to some current trends which are impacting on Disability services: Student Wellbeing, Customer Service, Employability and Retention; these will be analysed in more depth in relation to trends observed

During the session delegates will undertake a range of practical disability case study based scenarios linked to the wellbeing, customer service and employability, considering areas such as legislation, disclosure, placement related-issues, mentoring for employment, CV writing, appropriate initiatives to support employment such as employer-related schemes, vocational training, liaison with relevant bodies and work-place related strategies. With retention this would link to faculties supporting teaching and learning, maximising support, developing student-related self-actuation and working with other agencies within and without the University. Feedback will generate practical strategies and a toolkit for practice which can be shared with other providers

By the end of the session delegates will have gained an awareness of issues facing institutions supporting disabled students in enhancing their employability and strategies to manage this and will have gained an awareness of issues facing institutions supporting disabled students in enhancing their retention and strategies to manage this