

A response from The Open University (OU) to the Committee for Employment and Learning

Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

21 March 2014

Contact:

Dr Frances Morton

frances.morton@open.ac.uk

02890 245 025

Introduction

The Open University (OU) is responding to the Inquiry as a higher education institution, and as such, cannot respond with the same expertise as a specialist provider of services for individuals with learning disabilities might. It is important to state from the outset that The Open University does not provide support for individuals with learning disabilities as defined in Annex 1 of the Inquiry's Terms of References. The response, therefore, cannot comment upon specifics of provision, needs and demands for those post-19 year old individuals with special educational needs.

However, The Open University wishes to offer its expertise and share examples of practice that may appeal in general terms to the Committee, and that may be transferable, in order to enhance provision for post-19 Special Educational Needs students. This expertise may be in the areas of education, pedagogy, accessibility, and research and training for those who work with and care for individuals with learning disabilities.

This response also acknowledges that the Committee's review is primarily focused on moderate and severe learning difficulties as outlined in Annex 1 of the Terms of Reference of the Inquiry. The Open University can respond with information on its provision for students with Autism Spectrum Disorder, which is classified as a learning difficulty. This provision is contextualised within the support the University provides for disabled students more generally. The Open University is also willing to give oral evidence at Committee as part of the Inquiry.

The response begins with a general statement about the OU's provision for disabled students then addresses each Term of Reference in turn.

The Open University – provision for disabled students

The Open University is open to people, places, methods and ideas. It currently has 20,139 students who declare a disability, forming around **12%** of our total student body. 532 of this number study in Northern Ireland, around 10% of our student body here. A breakdown of these students' declared disabilities is shown in Table 1 below:

Table 1

Disability (Category)	No. of students in Northern Ireland population with disability in this category
Sight	41
Hearing	37
Mobility	140
Manual skills	80
Speech	19
Dyslexia	80
Mental health	204
Personal care	45
Fatigue/pain	213
Other disability	50
Unseen disability	111
Autistic spectrum disorder	7

Latest figures obtained March 2014

A significant proportion of students with disabilities and long-term health conditions choose the OU because it suits their lifestyle. The Open University has developed a pan-institutional approach to accessibility and inclusivity, all of which delivers, promotes, reinforces and further influences the disabled student learning experience. For disabled students, The Open University also offers a range of specific support. In Northern Ireland, a disabled student will, in general, have most contact about provision of their support requirements handled via educational advisers at the National Centre in Belfast. The OU requests, where appropriate, and support students to apply for a Disabled Students' Allowance, and hosts a fully-equipped Access Centre for DSA Assessments.

The Open University's Disability Resources Team arranges production and delivery of alternative formats of study materials and assistive equipment and services for home study, tutorials, day and residential schools, and assessment. Disabled students usually declare more than one disability or condition – in Northern Ireland the number of students in this category was 119. Further information provided to students with disabilities can be viewed here: <http://www2.open.ac.uk/students/help/topic/disability>

Terms of Reference (1)

To examine the current range of choice and opportunities available for those with Learning Disabilities on leaving full time schooling

The Open University offers higher education opportunities to those individuals with a range of disabilities, and pertinent to this Inquiry is those with Autism Spectrum Disorder. Students declaring this specific learning difficulty may be able to receive support to study a range of qualifications (as detailed above). The Meeting Your Needs publication (**Appendix 1**) provides a general guide for students (including those with Autism Spectrum Disorder).

Terms of Reference (2)

To seek the views of young people, family carers and groups representing children and young people with learning disabilities on what services they would like to see in place and how the current situation meets their needs

The Open University is willing to engage with young people, family carers and groups representing children and young people with special educational needs to discuss any transferable practice in working with students with a range of disabilities which may be of use. In particular, The Open University's free courses may be of use and interest to any carers or groups who wish to avail of training and development in the area of Autism. The OU also offers carers and parents the opportunity to study conveniently around caring responsibilities. Flexible, distance-learning can be fitted around individuals' lifestyles and allowing study to be carried out at home or on the move, using a variety of devices such as laptops, iPhones, and tablets. The Open University's flexible, part-time route enables students to manage the intensity of study and to continue to work around their other work, family and financial commitments, from their chosen location. Distance learning is mainly online, and involves reading, watching or listening to material supplied, with regular support from the assigned tutor and the chance to interact with the tutor group for peer advice. In early 2013, the OU launched its [OUAnywhere app](#) which enables learners to access their OU course on any mobile device, making learning even more flexible. This app was recognised at this year's Guardian University Awards, where it took two awards for Distance and Online Learning and Student Experience. Carers who may mainly be in the domestic context would particularly benefit from distance learning, as there is no need to physically attend a university campus.

Terms of Reference (3)

To research best practice in post-school provision for those with learning disabilities

Terms of Reference (4)

To examine if the quantum and quality of post-school provision for those with Learning Disabilities is meeting the demand and develop recommendations to address barriers to participation and delivery of high quality provision

Although The Open University cannot contribute specialist expertise in these areas, we are willing to share transferable practice in the area of addressing barriers to participation and delivery of high quality provision for OU students who declare a disability, particularly in the areas of (a) student support to widen access and participation to higher education and (b) learning resources relating to disability.

(a) Student Support

The Open University's approach to accessibility and inclusivity delivers an excellent student experience for our disabled students. Over 80% of the OU's students with disabilities report that the Disabled Students' Advisory Service has helped them to succeed in their studies. The Open University's open-access policy is indicative of positive ways to address barriers to participation, albeit in this instance, to higher education.

For disabled students, the OU also offers a range of specific support. In Northern Ireland, a disabled student will, in general, have most contact about provision of their support requirements handled via educational advisers at the National Centre in Belfast. The OU requests, where appropriate, and supports students in their application for a Disabled Students' Allowance. The OU also hosts a fully-equipped Access Centre for DSA Assessments.

The Disability Resources Team arranges production and delivery of alternative formats of study material and assistive equipment and services for home study, tutorials, day and residential schools, and assessment. Many study materials are available in a range of formats including:

- Transcripts of audio-visual material (e.g. broadcasts, videos, CDs and DVDs)
- Spiral-bound books or texts
- Digital audio formats of texts
- Electronic copies
- Large print

Support also includes:

- Small equipment loans, such as digital voice recorders
- Communication support at tutorials/day/residential schools
- Equipment/aids and human support at residential school
- Advisory service and training materials for students

Reasonable adjustment for assessment may include alternative or modified assignments, extra time and rest breaks at exams, or invigilated examinations in the home. Question papers can usually be provided in Braille, audio, large print or special colours and answers may be allowed to be presented in alternative formats.

The Open University's Disability Advisory Service supports staff with any disability-related enquiries, and provides resources and training. This includes specialist advice on dyslexia, mental health and visual and hearing impairment related to study.

Evidence shows that disabled students who receive a DSA have higher completion rates, and students who declare a disability and receive other disability support are more likely to progress in their studies. Ongoing research and evaluation into the disabled student learning experience and new assistive technologies is shared with the wider education community to foster good practice.

Disabled student support is interlocked with annual monitoring and reporting to the OU's Equality Scheme and the Widening Access and Success Strategy. The OU's commitment to making study accessible for disabled people makes study more accessible in general.

Two examples of good practice by The Open University to support participation include those of supporting students to attend residential schools. This can be found in **Appendix 2**. For staff members who work as Disability Support Assistants at residential schools, a training guide has been produced by the OU's Disability Resources Team. This can be viewed in **Appendix 3**, and may prove a useful template for organisations or individuals creating a similar guide for staff working with students with learning disabilities.

(b) Learning resources related to disability

The Open University currently offers relevant education opportunities in specific learning difficulties through a level one, online module, [Understanding the autism spectrum](#). The Open University also provides a free course entitled [The autistic spectrum: from theory to practice available](#) on its [OpenLearn](#) website.

The Open University's Faculty of Health and Social Care has a Social History of [Learning Disability Research Group](#) (SHLD), one of the aims of which is to make links between the history of learning disability and broader social policies. The Research Group has produced several publications to date and organises an annual conference. Details can be found on the website. At the time of making this Inquiry response, SHLD, in collaboration with the University of East London (Rix Centre) and University of Leeds (School of Fine Arts, Art History and Cultural Studies), was awarded a grant of just under £1m from the Arts and Humanities Research Council (AHRC) to develop a co-produced digital and living archive of learning disability history. The project will explore issues involved in developing an accessible digital archive in collaboration with people with learning disabilities, alongside stakeholders in the fields of technology and design; new media; health and social care; heritage, archives and museums; and education.

Of potential additional interest to carers is the wide range of free health and care resources available on OpenLearn. The Body and Mind (Health Sciences) section currently offers a free course [Choose Health: Managing long-term conditions](#) offers people who are considering caring for family members or friends, the chance to explore what this might involve, and the opportunity to learn more about long-term conditions and the implications for home care. The website uses three cases of end-stage renal failure, phenylketonuria and rheumatoid arthritis. Other relevant free introductory courses available are on autism, public health, complementary medicine, diabetes. For a full listing please visit <http://www.open.edu/openlearn/body-mind/health/health-sciences?seeall=1>

The Open University's Education programmes (undergraduate and Master's level) have modules that engage the understanding of disability in the context of education. In the main the course does not take adopt a segregated approach to developing practitioner understanding of disabilities and therefore integrates consideration of the same in most modules. There are however 3 that specifically consider how we understand and work with the impact of disabilities on children, young people and adults in learning contexts. Only one of these considers a 'learning difficulty' only, the other two focus on inclusive practice for all disabilities, physical and learning. Further detail on these modules can be found in **Appendix 4**.

Terms of Reference (5)

Given the complete and interrelated needs of individuals in these groups to identify the barriers to coordination across departments – regionally and locally – and make recommendations for improvement.

Terms of Reference (6)

To report the Committee's findings and recommendations to the Assembly.

The Open University is open to convening any forum to assist in coordination, and is willing to give evidence to the Committee where relevant, on a general basis, regarding support for disabled students, and widening participation to higher education.

Appendices

- 1: The Open University Meeting Your Needs publication
- 2: Example of practice from The Open University's residential school for students with disabilities
3. Supporting students with Asperger syndrome – Training guide to support staff at residential schools
4. The Open University Education modules relating to disabilities and learning disabilities/difficulties

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

Appendix 2

This paper outlines two examples of good practice, both relating to residential school requirements. The examples have been anonymised and relate to students with Asperger's Syndrome. ***Please consult The Open University before further circulation of this Appendix.**

Scenario one:

In addition to the student's residential school profile written below, the Disability Resources team discussed the arrangements directly with the residential school site representative in order to secure the most appropriate room for the student; a room that was situated as close to the disabled parking bays on site as possible enabling the student to return to their 'safe' environment when required.

Profile extract:

Student K informs us they have Asperger's Syndrome. Due to this condition the designated Assistant – Assistant P – will need to be physically fit as K moves at a fast pace. P will be providing reassurance, support, note taking and assistance in sessions. K often becomes fidgety during tutorials but K is listening at all times. K requests copies of any OHP's or tutor notes. K requests a vegan diet of mainly pulses, vegetables, fruit and soya milk, and K will need a quiet place where K can eat all meals. If possible this should be away from the restaurant. K prefers a routine and needs clarification at all times. K will discuss this in detail with P prior to their school i.e. meet at a certain time in a certain place etc. It is essential K has en-suite accommodation. K will not be attending any social event whilst at residential school. It is essential their car is parked close to their accommodation, as this is their 'safe' area and K may need to sit in their car on occasions. K also requests internet access in their room as K will be using their own laptop to be able to communicate with their family, which is very important to K. K will also take a digital camera and voice recorder. K will need to arrive very early morning on the Saturday, and on medical advice will need to stay one extra night at the end of the school. (Book the room from Friday night). P will arrive on the Friday (Disabled Student Services will cover P and K's costs).

After the residential school, we received very positive feedback, confirming with the assistant's support, that K attended and participated during the week to gain satisfactory attendance.

Scenario two:

This year the Disability Resources team is supporting a student who has Asperger's but likes it to be referred to as Autism. They have declared that at night (in the dark) the student

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

becomes very confused and starts to wander off. The student will not communicate with anyone at these times and often wander around for hours. We have encouraged the student to take their parent, who is aware of the student's condition and coping mechanisms, with them to the residential school. The parent has agreed to this arrangement and a twin bedded / family room en-suite room has been organised. We have made the student's parent aware of support mechanisms available to both. In attendance on site are (School Director) and phone support (Mental Health Advisor) in case student or parent need it. Both student and parent have advised they feel much supported by The Open University and will inform us of any changes, apprehensions or queries they may have between now and the school week in order for us to help them manage the forthcoming school effectively.

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

Appendix 3

Supporting students with Asperger syndrome

Asperger syndrome is a communication disorder. People with Asperger syndrome demonstrate the following characteristics:

- difficulty with interacting socially with other people
- difficulty with communicating socially with other people
- difficulty with imaginative thought
- resistance to any changes in their routine

As a result they find it difficult to empathise with other people (something that many people take for granted) and will often misunderstand irony, sarcasm and other common figures of speech that are non-literal.

In addition, they may show an obsessive interest in certain things (for example, collecting things, or memorising things). They also have a great need for routine and predictability in their lives.

Asperger students have normal levels of intelligence. However, because they find communicating with other people difficult this can hamper their learning. Nevertheless, they are often very good at learning certain types of information and can have a talent for subjects such as music, maths and art.

Asperger syndrome is a type of autism. However, those with Asperger syndrome have better language skills and greater learning ability than those diagnosed with Autism. As with all students, those with Asperger syndrome can be subject to feelings of low self-esteem and depression as a result of the stresses they encounter during their studies.

What is it like for the student?

Asperger students often have great difficulty in assimilating new experiences. Daily experiences are processed through a very literal intellect that has great difficulty in discerning subtlety, metaphor or double meanings and can create failures of understanding when interacting with other people.

Experienced Assistant, Paul, describes the relationship he formed with an Asperger student at an Astronomy residential school.

Professor Temple Grandin, a high functioning individual with Asperger syndrome, once described the daily experience of Asperger syndrome as being 'an anthropologist on Mars'. In supporting an Asperger syndrome student at residential school you may find yourself encountering this concept first hand. What this means will vary from individual to individual. There are many ways in which Asperger syndrome can affect the character and personality of the student.

Asperger students rely almost entirely on external sources to create some kind of structure and framework to their experience of the world. These students are quite often drawn to studying more formally structured subjects like maths, physics, chemistry or astronomy etc.

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

These subjects generally enable Asperger students to bring an order and stability to what is an often fragile and easily confused daily experience, especially when interacting with other people whom they do not know very well.

Learning implications

People with Asperger syndrome often have an average or above average level of intelligence. The diagnosis of Asperger, in itself, doesn't necessarily have implications for intellect. However, it does have implications for social competence and that, in turn, might affect your student's ability to successfully complete tasks at residential school.

Their social difficulties can mean that the hardest part of the learning experience at residential school is how to manage shared meal and break times and the evening social life in the bar.

Group work and social situations

As Asperger syndrome is a communication disorder your student will struggle with some social situations. When working in groups or socialising, cues and social norms often change and shift throughout the week and keeping up with this can make your student tired, confused, frustrated and anxious.

For many Asperger students the world of social interaction is an ongoing foreign encounter with little or no clear frame of reference that is constantly shifting. It is for this reason most Asperger students shun the wider social world and remain in relative isolation to insulate themselves from its confusions.

However, social interaction cannot be avoided at residential school and your Asperger student may well have to engage with learning activities that involve tricky group dynamics. Most Asperger students accept with trepidation the challenge of these scenarios within their academic pursuits.

Group work in the laboratory, observatory or on a field trip can be particularly difficult for people with Asperger syndrome. They may attempt to dominate the group to ensure that everyone follows their own idea of the right way to proceed. Alternatively, they may carry on doing something their own way regardless of group decisions. It is helpful to talk through groups situations before they occur to explain that group work is a sharing experience in which every member expects to be able to explain their own ideas if they want to. They also have the right to be listened to by the other members of the group. People with Asperger syndrome are best helped by social rules that apply to everyone in the group.

Reacting to stress and frustration

Asperger students need to apply greater cognitive effort at residential school in order to cope with the social interactions and any shifting priorities and deadlines. In addition, listening to the spoken word can be difficult for some people with Asperger syndrome. As a result, their energy levels may start to decline earlier than other students.

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

Your student will take 'processing time' to embrace novel situations or even new academic concepts. The processing time may only take a few minutes but it may take a slightly longer at the end of the academic day.

You may find that your student copes with the stresses and frustrations of residential school in a less flexible way than other students. Once they've become stressed they might need to withdraw from an activity or situation until they feel able to engage once more.

The way people with Asperger syndrome cope with stress varies tremendously. Just as you may tap your fingers or rattle the change in your pockets when you are feeling stressed, they tend to display more complex behaviours; perhaps flapping their hands or pacing around the room. Both your behaviour and theirs' is a response to stress and is known as 'self-comforting' behaviour.

Lack of routine and time management

Time management is not a strength of Asperger students often because they are following their own inflexible personal routines and find it hard to curtail these to ensure they get to sessions on time. You may need to negotiate time frames quite often to avoid unfixable scenarios.

Asperger students in the field can be easily distracted by hidden or surprise areas of interest. Whilst these may be relevant and related to the subject they are studying, this type of tangent can deflect your student away from a particular objective. You might find that you have to be aware of when this happens and tactfully remind your student of the task in hand.

How can I support my student?

The most important element in assisting an Asperger syndrome student at Residential school is to develop and maintain a working functional trust.

This type of trust is built on a platform of stable behaviour from you that involves doing exactly what you say you are going to do, consistently. It is on this basis that your Asperger student will quickly learn to accept your assistance as safe to proceed with.

You will need to:

- be specific, clear and reliable as often as possible. Remember that they may interpret your spoken language very literally. If you said that you would meet them at 09:00, do not expect them to understand that what you really meant was sometime between 09:00 and 09:10. You have to be there at 09:00.
- try to prevent problems from arising
- be aware of how your student responds to situations
- If you explained a situation in a certain way one day do not subsequently try to explain that same situation a different way. The inflexibility of thought that affects many people with Asperger syndrome means that they can be stressed by your variation.
- Allow your student to know one or two personal facts about you (you can choose to make them up as long as you can remember them each day) Asperger people know your name but it also helps them feel secure if they can check a few other things

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

about you from time to time. For example, each time Ahmed met his assistant he said 'Hello Joe' and then added 'You have a Vauxhall Viva', which was a fact that Joe had shared with him.

- Pre think situations that will be problematic for your student. For example, the transport for tomorrow's field trip will depart exactly on time. If your student is confronted with this they may feel that their own morning routines are being threatened and decide that they will not go on the field trip. All it may take is for you to suggest that they set their alarm half an hour early so that they can carry out their own routines and still get to the transport on time.
- Be aware of situations that cause your student stress. You can ask them to tell you which situations they find difficult. Frequently it will be high or intrusive noise levels or being jostled by other people. Less frequently it will be individual things such as: other people coughing or burping.

It will also help if you are not easily offended, as your student's requests might be somewhat direct!

Paul, an experienced Assistant, tells us about the kind of support that you can expect from The Open University at residential school and how you might envisage your role.

Be specific, clear and reliable

Your student is most likely to regard you as a facilitator who can be relied on to resolve problematic issues. This will involve developing a relationship that is based more on being reliable, useful and knowledgeable rather than on friendliness and empathy, as you might with other students.

In this sense you are a bridgehead between your Asperger student's limitations and the practical requirements of residential school. Your student will rely upon you to be specific and clear about what you will do and how things will proceed. They will require you to be dependable and to do exactly what you have said you will do.

The more consistent you are, the more robust their capacity to function within the residential school will become.

Anticipating issues and preventing problems

For Asperger students some difficulties can escalate until they become a psychological barrier that impedes their progress. You might then find that they won't be able to proceed until that barrier has been removed.

Barriers will usually be preceded by a build up of anxiety around small solvable issues. In this sense your student is 'telling' you indirectly their growing concerns. By being aware of this kind of 'flagging' from your student you can prevent such worries from becoming a reality.

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

These barriers will be unique, often surprising and not obvious or even explainable at a later time. The issue is to resolve the matter at hand before moving forward. This may take some lateral thinking on your part. However, if you have developed a functional trust with your student, you will find that your student will rely upon your guidance. You should not be fazed by this. It is common to Asperger students in a new environment to assimilate Assistants' advice very quickly.

Always try to resolve matters of concern for your student by telling them what is going to happen next. In doing so you will be removing a potential obstacle before it becomes a mental barrier to your student.

Be aware of your student's pattern of coping

Your student will have developed a signature pattern of coping strategies for the difficulties they encounter. Try to become aware of the emerging pattern as you work with your student: you will generally witness this in the first two to three days.

For example, your student might always require a certain amount of 'processing time' when taking onboard large amounts of complicated learning. As you become more aware of your student's pattern of coping, you may find it useful to factor in this 'processing time' to their schedule in advance.

Your student might roll or close their eyes for a few seconds or look away at a random point in space for example. This is not your student being apathetic or disinterested. This is effectively a coping strategy for handling a vast amount of sensory information through a very limited capacity to process in real time.

Stress and frustration

As Asperger students have to work hard to overcome social and communicative difficulties at residential school, you may find that your student is battling with feelings of stress and frustration.

Your student may look at the academic timetable and feel confident that they can cope with the pace. However, it may be wise to anticipate times at which they might become overwhelmed and try to discern points at which they can withdraw to process what they have learned so far.

You and your student might need to factor extra time into the daily schedule in order to cope with the learning. Otherwise, your student might very quickly reach a point where the only action they believe they can take is to withdraw from the situation and retreat, usually to a place of relative familiarity until further notice.

Once this has happened, the time required to regain their composure might be variable. The chances are they will not move on from this point until they have recovered themselves. This might present practical problems in academic group work. This has less effect when they are working individually but the principle is still the same.

You may need to intercede on your student's behalf and approach the group tutor in the early part of the week to negotiate alternative break/rest periods for your Asperger student.

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

You need to bear in mind that your student needs to achieve 80 per cent of the learning outcomes of the course. The tutor will be able to advise which activities are compulsory and which can be compromised without adversely affecting academic standards (students can sometimes confuse compulsory academic sessions and voluntary tutorials.) The aim will be to pace the compulsory study sessions consistently and evenly. In doing this you will enable your student the best percentage chance of completing the whole academic week rather than being over-whelmed and coming to a halt in the first two to three days.

Routine

'What is going to happen next?' is probably the number one concern of most Asperger students. As their assistant, you can support them by using your awareness of the organisation of the residential school and your ability to respond more promptly to challenges and plan ahead comfortably.

Residential school is very formally structured by design so a simple timetable to hand will help reassure your student what is happening next at virtually any point during the week. Your student needs to feel confident that you know what to do next (including even small details like the location and room number of the next session). When your Asperger student knows how to get from A to B (through your guidance, mainly) they are far more likely to accept what is a very challenging and alien environment.

It can be helpful if the timetable covers the 24 hours of the day thereby including their personal time. Many people with Asperger syndrome are just as anxious about their unstructured recreational time as they are about teaching and study situations.

Daily lists can sometimes offset anxieties because they present a sequenced protocol to follow. (This can often help if discussed at breakfast for example). In outlining structure before and during the Residential school week you are not only establishing a functional trust but significantly assisting in building what can probably be described as a fragile confidence.

Keeping them on track/distractions

You may need to tactfully re-direct and help refocus your student on the immediate task at hand, from time to time. Asperger students can sometimes find unrelated things very interesting and therefore become distracted. (Usually on field trips the schedules are quite tightly co-ordinated as there is so much practical course work to get through in a limited time).

Social challenges

Coping with social interaction at residential school can be exhausting for an Asperger student. If your student has not developed their own coping strategies, or has little or no awareness of when they might be flagging, you may need to keep a close eye on how you think they are coping.

It is very difficult for Asperger students to keep up with the shifting pace of social dynamics. The ambiguities of language can become very confusing, quite quickly leaving them 'lost' within even a small group of people.

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

Most Asperger students avoid these group situations for this very reason and usually much prefer one-to-one communication (although even this can be problematic).

A typical response from an Asperger student to social situations might be to avoid eye contact, to not smile in response if they are greeted with a smile, to respond to questions or invitations to conversation in a very direct and literal way and display what can sometimes be quite jarring social faux pas.

These moments are not deliberate acts of social sabotage – they will be genuine attempts to deal with social conduct.

Creating a social buffer zone

The academic day runs from 9am to 5pm and there are often social events and or learning events in the evenings. As an Assistant, you can be a buffer for these situations with your understanding of social norms. Your Asperger student will quickly entrust this realm to your charge and will be grateful for your support.

In doing this, you are creating a third space for you both to function from throughout the week. In a sense, you are building a buffer zone for your student to step forward from or withdraw to as required.

The refectory

The refectory at mealtimes can be a very socially interactive area and your student might be resistant to eating there communally. (You may find your student prefers to eat in their room).

The pub quiz

There is one social event at residential school that has proven to be surprisingly useful at integrating you and your Asperger student into the larger group at the earliest part of the week. Most residential schools use a pub quiz as an ice-breaker for all students at the beginning of the academic week. If you try to involve yourself and your student in this event, you may be pleasantly surprised by the social results you both gain from this encounter.

Group work

It is not unusual for a student to have a particular area of interest or specific academic target during a Residential school week. This may well appear especially pronounced in your Asperger student because of lack of social confidence and difficulty in understanding the need for collaborative academic project work as well as the varying levels of academic understanding within that project team.

This will generally mean your student will attempt to work solo at virtually every opportunity. This is not unusual behaviour for Asperger students and you may well encounter an ongoing challenge trying to integrate your student in the extensive group project work. However, they may find it easier to accept working with one academic partner (as opposed to a group of students).

You may also find that you are assisting a student in a subject you understand little or nothing about. An Asperger student may well not take this into account!!

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

One solution is perhaps to enable your student to work on a self-contained contribution within the group work. You might also initiate the help of the tutors. You will find them most supportive when asked for assistance.

Establishing your relationship

You may meet your student before Residential school. This is useful but not essential. The location of your first contact with your Asperger student is largely unimportant from the student's perspective.

Using email to contact your student allows them time to consider and respond to the questions you might ask. This method of communication often helps the student 'structure' what will happen at the residential school.

The key issue when meeting your Asperger student for the first time is to define clearly:

- what you can do to assist them at residential school
- your functional capacity rather than your personality (which may well be unimportant to an Asperger mind). You can expect Asperger students to want to know some simple things about you but do not expect them to want to have you as a friend.

Helping with organisation

One noticeable aspect of residential school for students is the amount of administration and organisational thinking they have to deal with. There will be registration desks to attend on the first day, notice boards to consult, tutors to liaise with, and places to be at certain times of the day.

You can significantly assist your student by helping them with administration. Take the initiative and offer to seek out the most appropriate contacts at the residential school. If there are tutors or advisers your student needs to find and talk to, help out by finding when and where they might be available. Find out where the important notice boards are and which particular sub-group your student might be allocated to and what implications this has during the week.

This support will significantly reduce the amount of external processing time your Asperger student will spend dealing with paperwork that is important but secondary to the requirements of the academic programme.

Interactive content appears here. Please visit the website to use it.

A non-Asperger student would probably not find this 'paper-chasing' a burden but your student may well see this as a barrier that must be resolved before they can engage fully with the teaching component of the residential school. (Remember that Asperger students tend to interpret instructions in a very literal way.)

Areas of administration you might assist with are:

- Registration
- Signing up for evening tutorials
- Obtaining tickets for social events

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

- Finding out sports hall times
- Arranging an agreed time to meet a learning adviser
- Any necessary discussions with course or school director
- Getting any attendance certificates signed
- Liaison with house porter in halls of residence
- Library orientation (usually the computer suite)
- Liaison with chef in refectory (usually relating to dietary requirements and occasionally alternative eating venue if refectory is too challenging).

Travelling and sensory overload

Asperger students in transit generally only need minor support during a journey. Most travel is relatively passive and straight forward for them to accept. On longer journeys, for instance where you may be accompanying your student to residential school, it would not be unusual to be presented with long periods of silence.

Although this can also be a possible opportunity for introducing yourself, here are some suggested useful aids for passing this time especially on a long train or coach journey: travel games, such as chess; MP3 players; puzzle books; course materials; trips to the buffet car; and computer games (you may need to remind your student to have these types of devices to hand for such long journeys).

The simple act of having to be pressed against another person sitting beside them on a coach can cause rising levels of stress. Other group members having a sing song, flickering of sunlight whilst driving past trees, the (unexpected) hiss of the coach air breaks or sounding of the horn – all can give rise to a total sensory overload. It can help to ask your student if they have a coping strategy for such situations and remember to suggest it to them if they appear to be unsettled.

Airports present particular challenges for Asperger students because their sensory perceptions can easily become saturated, leaving them overwhelmed with the amount of information being presented to them.

You cannot shield them entirely from this but you can reassure them by giving them a clear idea of what the procedures are and focus them just on what is going to happen next (for example, check-in, security check, passport control.)

Once in the departure lounge you may find a meal break or computer games may help refocus your student temporarily until you are on the plane. Other alternatives include: introducing a small language guide or phrase book; reviewing course material; listening to music; last minute shopping; going to the viewing lounge to see the aircraft taking off!

NB: Obviously, you would need to be mindful of your departure gate number during this often extended period of time.

Time management

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

Often the more difficult scenarios relate to time management and getting to a departure point or change with sufficient time. (The concept of factoring in time for a potential delay is often lost on an Asperger student).

The most difficult part with journeys are changes during transit and especially timing of departure times. Asperger students tend not to be able to take into account unforeseen travel delays and this can be problematic when on tight schedules.

You may need to carefully explain why you need the spare time to arrive early at a given time and place more than once during the week at Residential school. It is worth the effort of structuring these time agreements as you will be seen by your student as responsible for the positive or negative consequences of these timings.

Field trips

There are two types of field trip: a single event in the residential school week or a daily event in the residential school week.

Single event field trips are usually met with a positive outlook. Asperger students are surprisingly well prepared for these outdoor pursuits. However, you may need to check list the essential requirements to reinforce this support.

Usually the coach journey to and from geology field locations enables tutors to brief and debrief students in transit. This often happens and will usually be accepted as legitimate tutoring by your Asperger student. (NB: tutors invariably allow rest breaks and downtime on return coach journeys so don't worry about fatigue).

- Daily field trips usually take place if your student has chosen a geology Residential school. These types of course require significant pacing for both you and your student and you may need to negotiate with the course tutor if your student needs a significant break during the academic week in the field.
- If your student becomes distracted from the main objective of the activity, you may find that you need to gently refocus their attention on the task in hand.
- Asperger students sometimes have reduced fear impulses in potentially high-risk situations. This has particular importance in relation to the safety aspects of field trips. You may need to be aware of this apparent impulsiveness when working in environments that have safety implications, such as rocky places and around cliff areas.

It is worth you remembering when your student demonstrates an unprompted interest in something. You can use this memory as a calming measure and point of reference if your student gets distressed or overwhelmed later on in the week.

Looking after yourself

The main thing that you can control when working intensively with an Asperger student at residential school is yourself. This may seem obvious but it is worth reminding yourself of this when you get tired or put in an awkward situation by circumstances beyond your control.

Don't be easily offended

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

The Asperger student you are working with does not see your relationship as equal. They need your help and you are there to facilitate this. You may be questioned on this matter rather directly.

If this does happen don't be personally offended by this directness. This type of direct enquiry stems from an absence of detailed understanding of social codes of communication and interaction sometimes called 'social blindness'. This means your student will utilise generalised patterns of social behaviour in a one size fits all methods of expression. This can sometimes be jarring and might make your student appear very demanding because the requests for assistance will probably be presented to you in this direct style.

Pace yourself

Pacing yourself is vital to the success of the Residential school week. You may find this experience very intensive and compressed, which in many ways approximates your student's experience at summer school as well.

You may find it difficult to take conventional breaks in this situation, so you might want to consider a more flexible approach to your working week.

You are not expected to spend 24 hours a day with your Asperger student but you may find that they cannot understand why not! By pacing yourself in this manner you will be consistently functional throughout the week and also maintain a daily pattern and framework that your student can readily recognise and understand.

Set your boundaries

Explain to your student that your concentration tires faster than theirs might and perhaps negotiate points throughout the day where you may be able to have mini-breaks when the situation allows.

If you explain this clearly when discussing your boundaries in the early part of the week, you should find this is accepted as part of your 'function' in assisting your Asperger student. It will serve you both to establish these agreed rules of conduct and your student will appreciate the clarity and consistency of this arrangement.

Remember that your Asperger student is away from the familiarities of home and their usual surroundings. Any barriers your student encounters during the school are much more likely to be due to the stresses of this lack of routine and familiarity than to anything you personally have done or said.

Further reading

For more on the experiences of people with Asperger Syndrome, try the National Autistic Society, which has some [introductory information](#) about Asperger syndrome.

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

Appendix 4

Education Studies – Modules relating to disability

Course code: E214

Equality, participation and inclusion: learning from each other (undergraduate level, 60 credits)

The opening section of this course explores the conceptual basis for dealing with difference. The initial focus is on the how and why people fight for inclusion and equality. The historical construction of disability and its support in an educational and health framework is interwoven through the units. It goes on to consider how social barriers have impacted on the diversity of individuals. It will introduce the conceptual frameworks to be used throughout the course.

The second section addresses the varying perspectives on inclusion, participation and equality held by academics, those in professional roles, parents and other 'stakeholders'. First-hand accounts from children and young people, service-users, and disability activists are also included. Students will use online and written materials to recognise that there is no unified conceptualisation of these constructs and that individuals can hold different perspectives at different times or even at the same time, related to or separate from their professional or personal roles.

The course then explores the ongoing development of services intended to deliver equity and involvement for a diverse population. It encourages the exploration and critique of changing policies at a local and national level. The policy in practice is examined through video case studies of an inclusive school and a children's centre, and by looking towards alternative interventions to prevent social and educational exclusion. The process of creating new services for children and youth services will be examined as a political process involving policies in tension.

The fourth section considers the dilemmas that exist through our use of difference to define ourselves and others, and the kinds of support we provide for each other. It examines the experiences of a broad range of individuals as a consequence of their identified difference. Also the impact that this has had upon the support they have received, the barriers they have faced, and their notions of self and identity.

The final section discusses how individuals can lead change in the culture and practice of organisations, and other social structures linked to childhood and youth. It presents perspectives on good practice in inclusive education and childhood and youth provision, and how this might be evaluated and measured. We look at examples of collaboration, listening, reflection and learning and how they can be enacted in relationships with young people and professionals in a variety of contexts. Consideration is given to how people can overcome resistance and fight for their rights. The course concludes by looking forward to what seems possible now.

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

The aims of this course are to enable you to:

- understand the historical and policy context of responses to difference, with particular reference to issues of education and disability
- explore a range of models of provision for children and young people, to consider their delivery of equality, participation and inclusion, focusing upon disability, disaffection and learning difficulty in the context of wider diversity
- consider the perspectives and experiences of a range of children and young people, and those involved in their support, in relation to issues of equality, participation and inclusion
- consider the values, policy and organisational dimensions inherent in delivering equality, participation and inclusion through social structures, with particular reference to education
- develop your own position on the delivery of equality, participation and inclusion
- develop a critical approach to writing and practice in relation to equality, participation and inclusion.

Course code: E801

Difficulties in literacy development (Master's level, 60 credits)

This course takes an interdisciplinary approach to the acquisition of literacy and views it as a complex and multi-faceted process. You will explore issues, debates and pedagogical approaches from various socio-cultural and cognitive perspectives that you can relate to your own professional context and practice. The course will help educational professionals and teachers working in a range of educational contexts to consider appropriate pedagogical and curriculum responses to the needs of children, and to adults who experience difficulties in literacy development or related issues in equity, diversity and social justice. It is also particularly suited to supporting learners interested in dyslexia assessment and teaching.

The course is organised in four parts:

- 1) What is literacy? What are literacy difficulties?
- 2) Addressing equity issues in relation to literacy difficulties
- 3) Dyslexia: explanations and responses
- 4) Assessing and teaching for students who experience difficulties in literacy development.

This course will be useful for teachers, adult educators and other educational professionals addressing literacy problems. Examples in the study materials are drawn from pre-school, primary and secondary schooling and adult education. The course takes an interdisciplinary approach and explores theories of literacy difficulties and practical strategies that can be used with adults as well as children.

The Open University

Response to Inquiry into post-19 Special Educational Needs provision in education, employment and training for those with learning disabilities

The course can also lead to accreditation by the British Dyslexia Association (BDA).

Course code: E805

Critical issues in equity, diversity and educational practice (Master's level, 60 credits)

E805 explores theories, policy developments and practices relating to equity, diversity and inclusion. It is relevant for practitioners working with learners of all ages in a range of settings and situations. The course supports the development of a critical understanding of the factors contributing to social and educational exclusion. It explores the development of approaches and pedagogies for inclusive learning environments, which take account of diversity. The course will encourage you to think critically about the impact on the personal, social and educational opportunities, expectations and aspirations of learners in the twenty-first century and on your practice in supporting learning.

The key aim of the course is to support practitioners in developing a critical understanding of the factors contributing to social, educational exclusion and challenging behaviour. It explores approaches to creating inclusive learning environments, which take account of diversity and have the potential to transform the learning experience for socially disadvantaged groups. This will include learners who speak other languages, experience difficulties in learning, have disabilities which affect their learning or exhibit behaviours which are perceived as impeding their learning. Through case studies, readings and audio and video resources you will explore the relationships between teacher, learner and societal expectations, attitudinal factors, and approaches and contexts, which have supported effective participation and learning. This course will support practitioners in developing their understanding of the diversity, complexity and changing nature of learning to support transformations in learning and inclusive learning environments.

In order to develop these concepts, issues and the 'lived experience' of practice, the course will be divided into four main areas of content:

- investigating educational issues in relation to practice
- contemporary examples of innovative, critical, transformative practice and pedagogy
- conceptualising and taking a stance on issues and practice to transform learning and foster inclusion
- educational issues for twenty-first century practice: policy and practice in changing national and international contexts.

Meeting your needs

**for your study, residential school and
assessment support**

2014–2015

The financial support information provided throughout this booklet is correct at the time of publishing, and the information on the Access to Learning Fund remains relevant for the 2014–2015 academic year which runs until 31 July 2015 but the availability and type of support may change after this date. For the most up-to-date information about this, visit our website at www3.open.ac.uk/study/undergraduate/qualification/ways-to-pay/.

Copyright © 2014 The Open University

This document has been produced by the Learning Design & Development Team of
The Open University, on behalf of the Disability Resources Team.

SUP 032292

The Open University is incorporated by Royal Charter (RC 000391), an exempt charity
in England and Wales and a charity registered in Scotland (SC 038302).



The Open University Student Services

Preface

The Open University (OU) is committed to offering disabled students and anyone who has a health condition, mental health difficulty or a specific learning difficulty (such as dyslexia) access to all our qualifications and modules and the support and facilities they need to take part in every aspect of university life.

The OU Disability Equality Scheme and Action Plan sets out our policy and commitment. It is available on our website at www.open.ac.uk/equality-diversity/node/32. The University is always interested in improving its services to disabled students. If you're unhappy with a particular service – or feel you've had particularly good service – please tell us.

Although we do all we can to provide students with services that meet their requirements so that they can study successfully with us, we cannot guarantee that we will always be able to provide all services requested. We will give as much notice as we can of any limit on our services.

While we have done everything possible to make sure the information is accurate, the information may change in the light of altered regulations or policies, or because of financial or other restrictions.

Studying outside the UK

Not all the services described in this publication are available if you're studying outside the UK.

If you register directly with the OU but study outside the UK, you should tell your support team as early as possible if you need support because of a disability so that we can discuss options with you.

If you plan to study through one of our partner organisations, you should liaise with your local education centre (before you register) to discuss the support you feel you'll require and they will then contact us to explore the type of support that can be provided. We'll use the information you give us only to help you in your studies.

Contents

1	Introduction	5
1.1	What this booklet covers	5
1.2	What you'll find online	5
2	What you need to do	7
2.1	What to do before your study starts	7
2.2	What to do later	8
2.3	Filling in the disability support forms	8
3	Disabled Students' Allowances and other funds	9
3.1	What funds are available?	9
3.2	Applying for Disabled Students' Allowances	10
3.3	If you're not eligible for a DSA	11
4	Support for your day-to-day study	13
4.1	Working with your tutor	14
4.2	Routine study activities	14
4.3	Computing	15
4.4	Tutorials and day schools	15
4.5	Home kits	16
4.6	Assignments	17
5	Support at residential school	20
5.1	Making arrangements for residential school	22
6	Support for your examination or EMA	24
6.1	Making arrangements for examinations and EMA	26
7	Support for particular disabilities	28
7.1	If you are blind or partially sighted	28
7.2	If you are D/deaf or hard of hearing	30
7.3	If your mobility is restricted	32
7.4	If your manual skills are restricted	34
7.5	If you have a specific learning difficulty	36
7.6	If you have a mental health difficulty	39
7.7	If you have a speech impairment	40
7.8	If you have other disabilities or health conditions	41
Appendix 1	Useful publications	43
Appendix 2	Modules available in alternative formats	44
Appendix 3	Contact details	62

1 Introduction

This booklet is for OU students who have a disability or long-term health condition that affects their studies: it describes the services and equipment available and how to apply for them. It is also useful to prospective students who want to find out more about OU study before they register for a qualification.

The booklet is available as a pdf download from www2.open.ac.uk/study/support/disability, or students can find it in the StudentHome Help Centre disability section.

To request services and equipment from us, once you are a registered student you should complete and return the relevant form or forms as soon as you can. There are three.

1. The **Disability Support Form**, where you give us information about your likely study needs so we can help you get each module off to a good start.
2. If you have a residential school you may also need to complete and return the **Disability Support Form (Residential School)** also known as FRF2.
3. To arrange support in your examination or end-of-module assessment you should also return the **Disability Support Form (Examinations)** also known as FRF3.

If you've received this information as a printed booklet you'll find a copy of each form is enclosed.

1.1 What this booklet covers

The booklet contains the essential information you'll need to help you apply for services to support your study.

- How to tell us about your needs
- Financial support for your study
- Support during your module study
- Support at residential school
- Support in examinations and assessment
- Particular disabilities and how they may affect study
- Where to get more help
- A list of modules materials available in alternative formats

1.2 What you'll find online

Registered students have access to more detailed information than this booklet, with direct links to related resources. The StudentHome Help Centre is the best place to find information on services that might change quite frequently, such as the following.

- Facilities you can ask for
- Modules available in alternative formats

- Equipment available at residential school
- Examination papers in alternative formats
- Arranging alternative locations for examinations
- DSA and residential school
- DSA and examination travel.

For students the websites mentioned in this booklet can be accessed from StudentHome **www.open.ac.uk/students**, where you will also find online resources and important information about your study. Make sure you log on regularly using your OU computer username and password.

If you are not yet registered as a student, go to www2.open.ac.uk/study/support/disability.

2 What you need to do

Be sure to look closely at the modules you're required to study in order to achieve the qualification you want, and check that they are appropriate for you. This booklet describes the typical study activities OU students undertake to help you decide which modules might suit you best.

Once you have registered as a student you can use your OU computer username (OUCU) and password to log in to your personal StudentHome page and find further information online.

There are three primary sources of help and advice for disabled students.

- The Student Registration & Enquiry Service for enquiries about support available if you are not yet registered on a module or a qualification
- Your student support team for all initial enquiries about the support available – contact them through the 'Your contacts' panel in the Help Centre on StudentHome
- The Disability Resources Team for detailed information on equipment loans, communication support and support at residential school – you'll find their contact details in Appendix 3.

If you need further advice about qualification requirements please talk to the Student Registration & Enquiry Service; contact details are in Appendix 3.

2.1 What to do before your study starts

Once you are registered there are three priorities to deal with before you start your first module. The first two are connected, so you may want to do them together.

Submit the Disability Support Form

Please tell us about your likely requirements by completing and submitting the Disability Support Form – you may already have done this following registration. If you're likely to need *any* facilities or support to help with your disability, health condition, mental health difficulty or specific learning difficulty (such as dyslexia) please make sure to complete and return this form as soon as you can. Then we'll be able to record your disability, provide support, and send you relevant information at the right time.

You can, if you prefer, complete the form online, or you can download a Word version to complete and email to us. You'll find both these options in the StudentHome Help Centre disability section.

Think about the support you'll need for your module

Look carefully at the module description details given on your first module(s) at www.open.ac.uk/study to check the study activities described, and think about the support you're likely to need to study independently. The 'If you have a disability' section outlines the standard formats that are available for the module.

Most modules have study materials in additional alternative formats, perhaps books with a spiral comb-binding, or in audio rather than print. You may benefit from the use of assistive technology or communication support. Once you have a good idea of what you're likely to need you can check the latest online list of alternative format options (shown in Appendix 2) – see 'accessible module materials' in the StudentHome Help Centre. Then you can request what you need using the Disability Support Form.

You can update your form if you've already submitted it - just be sure you have the right arrangements in place in good time for the module start date. Equally, if your circumstances change and you need different support, just send in an amended form.

Check whether you're eligible for a DSA

Disabled Students' Allowances (DSA) are grants available from the government to help with the extra costs of studying that may arise because of your disability or specific learning difficulty. Many of the services described in this booklet, plus many more that are not described (such as specialist dyslexia support), can be paid for by a Disabled Students' Allowance.

So check whether you're eligible for a DSA - there's a quick and easy eligibility test on our website at www2.open.ac.uk/students/disability/dsa-eligibility-quiz.php.

If you are eligible, complete and return the DSA Application Form to the DSA Office at the University. Section 3 of this booklet tells you more.

The DSA Application Form and the Disability Support Form are used for different purposes, so if you're eligible for a DSA make sure to fill in both.

2.2 What to do later

Once these priority tasks are out of the way you're ready to start your study. However, there may be further arrangements to make with us if you're due to attend a residential school (see Section 5), or for your final assessment or examination (see Section 6). There is a form to apply for support at residential school, and another to apply for support in your exam or end-of-module assessment.

It can take a while to set up these services, so please start thinking about them once you've settled in to your study routine, and return the forms to us at least six weeks before you're likely to need the services.

Please note that we do require documentary evidence of your disability or long-term health condition in order to approve changes to examination and assessment arrangements.

2.3 Filling in the disability support forms

If you need help to fill in the forms but have no-one to help you, your student support team can take your details over the phone. They will also be happy to offer advice if you want it.

All three disability support forms are available for students in the StudentHome Help Centre disability section, where you can choose to complete and submit them online or select an option to download and return by email or print and post.

If you'd like to discuss your requirements, please fill in as much of the form as you can and say that you need more advice. Then we'll get in touch with you.

The facilities you can ask for are listed in each form and are largely self-explanatory, but students can see further details online in the StudentHome Help Centre disability section.

How we use the information you give us

Once you have returned the first Disability Support Form we'll create a disability profile from the information you provide, which summarises how your disability or specific learning difficulty affects your study. It is confidential and available only to University staff and agents who have a role in making sure your requirements are met, and your tutor.

We will use your profile to help us provide you with study materials, equipment and services, and to plan our services. You have access to your profile and can update the information at any time.

If you are granted a Disabled Students' Allowance (see Section 3) we'll ask for your permission to record details of it on your profile. If you decide to ask us to make particular arrangements for an examination we'll need further information and extra documentation from you. Some of this information could be passed to the exam invigilator.

To ensure we mark everyone's work on merit only, we do not pass information about any student's disability to the staff who mark examination scripts or EMA. However, this information is presented to the Examination and Assessment Board when results are determined.

We may provide information about your disability, health condition, mental health difficulty, or specific learning difficulty (such as dyslexia) anonymously as part of our statistical returns to the government. We may also contact you to ask if you would be willing to take part in research.

As is the case with all our students, we may record our phone calls with you to help check that we have carried out your instructions correctly and to help us improve our services through staff training.

3 Disabled Students' Allowances and other funds

3.1 What funds are available?

Disabled Students' Allowances (DSA) are government grants available to UK students in higher education to help with the extra costs of study you might have. DSA are not means tested and do not affect any benefits received.

A DSA could award certain amounts to pay for specialist equipment, non-medical help (such as disability-related study support at home) and extra travel costs. The University charges some costs to the DSA for services it provides - for example, support at residential schools and sign-language interpreters. Other services, such as audio recordings of printed module

material, transcripts, comb-bound module texts and electronic module material are paid for by the University.

The Access to Learning Fund (ALF) is a UK government means-tested grant available to some students in England and Northern Ireland who are not eligible for the DSA. In Wales it is known as the **Financial Contingency Fund (FCF)**.

In Scotland, the Scottish government gives a discretionary fund to universities. Assistance from this fund is means tested and may be available to some students who are not eligible for a DSA.

You cannot get a DSA if you live in the Republic of Ireland, but you can benefit from other support offered by the University, such as the **Access Technology Loan Scheme**.

Module materials in alternative formats and tutorial, residential school and examination facilities are available to all disabled students. You should use your DSA if you have one (or your support from the ALF/FCF), to pay for communication support and equipment. We will provide them in line with the DSA needs assessment. However, the Disability Resources Team may also provide communication support and equipment loans while you are waiting for your DSA application to be processed, or if you are not eligible for a DSA or ALF/FCF.

A separate source of support is the Open University Students' Association (OUSA). Each OU office usually has an OUSA student coordinator who can offer advice about transport to tutorials and residential schools. OUSA runs The Open University Students' Educational Trust (Ouset), which can provide grants towards transport costs if you have to use taxis to get to tutorials.

For more information on financial support, or to check for the most up-to-date information, visit the website www3.open.ac.uk/study/undergraduate/qualification/ways-to-pay/ or contact the Student Registration & Enquiry service.

The financial support information provided in this booklet is correct at the time of publishing, and the information on ALF/FCF remains relevant for the 2014–2015 academic year which runs until 31 July 2015, but the availability and type of support may change after this date.

3.2 Applying for Disabled Students' Allowances

DSA for students in England, Wales and Northern Ireland

If you think you may be eligible for DSA and you live in England, Wales or Northern Ireland you should fill in and return the form 'Application for a Disabled Students' Allowance' (enclosed if you have a print version of this booklet).

- The DSA office that handles applications from these OU students is based at the University site in Milton Keynes. However it is entirely independent from the University. It is this office that decides whether you are eligible for a DSA, what you will receive, and which services can be paid for from your DSA. Your study-related

needs will be assessed by an independent assessor who makes recommendations for study support.

- To obtain a DSA you must be studying 30 credits or more in the year you first apply, and must be working towards a qualification of at least 60 credits that requires at least one year of study.

For full guidance and information about what can be provided from a DSA please see the notes in the DSA application form.

DSA for students in Scotland

- The Student Awards Agency for Scotland (SAAS) is responsible for handling DSA for its nationals and decides what you'll receive and which services will be approved and paid for from your DSA.
- To qualify for a DSA you must be studying at least 60 credits in each academic year (September to October), as well as satisfying residency requirements. Full details are given in the guidance notes which accompany the application form.
- To get an application form, contact The Open University in Scotland or download one direct from the SAAS website at www.saas.gov.uk. The form you need is a DSA application form for part-time and distance-learning students (DSA O).
- Please send your completed form to us at The Open University in Scotland so that we can confirm that you are studying the required number of credits. We'll check that your form is complete, ensure that you have supplied supporting medical evidence, insert details for SAAS about the module you'll study, and either support your requests or suggest a needs assessment. We'll then forward your application to SAAS.
- If you are applying for a DSA for the first time, or you have had a break in your studies or if your disability or learning difficulty has changed, SAAS will send you for an assessment to a Scottish Access Centre where an assessor will assess your study-related needs and recommend support.
- If you require ongoing support from the DSA, you have to complete a new application each year.
- The DSA can pay for small and large items of equipment or can pay for non-medical personal help, and what you receive depends on your individual needs.

3.3 OU Access Centre

For your DSA you can choose where to have your DSA assessment. However, staff in the OU Access Centre have an extensive understanding and expertise in assessing the particular needs of distance learners. We are committed to providing a fast, efficient, high-quality service, helping disabled students prepare for the challenges of study.

Our team of friendly, supportive staff are fully committed to ensuring all students with additional needs can make the most of their potential, guiding them through the needs assessment process, to ensure they take full advantage of the exciting opportunities on offer in higher education.

Once a student has applied for a Disabled Students' Allowance (DSA) – and met the required criteria – arrangements will be made for a needs assessment. This can take place either at their university, the Open University Access Centre or at another suitable location.

We can also offer assistive technology training.

You can find out more about the Access Centre and about DSA assessment on www.open.ac.uk/students/disability/access-centre/.

You can arrange a needs assessment through that site or by calling us on 0300 303 8683.

3.4 If you're not eligible for a DSA

If you're not eligible for a DSA and you live in England or Northern Ireland, you may be eligible for support from the Access to Learning Fund (or from the Financial Contingency Fund if you live in Wales). These are means-tested funds based on your financial circumstances; your support team can tell you whether you are eligible.

To find out about other funding available in Scotland, please contact The Open University in Scotland – email scotland@open.ac.uk.

If you are not eligible for any of the government funding available, you may be able to borrow certain items of equipment and assistive technology and receive communication support if you are D/deaf or hard of hearing. Please contact the Disability Resources Team for information. All disabled students are able to request alternative formats of module material regardless if they are eligible for a DSA or not.

4 Support for your day-to-day study

This section gives an overview of support available during your study if you have a disability or long-term health condition, to help you think about the services you might need.

These are the skills that OU students use and develop during module study.

- Routine study activities such as reading, making notes, listening to audio material, gathering information from DVDs and the internet
- Using a computer and online resources such as module websites
- Taking part in tutorials and other group study activities
- Carrying out practical work at home
- Completing assignments

You'll also communicate with your support team and cope with your own administration and study planning.

All students develop and adapt study skills to suit their own needs. You'll find some useful advice online on developing study skills at Skills for OU Study on www2.open.ac.uk/students/skillsforstudy/. There is also a printed book *The good study guide* – see Appendix 1 for more details.

You'll probably find some aspects of study more demanding than others. You may want to get further advice from your tutor or your support team.

Assistive technology

Many disabled students use specialist equipment to study effectively.

- A physically disabled student who cannot use a keyboard or mouse may be able to use a computer for producing written work with the aid of voice-recognition software.
- A blind student who cannot read may be able to listen to printed texts with the aid of a system that converts the printed text into an electronic format that is read out as synthetic speech.
- A student who is hard of hearing may benefit from a room loop or personal radio aid which amplifies sound in a tutorial or when working in a group.

There is an extremely wide range of equipment of this kind, which is generally referred to as assistive technology. You may be able to get this equipment through a Disabled Students' Allowance or the Access to Learning Fund/Financial Contingency Fund(ALF/FCF; see Section 3). If you are not eligible for either, you may be able to borrow some of these items from the Disability Resources Team, either as a single piece of equipment or as a package (for which you need an assessment) under the Access Technology Loan Scheme.

See Appendix 3 for contact information.

4.1 Working with your tutor

You'll get contact details for your tutor just before the start date of your module, so this is a good time to get in touch and discuss the support they might be able to offer, for example at tutorials, or in the best format for you to submit your assignments.

4.2 Routine study activities

Many disabled students find that study takes them longer. You should consider how much time you are likely to need – for example, if you are using an alternative format of your module materials you might have to familiarise yourself with navigating audio files, or using bookmarks and changing text size in electronic text versions.

Reading

Every module has a lot of text, either as printed books or online.

- We can often provide printed books with a comb-binding that allows the open book to lie flat (see Appendix 2), which can be useful if you have problems handling objects, if you have to spend much of your time lying down, or if you use low-vision aids.

I've got very bad arthritis. Holding books open is painful for me. The comb-bound units have been a great help.

- Many modules are available as audio recordings for students who can't use print. These recordings can be used on a computer or other players such as portable DAISY player. Audio could be useful if you are blind or partially sighted, have a specific learning difficulty such as dyslexia, or a physical disability that makes handling books difficult.

Audio-visual material

Some modules include CD-ROMs and DVDs, often with an associated booklet. Transcripts of the spoken content are usually provided as part of the module material or on the module website.

Making notes

Making notes is an important part of successful study. As well as recording the main ideas and facts you'll need for assignments or as part of your revision, it allows you to express your understanding in your own words.

You'll make notes:

- at home as you read module materials and in preparation for an assignment;
- at a tutorial or study group;
- at residential school;
- when you are revising for an examination.

You can take notes by:

- writing in a notebook or file, or on index cards;
- typing on a computer;
- dictating into a recorder;
- dictating to someone else;
- marking text with a highlighter pen;
- writing in the margins of the module units;
- underlining text.

“If I take my eyes off the speaker’s face, I really don’t follow what they are saying, so it’s really difficult to take notes. I find I don’t need to take a lot of notes in tutorials and there’s always someone willing to share their notes with me.”

4.3 Computing

To study with us you’ll need regular and reliable access to the Internet and a computer. For most modules you’ll be expected to spend at least a couple of sessions a week working on computer-based activities and some of this work may be assessed.

There are many online services, including access to our library and online forums. Each module has a website to help you plan and organise your study, and give access to support from your tutor and fellow students.

Students who are eligible for a DSA or ALF/FCF can receive specialist hardware or software from their award if it is recommended in their needs assessment. If you are not eligible for either of these you can discuss adaptations of hardware and software with your support team, who may complete an application to the Access Technology Loan Scheme (described in Section 3) for you if appropriate. It may take several months to provide equipment through the scheme, as you will have to have an assessment, so you should ask your support team about it as soon as possible.

4.4 Tutorials and day schools

Tutorials are an optional but valuable part of many modules. Tutorial support can include tutorials online or by phone, or face-to-face group meetings. Face-to-face tutorials usually last about two hours and are held in premises such as a local adult education centre, a university or a further education college.

Some faculties also hold day schools that deal with topics rather than with individual modules. You might then be working with students and tutors you haven’t met before, and you might be moving from one group to another. In this way, day schools can be similar to residential schools.

Access to buildings

Access to the buildings we use for tutorials and day schools varies considerably, and although we do try to book buildings with suitable facilities, it isn’t always possible. If we know what your requirements are, we can tell you if there’s likely to be a problem and

discuss alternative arrangements, such as changing tutorial locations, tutorial groups or provide alternative access routes where possible. Please give us details of your access requirements when you complete your Disability Support Form.

The tutorial environment

Tutorials are informal occasions where, with your tutor and other students, you explore aspects of the subject you're studying. This can mean quite a lot of talking, listening, note taking and group activities. The nature of tutorials varies according to the subject matter, but the tutor always spends some time talking to the whole group and answering questions. Ideas or issues are often discussed in small groups, perhaps with a report made to the tutor and the rest of the students. Tutors may use equipment such as whiteboards, presentations using computers, audio or video players and microscopes.

You may have quite straightforward requirements, such as a type of chair, or sitting near the door. Section 7 gives more details of what could be made available. Please let us know when you complete your Disability Support Form so that we can meet your requirements.

Alternatives to face-to-face tutorials

Modules increasingly make use of electronic tutorials using forums, instant messaging or audio conferencing. But if your module has face-to-face tutorials we do understand that it might not be possible for you to attend. Instead, we may be able to arrange some individual tutor sessions over the phone, by email or, in exceptional circumstances, by visiting you at home.

Study groups

The University encourages students to set up informal meetings among themselves to discuss topics related to their studies. Study groups meet in all sorts of places – a spare room at the tutorial centre, a pub or a student's home. Groups are often set up at tutorials, so if you can't attend, do ask your tutor for details of your nearest group. We will not give your address or phone number to other students unless you tell your tutor that you're happy about this.

Do let your tutor know if you'd like to keep in touch with other students by phone or online. Even if it's impossible to get to tutorials, or if your module doesn't offer them, there's no need for you to feel isolated.

Last year I asked my tutor to give my phone number to all the students in our group and she told them that I am housebound. Four students contacted me, two called regularly and we have all decided to do the same module this year so we're keeping in contact.

4.5 Home kits

Home kits are an essential part of some modules, particularly for experiments in science and technology. Some of the home experiment work is assessed in assignments.

If there's no-one you could ask to help, you should discuss this with your support team.

4.6 Assignments

During your module your study progress is assessed by tutor-marked assignments (TMA) and possibly computer-marked assignments (CMA), which are done in your own home. You can take as much time as you need to complete them, as long as you submit them by the due date.

The final assessment in a module is usually by an examination or an end-of-module assessment (EMA), as described in Section 6.

TMA

Tutor-marked assignments ask you to produce an essay, a project or an experimental report, or to tackle a structured problem. TMAs in language modules also include some assessment of your ability to hear and speak the language. A TMA that is submitted electronically is called an eTMA. All modules use TMAs as part of their assessment. TMAs are usually word-processed or handwritten in ink, but with agreement from your support team it may be possible to present an assignment as a recorded piece of audio.

If you have any equipment awarded as a result of a Disabled Students' Allowance (DSA) or have a non-medical helper, you can use any of these to help you to complete your TMAs. If you are not eligible for a DSA and you need specialist help or equipment to complete your TMAs we may still be able to help you through either the Access to Learning Fund or one of our equipment loan schemes.

- If you find that you're getting behind with your work, you can ask your tutor for extra time to complete an assignment. However, please remember that this can cause difficulties later in the module as extra time to complete your last assignment after the submission date will only be given in exceptional circumstances. It might be better to get some advice from your tutor to help you to sort out the priorities for your study.
- If you have a timed TMA you may need to ask for additional time to complete this. If you are doing a timed TMA as practice for an examination question, and you have already agreed your examination arrangements with your support team, you should be able to have the same arrangements as you have agreed for your examination. If you have not yet agreed arrangements for your examination, or have any other queries about your timed TMAs, please contact your support team and your tutor to discuss this.
- If you cannot submit your TMA in the way we ask you to for reasons related to your disability (for instance, you are unable to use the eTMA system, or cannot handwrite your assessment) we may be able to arrange for you to submit it in another way. Please ask your support team for advice in good time if you think you might need to submit in a different format.

Computer-marked assignments

Your module may include a computer-marked assignment (CMA) which needs to be completed on paper, or an interactive computer-marked assignment (iCMA) which needs to be completed on a PC.

Computer-marked assignments are provided as paper forms on which you need to mark your answers with a pencil. These are then sent back to the University and a computer is used to read the answers. If you cannot use a pencil and paper, you may need someone to help you fill in the answers on these sheets. This could be a non-medical helper, or perhaps a friend or family member. If you are unable to complete your CMA at all, you should contact your support team for advice.

iCMAs are normally open for several weeks, and you can use any equipment or non-medical help to complete these as you would normally use for your TMAs. iCMAs are also designed to be screen reader accessible, and you can normally complete part of the iCMA, save your answers, and return at a later time to complete it, so you do not need to spend long periods in front of your computer screen.

If you do experience problems completing your iCMA for reasons related to your disability, you should contact your tutor or your support team to ask for help.

Language modules and oral assessments

If you are taking a language module, you may be asked to listen to recordings of the spoken language, participate in online tutorials, or take an oral assessment. If you will have difficulties in completing any of these assessments for reasons related to your disability, we may be able to help.

In some cases, we can offer a transcript of audio materials if you have a hearing impairment and you will need to provide evidence to support your request. If you think you might need this adjustment, you should contact your support team.

If you have a hearing impairment or speak very slowly, we may be able to arrange a one-to-one oral assessment, with extra time to complete your assessment if you need it. You should tell us about this on the support form for examination arrangements (FRF3).

Extensions to cut-off dates

Each assignment has a date by which it should reach your tutor (for TMAs) or Milton Keynes (for CMAs). Your tutor may allow you to submit certain TMAs late, if agreed beforehand. No extensions can be permitted for CMAs.

Extensions are not normally permitted for the final TMA, and the *Assessment Handbook* gives an absolute final cut-off date for final TMAs. If in exceptional circumstances you require additional time for your final TMA for reasons related to your disability, you can apply to extend your deadline by up to three weeks beyond the original submission date. If this extended deadline falls after the absolute cut-off date for your module, you will need to apply to the Exceptional Examination Arrangements and Special Circumstances Sub-Committee in writing. (This information supersedes information provided in other

documentation and applies only to students who have declared a disability to the University.)

Substitution

In case you're not able to submit all your assignments, many modules allow 'substitution'. A representative score, based on the assignments that you have submitted, can replace at least one low (or zero) assignment score, perhaps because you didn't submit the assignment. Your *Assessment Handbook* gives full details of how a substitution score is calculated and your module guide will tell you exactly how substitution applies to your module. If you think that you won't be able to submit all the assignments, do talk to your tutor. We may be able to be more flexible about how and when you submit assignments if necessary.

5 Support at residential school

If your module includes a residential school you should try to attend if at all possible, because it will cover aspects of your subject that can't be taught at a distance and it may deliver learning outcomes which are essential for a particular qualification.

Before choosing a module that includes a residential school you should think about these points.

- The type of equipment you might need to take with you or borrow
- Whether you'll need an assistant
- Whether the school site is suitable for you

Once you have started to study a module with a residential school it is important to request the facilities and equipment you may need at the school as soon as you can. You do that by completing and returning the Disability Support Form (Residential School), FRF2, as described in Section 5.1.

Equipment for use at residential school

You can bring your own equipment to use during the residential school but it is important to tell the Disability Resources Team about the items before your school starts.

Alternatively, we may be able to loan equipment to you to use while you are at the school – the amount of equipment varies considerably depending on the site, but includes an electric scooter, wheelchair, digital voice recorder, bath and shower aids and facilities for storing medication. You must return all borrowed equipment at the end of the school week. Students can find more details in the StudentHome Help Centre disability section.

Working with tutors at residential school

Can we add in a condensed bit about students working with tutors i.e. introducing themselves to the tutor and discussing/agreeing a working strategy: ask for extra time/think about where you might like to be located within the teaching room, discuss coping strategies if conditions cause fatigue.

Is this the best location?

Bringing an assistant to residential school

You can bring a personal assistant – a friend or relative who is familiar with your requirements and has a good standard of fitness to support you at residential school. If necessary we may instead be able to provide someone from our Disability Support Assistants Register.

An assistant can help you in various ways, for example by:

- taking notes for you;
- helping you at mealtimes;
- carrying your books and opening doors;
- giving you moral support and guidance;

- helping you with reading;
- helping you in the laboratory;
- helping you to get around, both on campus and on field trips;
- helping you to use the equipment you have borrowed from us.

Disability Support Assistants are – or have been – OU students themselves and have experience in supporting students with a range of requirements. They cannot help with personal care such as washing, dressing, toileting or administering medication. If you need this sort of support you should bring your own personal assistant if at all possible. Otherwise please contact the Disability Resources Team **at least six weeks before your school starts** to discuss alternative arrangements.

We use several conditions to match students with assistants, including gender, academic knowledge and experience. Most matches work extremely well, and the key to this is good communication. You should try to discuss your requirements fully with your OU supplied assistant beforehand, so you get to know each other and your requirements and expectations before you arrive at the school.

The relationship with my assistant was good. We spoke twice on the telephone before I went to residential school so we both knew something about each other before we met, and set some boundaries for our relationship. At the school everything went well. We went to most tutorials and some social events together, but we also had time apart, which I felt was important.

If you think you'll probably be able to cope on your own for most of the time but you might need support for occasional short periods, we can provide a part-time 'occasional assistant', for example to help you with your luggage, or just at meal times. You must book this type of support in advance with the Disability Resources Team.

Don't assume that you will be able to rely on fellow students for help, as it could interfere with their own study. We have the right not to admit you to a school without an assistant if, in our opinion, you need one. If you arrive alone at your school and an assistant can't be arranged quickly, we may ask you to leave. Equally, we have the right not to allow you to have an assistant if there seems no genuine need.

Finding out about the school site

You can find specific details about each school site online. This will help you to decide which to choose (if there's a choice) and which facilities you may need.

Your module description also gives details about the residential school in the 'If you have a disability' section. This is an expert view on what to expect during your residential school, including information on any fieldwork trips, additional activities, or additional equipment that may be required. This information will help you consider what kind of support you may need at the school.

Unless we tell you otherwise, your accommodation will be a single room and you may have to share a bathroom with other students. Some of our sites also have shared kitchens, but generally meals are taken at the canteen on site.

The accommodation available changes each year and, although you may be going to a site you have been to before, you may not be able to have the same room in the same type of accommodation as last time.

If you can't attend

We accept that for reasons beyond their control, some students may find it impossible to go to residential school. Such students may be offered an 'alternative learning experience' (ALE) which delivers the same main learning outcomes as the residential school. Most ALEs involve online activity and some involve written work.

If you do not go to the residential school you must do the ALE instead. You cannot be excused from this part of the module. Details are shown in the module description.

In modules that are described in our publications as 'residential school modules' (those with XR in the module code) the residential school is the major part of the module. They do not have an ALE, so you shouldn't commit yourself to one of these modules without being sure that you will be able to attend the residential school.

Disability is not in itself a reason to opt for an ALE rather than the face-to-face residential school, unless it's impossible to make satisfactory arrangements to meet your needs. We will do all we reasonably can to make it possible for you to go to the school, but we may not be able to do so unless you tell us about your requirements well in advance.

I got excusal from my first residential school, but when I listened to the other students I wished I had gone. I talked to someone in my support team and she suggested that I might be able to manage with an assistant. In fact I needed two – yes, I tried it and I'm really glad I did. It was hard work but my helpers made it possible.

5.1 Making arrangements for residential school

Step 1 – Book your place at a school

Several months before the school is held you'll get booking information and details of available schools, by email or through the post depending on the contact preferences you have set.

Facilities vary between schools and their sites, so your choice of school may well affect the arrangements you'll need to make, such as whether or not you'll need an assistant or the equipment you want to borrow. The Disability Resources Team can advise you on the best site to choose. If you have restricted mobility in particular, it will help us to help you if you tell us about this before you book your place.

You can book your place online in StudentHome. Places are available on a first come, first served basis so please make sure you book early to try and ensure you get your first choice of site and week.

Step 2 – Fill in Disability Support Form (Residential School) FRF2 and send it to us

This form is available online or as a print version in the StudentHome Help Centre. You use it to tell us about the facilities and equipment you may need during your residential school.

Before completing the form you should think about the type of equipment, facilities or support you may need during your residential school because of your disability, health condition, mental health difficulty or specific learning difficulty (such as dyslexia).

If you have been to an OU residential school previously we'll already have the details you supplied then, so you may just have to update the form to show any changes in your requirements.

The arrangements are made by staff of The Disability Resources Team. Once we have your FRF2 form a member of the team will contact you to go through what you might need in more detail.

Step 3 – Check whether you can get funds to pay for services

Many of the services described here, plus many more that are not (such as specialist dyslexia support), can be paid for by a Disabled Students' Allowance (DSA) or the Access to Learning Fund.

If you are eligible for a DSA the University will only provide study support that cannot be provided by a DSA. The OU provides these services free of charge to students who are not eligible for a DSA. There's more information in Section 3.

Step 4 – Check in advance that everything is ready for you

The Disability Resources Team can answer any queries you have and confirm that arrangements have been made. Please contact them promptly if your circumstances change – for example, if you need more or less support than you originally asked for on your FRF2 form.

Make sure to finalise arrangements with any assistant you plan to take and discuss each other's expectations of the support you'll need.

6 Support for your examination or EMA

In addition to the assignments that you submit during your study, your module may include a more formal assessment – an examination or end-of-module assessment.

End-of-module assessments, projects and portfolios

Some modules have an end-of-module assessment (EMA), project or portfolio rather than an examination. Depending on the requirements of the module, these may be submitted electronically, typewritten or handwritten in ink. Please contact your support team for advice well before the deadline for your EMA if you have a particular requirement, for example:

- if you cannot produce written work, or can't do so independently;
- if you cannot submit your work in the specified format (for example, electronically, typewritten or handwritten in ink) for a reason related to your disability;
- if you cannot sign the ET3 forms to confirm that the work is your own.

You can use any of the strategies that you would normally use for your TMAs to complete your EMA, project or portfolio, including any assistive software or non-medical help you would normally use. In these cases, as with tutor-marked assignments (TMAs), you may be able to apply for a Disabled Students' Allowance (DSA) or support from the Access to Learning Fund (ALF) to pay for the assistance you will need.

To ensure we mark everyone's work on merit only, we do not pass information about any student's disability or illness to the staff who mark EMAs. However, this information is presented to the Examination and Assessment Board when results are determined.

Examinations

The Open University recognises that some students are disadvantaged by taking examinations under standard conditions. We try to compensate as far as possible for any disadvantage you might experience in taking an examination, so that your work may be assessed on the same basis as that of other students.

We have long experience of adapting examination conditions to suit students' requirements. We also have rules for allowing extra time and for different methods of recording question papers and presenting examination answers. These rules ensure we assess all students on the same basis. However, where the end-of-module assessment is an examination, you must be assessed under invigilated, time-limited conditions with restricted access to module materials.

Step 1 - Fill in Disability Support Form (Examinations) FRF3

If you need any additional support to complete your TMAs, CMAs, EMA, project or portfolio you should contact your support team as soon as possible.

As it is particularly important that we know about any requirements you have for examinations or language oral assessments, we ask you to tell us about these on the support form for examination arrangements, FRF3. The form is available for students in the StudentHome Help Centre disability section.

Don't worry if you are not able to fill it all in, just fill in what you can and someone from your support team will contact you to discuss your requirements in more detail if necessary.

If you have been awarded a Disabled Students' Allowance you might want to refer to your needs assessment as you consider what to ask for on this form. You can usually use any equipment the DSA has awarded to you to complete your continuous assessment, but you should not assume that you will be able to use all the equipment it refers to in your examination.

Step 2 (For examinations only) - Return form FRF3 to us with documentary evidence to support your request

We can make some arrangements for your continuous assessment, but we cannot authorise any additional arrangements for your examination until we have documentary evidence from you to support your request.

This evidence (usually in the form of a doctor's letter or certificate, or a diagnostic assessment for specific learning difficulties) must be recent to the date of the examination. If you haven't already sent it to us, please enclose your documentary evidence with your completed FRF3.

Your evidence should state the effects of your condition and how this would make it difficult for you to sit a standard examination. It should also confirm if the effects of your condition are temporary, of uncertain duration, or unlikely to improve.

We are likely to ask to review your evidence periodically to make sure that your arrangements are still meeting your requirements, especially if you are requesting arrangements you didn't need when you started your studies.

You should return your documents quickly and no later than six weeks before your examination period starts, as we cannot guarantee to provide any additional arrangements if you ask us after this time.

Step 3 (Optional) - If, after your examination or assessment, you think your disabilities or any other circumstances affected your performance, let us know.

When your module's Examination and Assessment Board meets to award results it will have brief factual details of any additional arrangements made for your assessments.

If there were circumstances beyond your control that affected your performance or your preparation, or you think that arrangements for your assessment weren't suitable for your requirements, you can report the matter to us and the Board may then take that into account when awarding your result.

You can find more information about reporting special circumstances in the *Assessment Handbook*, which you can access from your StudentHome at www.open.ac.uk/students, in the *Examination Arrangements* booklet, or in the *Information for Students Submitting Examinable Work* booklets (links to the appropriate booklet will be sent to you towards the end of your module). Please note, there are strict time limits on sending in these forms.

6.1 Making arrangements for examinations and EMA

- We may contact you to discuss your requirements.
- We will try to find an invigilator for you if you can't come to a main examination centre.
- We may need to prepare question papers in alternative formats.
- We may need to ask for additional approval for the arrangements you have requested.
- About two to four weeks before your examination, we will email or write to you to confirm the arrangements we have made for you.

If your circumstances change in a way that affects the services and facilities you require, please contact your support team immediately so we can update our records.

The question paper

All students have access to a specimen examination paper during their module. This is in the same style as the actual examination paper, and should give you a good idea of what to expect. Your tutor can help if you have questions about the structure of the examination paper for your module.

You might find that a standard question paper would cause you difficulties, either in reading the questions or in recording your answers to them. The other formats we can offer are described for students in the StudentHome Help Centre.

Your answers

Most students write their examination answers by hand, in answer books. If that is not possible for you, please think about which of the available alternatives would be the most suitable. The alternatives we can offer are described in the StudentHome Help Centre.

Extra time

Depending on your circumstances, we can allow you extra time to do the examination – either extra working time or rest breaks, or possibly both.

If we agree that you can have extra time to do the examination (either before or after the scheduled time), we will arrange for the invigilator to be there with you during that extra time.

If you need more than three hours of extra time your examination may be split over more than one day. We will take into account the structure of the question paper and your individual circumstances.

Where to take your examination

The location of your examination can depend very largely on the requirements you have identified in your FRF3 support form for examination arrangements as well as the types and availability of different examination centres in your area.

You'll also need to know whether your local examination centre has suitable access and facilities for you, such as public transport, suitable parking, wheelchair access or a lift. Staff in your support team will be able to advise you about this.

In most of our main examination centres, the examinations take place in quite large halls with students sitting in rows at individual desks. If you need to use a question paper or a method of answering that could disturb other students, or you might need more than thirty minutes' extra time, it won't be practical to put you in a main examination hall.

If we can't meet your requirements in a main examination hall but you are able to travel, it may be possible for you to take your examination either in a side room at your local main examination centre or at your local OU office.

If neither of these is appropriate, either because you can't travel or because you need to use equipment that can't be moved easily, you may be allowed to sit your examination in your own home, in a special centre such as a hospital or a day centre, or in another suitable venue, such as a relative's home or your workplace.

7 Support for particular disabilities

This section collects together advice and information on services that we've found are often relevant to students with a particular disability or health condition.

7.1 If you are blind or partially sighted

If you're blind or partially sighted your study needs are likely to be mainly to do with reading, taking notes and producing written work. Please refer to Section 4 of this booklet to get an idea of day-to-day study and then think about your likely requirements.

We do send out information in print, but you can ask for this to be sent to you in a different format when you complete the Disability Support Form.

If you can't use print at all, we recommend that you arrange for someone to read materials to you regularly, and to fill in forms for you occasionally.

We have a booklet 'Studying with little or no sight' which provides detailed study tips for visually impaired students (see Appendix 1 for details).

Module materials and equipment

Audio

The availability of audio materials can change, so before you commit yourself to a module, please check the latest details for the accessible module materials or contact your support team before registering to make sure that the recordings you want are available.

The printed texts of many modules are available as audio in DAISY Digital Talking Books (DTBs) which can be played on your computer or a portable DAISY player.

To request materials in this format please tick the 'audio versions' box in the Disability Support Form. If audio is available we'll send you the type of DAISY DTB which we have for that module. For more details about the types of DAISY DTB, as well as the loan of a DAISY player (if you are not eligible for a DSA or ALF/FCF to pay for your own), visit our website www.open.ac.uk/disability.

PDF files

As an alternative to using audio, Adobe Portable Document Format (PDF) files of the print module material are available to all students for most modules on the module website. These files are suitable for use on a computer or with assistive technology. PDF files allow you to adjust the text size and background colours. You can use a function in the Adobe reader software or separate software (known as a 'screen reader') to convert text into speech in some modules. However not all PDF files are as accessible as we would like them to be, mainly because of the subject (e.g. maths).

If you're interested in using Adobe PDF files, please tick the 'Electronic text' box in the Disability Support Form, then if module material isn't available in PDF format on the module website we may be able to send you the relevant files.

Please note that we can't guarantee that electronic material will be available for all parts of your module in the format you want, or that it will be fully accessible, although we will do our best to meet your wishes.

Braille

Braille is a useful and flexible format for some people and, as well as producing examination papers and labels in this format, we can also produce Braille versions of key study materials. Please note, however, that we need several months' notice to provide this service and so you should discuss this well in advance with your support team.

Large print

We may also be able to provide large print versions of your module material and 'enlarged-print' examination papers (the text is magnified to fit on A3 paper) for all modules. We will need to discuss how we can meet your requirements, so please talk to your support team well in advance.

Equipment

You might want to use low-vision aids. These include magnifying devices such as closed-circuit television (CCTV) also known as video magnifiers. However they are tiring to use for very long so it might be helpful to have audio material as well.

Tutorials

If you have face-to-face tutorials, think about travel to the tutorial centre and finding the room. Discuss your requirements both with your tutor and, if possible, with the other students in the group, who are usually very helpful.

Your tutor should be able to provide you with hand-outs, in advance, in your preferred format, such as electronic or large print. Ask your tutor to read out text from the whiteboard.

You may be able to make an audio recording of what is said at a tutorial or residential school, but please remember that the content of an oral lecture remains the property of the University so you should discuss this with your tutor beforehand.

Some students also like to use recorded audio as a means of note-taking, both for ongoing study and revision. There are several kinds of recording devices that can be used, including a digital voice recorder. Students can get this kind of equipment through their Disabled Student Allowance (DSA) but if you are not eligible for a DSA, you may be able to borrow equipment by requesting it on the Disability Support Form.

Assignments

Many blind or partially sighted students find that studying takes a lot of time because of the large amount of reading. If you find that you're getting behind with your work, you can ask your tutor for extra time to complete an assignment. However, this may lead to difficulties later in the year as extra time to complete your last assignment after the final submission date will only be given in exceptional circumstances (see Section 6). It might be better to get some advice from your tutor to help you to sort out ways of prioritising your study.

It is standard practice to present your assignments in written or electronic form. Exceptionally, with the agreement of your support team, you may be able to present work as a recording on audio file.

Residential school

If you are blind or partially sighted your needs at residential school are likely to include:

- taking notes;
- working with text;
- producing written work;
- finding your way around the site;
- assistance at mealtimes.

It's important that you find out how much of your module's residential school text can be provided in a suitable form. The printed text of most modules is available either in audio or as a PDF file. The PDF files can be accessed with screen reading or magnification technology. Contact your support team for more information.

We may be able to provide you with an assistant to read and take notes for you, a digital voice recorder to record seminars and discussions, or a video magnifier (CCTV). Other equipment and services may also be available. You can find out more about what can be provided by contacting the Disability Resources Team.

Examinations

If your module includes an examination you can ask for an audio version of your examination paper. However, you do need to specifically request this even if you have received your module materials in audio.

If necessary, we may be able to provide readers and scribes for examinations, as long as you give us enough notice.

7.2 If you are D/deaf or hard of hearing

In this booklet we have used the term D/deaf to mean:

- Deaf people who use a signed or visual language as their preferred language – usually British Sign Language (BSL) or Signed Supported English (SSE); they may have acquired deafness early in life;
- deaf or hard of hearing people who use a spoken language as their preferred language and who may have become deaf later in life.

If you're D/deaf or hard of hearing, your needs will mainly be to do with effective communication between you and your tutor and other students, particularly at tutorials, residential schools and examinations.

Most of our communication with students is by email. However many of our offices have a textphone, and if this is the most suitable way of communicating with you – particularly if you have severely affected speech – we can provide a textphone for you and one for your tutor as well.

You may prefer to use BT's Text Relay service, where an operator passes on messages between a textphone user and an ordinary phone.

All our offices have fax machines, or you might prefer to meet one of our advisers if you find it easier to communicate face to face.

We have produced the booklet *Studying when you are D/deaf*, which provides detailed information and tips on studying for students who are D/deaf or hard of hearing; see Appendix 1 for details.

Module materials and equipment

Most modules provide transcripts of their audio and video materials in the form of an electronic document on the module website or within the module material that is sent to you, for example on a module DVD.

If you're interested in using transcripts, please tick the 'Transcript' box on the Disability Support Form so that if the transcripts are not available on the module website (or included in a standard module material mailing), the Disability Resources Team will send them to you.

Tutorials, day school and residential school

If your module has online tutorials you should discuss the support your tutor can offer so you can take an active part.

At face-to-face tutorials, discuss your requirements both with your tutor and, if possible, with the other students, who are usually very helpful. Ask your tutor to provide notes to you in advance so you know what will be covered. During the session ask the tutor to write as much as possible on the whiteboard and make use of the text facility instead of audio if this helps you take part in discussions. Your tutor may be able to give you electronic versions or photocopies of tutorial notes and slides to save you taking notes.

You may have to encourage your tutor to look at you when speaking, and to summarise verbal contributions from other students. It can be quite difficult for tutors to remember your needs while concentrating on the topic, so don't be afraid to remind them or to ask for an explanation if you have missed something. It will help all students, not just you, if the tutor writes key words on the board as they come up.

Not all tutorial rooms have built-in induction loops. If you wear a hearing aid that has a T-switch, you may find a radio aid very helpful. They're portable, so you can take them to any event. You need to give the microphone and transmitter to the speaker, so in tutorials this may mean passing the microphone around the group, although most radio aids come with multi-directional conference microphones. Placed on a table or other suitable flat surface in the centre of a seated group, they should pick up what different speakers say without having to be passed around.

If you have a DSA or ALF/FCF funding you may use it to buy a radio aid, or other equipment for your hearing and communication needs. If you are not eligible for a DSA or ALF/FCF we may be able to lend you this equipment. Please ask for it on the Disability Support Form.

We run a scheme with Action on Hearing Loss to provide trained communication support staff for face-to-face tutorials, day schools and residential schools. The support includes sign-language interpreters (BSL or SSE), lip speakers, note takers and, if available, speech-to-text operators. Note takers write a summary of what's being said so you can read it as it happens. They don't make study notes for you. They provide a communication service for people who cannot use other kinds of communication support. The scheme provides communication services for students who aren't eligible for a DSA or ALF/FCF, as well as arranging these services for some students who are. If you do have a DSA or ALF/FCF, the cost of that support will be charged to the allowance.

Assignments and examinations

It's in your interest to make sure that your written English is acceptable for assessment purposes. If BSL is your first language and you think that you'll be at a disadvantage in a written examination, we will be sympathetic. If you have a DSA award you should contact your original needs assessor who may be able to make a supplementary recommendation for additional support.

If you find that you are getting behind with your work, you can ask your tutor for extra time to complete an assignment. However, please remember that this can cause difficulties later in the year as extra time to complete your last assignment after the submission date will only be given in exceptional circumstances (see Section 6). It might be better to get some advice from your tutor to help you sort out the priorities for your study.

Very occasionally, it may be possible to hold examinations in BSL. Your support team can also help you to fill in the Special Circumstances form asking the Examination and Assessment Board to take account of this when awarding your module result. If you're concerned about this aspect of your studies, please discuss it with your support team.

7.3 If your mobility is restricted

If your mobility is restricted, your needs relating to study with the OU will relate mainly to access to buildings and rooms.

Most of the places you'll visit for tutorials, residential schools, examinations and graduation won't belong to us. Some of the institutions we use for these events are not as accessible as we would like them to be.

Tutorials and day schools

If your module has face-to-face rather than online tutorials you will be provided with details of your tutorial centre, including information about parking and access to the building and the facilities inside it. Some tutorial centres have parking spaces reserved for disabled students.

If you have a DSA or ALF/FCF, you may be able to use it for the extra cost of travel to and from a tutorial, day school or residential school, as long as you have to pay the extra cost because of your disability. For example, you might have to go to an OU tutorial by taxi because limited mobility makes it impossible to use a bus or other public transport and you have no suitable transport of your own.

It's sometimes possible to book particular rooms, or arrange a more convenient centre for you. Otherwise we may be able to arrange tutorials over the phone, by email or, in exceptional situations, visit you at home.

Please get your tutor to ask the local OU office about alternative arrangements. It may be possible to arrange for another tutor to help, if necessary.

Residential school

If your mobility is restricted, your concerns at residential school will probably be to do with access to buildings and rooms around the site. Residential schools that include visits or fieldwork may be able to offer suitable alternatives.

I've been to two undergraduate residential schools. The first year I had a wheelchair and was supported by an assistant. I was also able to use the campus transport, a 'people carrier', for longer distances. The second year I was able to use a scooter, as the site was relatively flat and compact, and I was more independent.

Physical access at residential schools differs from one site to another. You can also find information about the schools from our detailed module descriptions on <http://www3.open.ac.uk/study/>. You can discuss your requirements with a member of the Disability Resources Team who will be able to organise support for you.

When choosing a site, make sure you know the answers to the following questions.

- What are the distances between teaching, residential and catering accommodation?
- Are there any slopes that make access difficult?
- Are there obstacles, such as split-level walkways, that are unmanageable in a wheelchair and difficult on foot?
- Do I need to bring a car?
- Do I need an assistant?
- Is there campus transport?
- Is there adapted accommodation suitable for wheelchair users?

Please note that we do not own any of the sites we use for residential schools and some are not as accessible as we would like. We do work with host sites to improve facilities, and most students with restricted mobility can go to most of the sites we use.

Most of the sites have some accommodation adapted for wheelchairs, which may include an adapted bedroom with en-suite facilities or a separate adapted bathroom. Some sites also have adapted suites with kitchen and dining areas.

All the sites we use have dining areas that are accessible to wheelchair users, although routes may not be as direct as for other students. Staff at the school will make sure, if possible, that the teaching programme takes place in tutorial rooms, laboratories and lecture theatres that have wheelchair access.

It may be possible to arrange a parking space near the rooms you'll be using to keep your journeys as short as possible.

Some undergraduate school sites provide campus transport between teaching and catering facilities. Electric scooters can usually be arranged, but not all sites are suitable for them. If you need campus transport or would like to borrow an electric scooter during your residential school, please contact the Disability Resources Team at least six weeks before your school starts.

Think in advance about whether you'll need an assistant at residential school. You may, for example, need someone to push your wheelchair all or part of the time. An assistant can make sure that there's space in rooms for you to manoeuvre or for a mobility aid, and negotiate the queues for you at mealtimes. You could arrange for a friend or relative to accompany you to the school.

If you have a DSA or ALF/FCF you may be able to use the non-medical helper's allowance to pay for your own study support assistant. If you're not eligible for a DSA or ALF/FCF, we may be able to provide an assistant and may pay associated costs.

Assignments and examinations

We can make arrangements for your examination so that you can cope with any physical discomfort. If you are likely to need other arrangements, it is important that you discuss them with us well in advance.

7.4 If your manual skills are restricted

If your manual skills are restricted, your requirements will be mainly to do with written work, handling books and using equipment.

Module study and equipment

Many of our module books have a stiff binding and don't open flat, so you might find it useful to use the comb-bound alternative. The books are bound with a wire comb-like binding that allows them to lie flat when opened. This is particularly useful for people who have manual pain, have the use of only one hand, or who need to scan the material. We can provide comb-binding for many modules – see the list of modules available in alternative formats in Appendix 2 for further details. If you request comb-bound versions of your module material you will receive these instead of the standard books.

Instead of making separate notes as you study, you might find it easier and quicker to use coloured highlighter pens to mark the important points in the module material, or make your own audio notes. If you have difficulty in writing, if you already have a computer but find using the keyboard difficult, or if you have a lot of pain, your DSA or ALF/FCF may be able to provide special equipment and software to help with written work. If you are not eligible for either of these types of funding, discuss your requirements with your support team, who, if appropriate, may make an application on your behalf to the University's Access Technology Loan Scheme (described in Section 3). Alternatively, they may be able to suggest other ideas as sometimes quite low-tech items can provide the solution.

If you have a DSA or ALF/FCF, you may be able to use it to pay for a scribe or voice recognition software (to write from your dictation) or a note taker. In the long-term, you should work towards producing your assignments in printed or electronic form. However, it may be possible with the agreement of your tutor to submit work as a recording on audio file.

Students can get equipment through their Disabled Student Allowance (DSA) but if you are not eligible for a DSA, you may be able to borrow certain types of equipment by requesting it on the Disability Support Form.

Tutorials

In face-to-face tutorials you could ask another student to make photocopies of their notes, or you could take a portable recorder. There are several kinds of recording devices that can be used, including a digital voice recorder. However, the University is making more use of online tutorials which may make participation easier.

If you want to record a tutorial or any part of it, please remember that the content of an oral lecture remains the property of The Open University so you will have to follow certain procedures. You should discuss this with your tutor before the tutorial.

Assignments and examinations

These days, many people use computers rather than write their assignments by hand and most modules expect assignments to be typed and submitted electronically. You'll need to consider how you will produce clearly written essays in a reasonable time, perhaps by using specialist software, or by using a scribe. We can provide a scribe for examinations if you need one, but not for assignments, so you may need to make arrangements for a friend or relative to help.

If you produce written work very slowly and can't complete an assignment on time, you can ask your tutor for permission to submit it a few days late. However, please remember that this can put you behind for the rest of the module and extra time to complete your last assignment after the final submission date will only be given in exceptional circumstances (see Section 6). It might be better to get some advice from your tutor to help you prioritise your study.

If you're likely to need examination arrangements such as extra time, rest breaks, a scribe or a computer, we'll ask you to provide documentary evidence to support your request. You should try to use the same method of producing written work for examinations as you use for assignments. Where that isn't possible, you should get some practice beforehand. If you need a scribe, we can organise practice sessions before the examinations so that you can get used to this way of working.

Residential school

If your manual skills are restricted your requirements at residential school will probably be mainly to do with:

- written work;
- handling equipment;
- practical work, such as in a laboratory.

You may use a laptop at home for taking notes and writing essays. If you cannot bring this to residential school with you, we may be able to provide you with a digital voice recorder, so that you can type or write up your notes later. Students can find out more about the range of equipment available for loan in the StudentHome Help Centre. Please contact the Disability Resources Team to discuss your requirements.

Do consider in good time whether you need an assistant to help you at residential school, for example with activities such as laboratory work, practical exercises and field trips as well as getting around the school site and using its facilities. If you decide that you need a personal assistant, tell your support team. It is best if you can arrange for a friend or relative (who is aware of your requirements and who is physically fit) to accompany you while you are at the school, but if this is not possible the Disability Resources Team may be able to provide one for you. The cost of an assistant can be covered by a DSA if you have one.

Please try to take any equipment you need to the residential school with you. However if this is not possible, the Disability Resources Team may be able to loan items for you to use at the school.

7.5 If you have a specific learning difficulty

We use the term 'specific learning difficulty' (SpLD) to cover a range of learning difficulties, and place the emphasis more on the differences in the way you learn and the strategies you use rather than on difficulties.

If you have a specific learning difficulty such as dyslexia, dyspraxia, dyscalculia or attention deficit disorder your needs will be to do with processing information – something you have to do a lot as a student. Some students don't tell us about their specific learning difficulty because of bad experiences they've had with learning in the past. Please be assured that we'll try hard to offer you the flexibility and services you need to study effectively.

There are many more suggestions and a lot of advice in our publication *Studying with dyslexia* which you can download from www2.open.ac.uk/study/support/disability, or you can request a copy from your student support team.

The service and support we can provide depends on your specific learning difficulty and how it's likely to affect your studies. You'll probably know from your previous learning experiences what works for you. A diagnostic assessment carried out by an experienced professional (a qualified psychologist or teacher with a practising certificate experienced in working with adults with specific learning difficulties) will provide a report as evidence of your specific learning difficulty and will identify strategies and tools to fit your study needs.

If you are eligible for a DSA, the DSA Office – or SAAS in Scotland – will require a diagnostic assessment as evidence. You should contact them for advice on the current DSA regulations before your diagnostic assessment.

Assessments for dyslexia can't be paid for from a DSA. Your support team can tell you how to get an assessment and advise on how it can be paid for. If you already have an assessment, ask your support team whether it's acceptable or whether you need a new one.

Module materials and equipment

Many students with dyslexia have difficulty with the large amounts of printed text in our modules.

A considerable number of OU modules are delivered online or have the printed module materials on the module website as Adobe Portable Document Format (PDF) files. This electronic text can be manipulated on a computer allowing you to adjust the text size and background colours or with software to convert the text into speech in some modules, but not all electronic text is as accessible as we would like it to be (mainly because of the subject, e.g. maths)

If you're interested in using Adobe PDF files, please tick the 'Electronic text' box on the Disability Support Form so that, if for some reason, the module material is not available in pdf format on the module website, the Disability Resources Team will send you the relevant files. Please note that we can't guarantee that electronic material will be available for all parts of your module in the format you want or that it will be fully accessible, although we will do our best to meet your wishes.

If you find that it helps to hear the words, you should also think about requesting recorded module material. Many dyslexic students find it useful to play the recordings as they read the text, or listen to the recordings first and then read the text, or it can be helpful to listen to the recordings to clarify parts of the text.

The printed texts of many modules are available as audio in DAISY Digital Talking Books (DTBs) which can be played on your computer or portable DAISY player.

Please tick the 'audio versions' box in the Disability Support Form to request materials in audio format.

If audio is available we will then send you the type of DAISY DTB we have for that module. For more details about the different types of DAISY DTBs and the type that is available for your module, as well as the loan of a DAISY player (if you are not eligible for a DSA or ALF/FCF to pay for your own) visit <http://www2.open.ac.uk/students/disability/accessable-course-materials.php>. You can use the same link to check the availability of audio materials before you commit yourself to a module. Alternatively contact your student support team to make sure that the recordings you want are available.

Writing, spelling and getting ideas in a logical order can all be helped by using computers and appropriate software.

If you have a DSA or ALF/FCF, money may be available to buy appropriate software or equipment. Otherwise we may be able to provide you with suitable software or equipment through the Access Technology Loan Scheme (see Section 3) or in other ways. Ask your support team for advice.

Tutorials

In face-to-face tutorials, you could ask another student to make photocopies of notes, or you could take a portable recorder and record your own notes. It is also possible to record what is said at a tutorial or residential school, but please remember that the content of an oral lecture remains the property of the University, so you will have to follow certain procedures. You should discuss this with your tutor before the tutorial.

Try to discuss your learning strategies with your tutor at the beginning of your module so that he or she knows how to help you. For example, arranging an occasional individual tutorial might be useful. If you have a DSA or ALF/FCF, it may be possible to use it to provide you with tutorial support from a dyslexia specialist.

Assignments

If you're getting behind with your work, you can ask your tutor for extra time to complete an assignment. However, please remember that this can cause difficulties later in the year as you could be pushed for time later and extra time to complete your last assignment after the final submission date will only be given in exceptional circumstances (see Section 6). Rather than fall behind, it would be better to get some advice from your tutor.

Residential school

You'll be reading new material without the flexibility of taking all the time you need that you have at home. Residential school programmes tend to be very full and take advantage of the limited time that you're there. So, any preparation that you can do beforehand will be very useful.

Do consider whether you are likely to need extra support at residential school – perhaps by bringing an assistant with you to take notes, or arranging to have rest breaks. You will need to discuss any arrangements with your support team well before you go to your school.

If you usually use recorded module materials, you're likely to find them helpful for residential school too. A digital voice recorder to record notes or parts of tutorials or lectures might be useful. You'll need to be selective about what you record, as you won't have time to listen to everything again. You're unlikely to need to produce written work yourself, as most of the activities are in groups, so if you usually need a word processor for written work you'll probably find that it isn't necessary at the school.

If you find colour coding helpful, remember to take coloured highlighter pens and stickers with you. If you are likely to find it difficult to take notes, you could bring carbon paper so that you can have copies of notes made by other students. If you use coloured acetates for studying at home, you will probably find it useful to bring some to the school.

Students can find out more about the range of equipment available for loan in the StudentHome Help Centre disability section. Please contact the Disability Resources Team to discuss your requirements.

Examinations

If you're likely to need particular examination arrangements, such as extra time, rest breaks, a scribe or a computer, we'll ask you to provide documentary evidence to support your request. You should try to use the same method of producing written work for examinations as you use for assignments, but if that isn't possible try to get some practice beforehand.

If you need a scribe, we can organise practice sessions before the examinations so you can get used to this way of working. You may be able to have an audio recorded version of the question paper as well as the printed version.

7.6 If you have a mental health difficulty

Most of our tutors have a great deal of experience in supporting adult students and will work with you to provide the tutorial support you need. If you are eligible to apply for a DSA or ALF/FCF, you may be entitled to the support of a specialist helper.

Good mental health plays an important part in studying for all students and it can be particularly stressful if you are experiencing mental health difficulties as it may not be easy to define or predict how your studies might be affected. You might be taking medication that affects your concentration, or there may be other significant side effects that mean you need to take a flexible approach to studying.

Tutorials

If you have concerns about working in a group situation, you may want to take a friend or family member with you to face-to-face tutorials. Or you may prefer not to go to tutorials at all and receive extra telephone, email or one-to-one support from your tutor. Many modules now have online tutorials instead of face-to-face ones.

Assignments

Each OU office has advisers who can help you consider what it's like to study with us and the type of support you can expect. For example, you may need some flexibility with assignment deadlines if your disability makes it difficult for you to produce work on time.

Residential school

Residential schools are intensive and can be particularly demanding both academically and socially, especially if you're not used to being away from home. There may be up to 200 other students involved (70 to 110 for business schools), although you'll be working in much smaller groups of, say, about 10 to 12 people.

Where your module has a residential school, you might prefer to take a friend who can support you during the week, or we may be able to arrange an assistant for you. It might also be helpful to talk to a friend, relative, doctor or community worker who knows how unfamiliar situations might affect your mental health and help you to get the best out of the support we offer.

You'll need to take some time to think about the strategies you could use and the support you might need at residential school. You will be in unfamiliar surroundings, with a new timetable and meeting different people. These have an effect on all students. We recommend that you talk it over with your support team and discuss what might be available to you.

Students and staff at undergraduate schools eat together in a dining area. You'll have a small bedroom to yourself, usually close to a bath/shower room or with en-suite facilities and sometimes a small kitchen. Business school sites are usually in hotel or conference-type facilities, offering dining facilities and en-suite bathrooms.

Students sometimes find the school more stressful than they expected. If you feel that way, please speak to the Learning Adviser, or Residential School Support Manager (RSSM) at the school, who will be able to offer advice about the options available to you.

Examinations

At examination time, you may find sitting in a large examination centre a very daunting prospect, in which case you could ask for an examination at home or in another familiar environment.

These are just a few examples of the kind of support we can offer to students with a mental health difficulty. When you register for study, you will have the opportunity to discuss your specific needs further with one of our advisers.

7.7 If you have a speech impairment

If you have a condition that affects your speech, your requirements will be mainly to do with communication with your tutor and with other students, particularly at tutorials and residential schools. At other times you'll be able to communicate either by letter or email if you want to, but your tutor may choose to phone you so we suggest that you make it clear how you would prefer to be contacted.

All OU tutors have email, so if you have access to the internet or to our online conferencing network you'll be able to communicate with your tutor and other students by email or online forums.

If you have significant difficulty in using the phone, you can use email or could consider trying either a textphone or a fax machine. For meetings in person (such as tutorials or residential schools) some people find it helpful to use assistive technology. You can ask your support team for advice about this.

Tutorials and residential school

Some modules have face-to-face tutorials but most have them online. You don't have to take part but we recommend that you do as they are an important learning experience. You might like to consider contacting your tutor beforehand to explain what would help you and give an idea of how you manage in other, similar situations.

You will have developed your own ways to communicate, and it's important to continue to use them. For example, don't worry about speaking slowly. Your speech will probably seem

much slower to you than it really is, and it will give other people time to think about what you're saying and about their own responses. Do be confident about asking people to be helpful and not to finish your sentences for you. Most of our students are very considerate.

If you don't feel able to go to face-to-face tutorials, it may be possible for your tutor to send you copies of tutorial materials, or to give you an individual tutorial or extended correspondence tuition. Please let us know what's best for you, and we'll try hard to meet your requests.

7.8 If you have other disabilities or health conditions

If you have a condition that is not specifically mentioned in the previous sections, such as angina, asthma, cancer, diabetes, epilepsy, HIV, ME or multiple sclerosis, you may not consider yourself to have a disability, but you could have particular needs to do with your studies or at residential school and should let us know so we can discuss what is available.

If fatigue, pain or medication affect your studies, your tutor or your support team can advise you about the best way to cope.

If you're ill and not able to study for a while, it doesn't necessarily mean that you have to give up the module. We work out continuous assessment scores in such a way that you don't need to pass every assignment. We'll help you decide on the best course of action. It's sometimes possible to arrange some extra tuition, a tutorial over the phone, or a home visit.

Your tutor should be able to help you to focus on the essential parts, or suggest parts of the module you can skim through.

Please let staff and fellow students know what to do if there's any possibility of you experiencing severe asthma or an epileptic seizure and, in particular, whether you will need medical help. Most people are very supportive, particularly if they know what to do.

Don't forget that you may be eligible for the Disabled Students' Allowance which can help with the extra costs of study that you incur because of your condition. There is a quick and easy eligibility test on our website www.open.ac.uk/disability.

Tutorials

Most modules now have online tutorials, but if your module has face-to-face ones and you are unable to attend them, it might be possible to arrange individual sessions instead.

Residential school

A residential school may create situations that don't pose any problem at home or at work. For example, you may have:

- religious beliefs that make it difficult for you to attend on certain days;
- dietary requirements;
- a temporary requirement because of an injury or because you are pregnant.

Let us know about your requirements and we should be able to meet them. We may be able to arrange for you to:

- arrive late or leave early;
- have a specially prepared diet;
- borrow equipment;
- use the campus transport that some sites offer;
- arrange for your accommodation to be close to all amenities.

Students can find out more about support at residential school in the StudentHome Help Centre disability section.

If you are going to the residential school you might want to consider whether it would help to take an assistant.

In addition, we have a wide range of equipment available for you to borrow during your residential school, mostly to help with domestic requirements, but you can also ask for other equipment to save you carrying extra items on your journey. If there are items you wish to borrow which are not on the list, please contact the Disability Resources Team who will be able to organise this for you. If you prefer, you can bring your own equipment with you.

Examinations

If you think that the three-hour examination will be difficult to cope with, we may be able to arrange for you to take it at home with rest breaks and perhaps extra time.

If you require changes to the usual arrangements for examinations, we'll ask you for written, third party evidence of your condition and the effects it has that mean you need extra services.

Appendix 1: Useful publications

Most of these publications are available in an audio version, or can be downloaded in PDF from our website www.open.ac.uk/disability.

Please contact our Student Registration & Enquiry Service to ask for a copy

Title	Description
<i>Studying with dyslexia</i>	A resource for students, providing tips and advice on studying
<i>Studying and staying mentally healthy</i>	A booklet offering suggestions and advice for study strategies
<i>Studying with little or no sight</i> ¹	A guide for blind and partially-sighted students providing tips and advice on studying
<i>Studying when you are D/deaf</i>	A guide for deaf and hard-of-hearing students providing tips and advice on studying
<i>The good study guide</i> by Andy Northedge	£12.99, ISBN 978 07492 59747 The book and an accessible PDF version are available through Open University Worldwide at www.ouw.co.uk

¹ Also available on audio through the Royal National Institute of Blind People (RNIB)

Appendix 2: Modules available in alternative formats

OU modules are delivered in a variety of formats that may already be accessible to you, such as print, online or audio-visual. You can check the materials your module includes at www.open.ac.uk/study.

This appendix lists the modules currently available (January 2014) that offer material in one or more of the following three formats.

- Comb-bound
- Transcript
- DAISY digital talking book

Note that we have not included Adobe PDF files in the list as most modules are already available to everyone in this format (see note 3 below).

We have tried to give accurate information here but cannot guarantee that everything listed will definitely be available.

To check the most up-to-date information about alternative formats please see the 'accessible module materials' section on the StudentHome Help Centre, or contact the Disability Resources Team.

1. When a module is ticked as being available in a comb-bound format, it does not necessarily mean that **all** parts of the module will come with a comb-binding. As a guide, we do not normally put comb-binding on books with fewer than 85 pages unless they are particularly difficult to handle. If you do find a book hard to handle, you can ask the Disability Resources Team to arrange for a comb-bound version to be made for you. If you have asked for comb-binding on your materials, you will not be sent a standard version of the books as well – only the comb-bound version.
2. We have included information on transcripts that we know are available for a particular module. Most are available from the module website or DVD. The Disability Resources Team will send you a printed copy if the transcripts are not available in this way or if you have a disability-related reason why you can't use them.
3. For most modules with printed material, there will be Adobe PDF versions of the main module material on the module website and the Disability Resources Team will only provide PDF files for material that is not available in this way. We cannot guarantee that all material will be available or fully accessible, especially if the files have come from external publishers.
4. If an alternative format is not ticked as available for a module it may be that the format is not needed for the module: for example, not all modules contain audio material, so transcripts are not necessary.

If you need any of the materials in this list, please ask your support team to confirm what is available before you commit yourself to registering for a module. You should also discuss

with them as early as possible if you are likely to need any of your study material in large print or Braille or if you are likely to have difficulty using online study materials, as well as your future study requirements.

Alternative format module materials are sent out by the Disability Resources Team and your DAISY material may not arrive until after the standard module mailing, which is dispatched from the warehouse. With the exception of comb-bound material, even if you have requested an alternative format, you will still receive the standard mailing.

The modules have been arranged in alphabetical order by module code.

Code	Title	Comb bound	Transcript	DAISY
A150	Voices and texts	✓	✓	✓
A151	Making sense of things: an introduction to material culture	✓	✓	✓
A182	Small country, big history: themes in the history of Wales	✓		
A200	Exploring history: Medieval to Modern 1400–1900	✓	✓	✓
A207	From Enlightenment to Romanticism c.1780–1830	✓	✓	✓
A215	Creative writing	✓	✓	✓
A217	Introducing religions	✓	✓	✓
A218	Medicine and society in Europe 1500–1930	✓	✓	✓
A219	Exploring the classical world	✓	✓	✓
A222	Exploring philosophy	✓	✓	✓
A224	Inside music	✓	✓	
A226	Exploring art and visual culture	✓		
A230	Reading and studying literature	✓	✓	✓
A251	World archaeology	✓	✓	✓
A275	Reading classical Greek: language and literature	✓	✓	
A297	Reading classical Latin	✓	✓	
A300	Twentieth century literature: texts and debates	✓	✓	✓

Code	Title	Comb bound	Transcript	DAISY
A326	Empire: 1492–1975	✓	✓	
A330	Myth in the Greek and Roman worlds	✓	✓	
A363	Advanced creative writing	✓	✓	✓
A397	Continuing classical Latin	✓	✓	
A815	MA English part 1	✓		
A825	MA History part 1	✓		
A826	MA History part 2		✓	✓
A840	Postgraduate foundation module in art history	✓		✓*
A841	Themes and issues in contemporary art history	✓		✓*
A847	The art history dissertation			✓*
A850	Postgraduate foundation module in philosophy	✓		
A851	Issues in contemporary social and political philosophy	✓		
A860	Postgraduate foundation module in classical studies	✓		
A861	The Greek theatre	✓		
A870	Postgraduate foundation module in music	✓		
A871	Performances and repertories	✓	✓	
A880	MA Religious studies part 1	✓		
AA100	The arts past and present	✓	✓	✓
AA302	From composition to performance: musicians at work	✓	✓	
AA306	Shakespeare: text and performance	✓	✓	✓
AA307	Religion in history: conflict, conversion and co-existence	✓	✓	
AA308	Thought and experience: themes in the philosophy of mind	✓	✓	✓
AA312	Total war and social change: Europe 1914–	✓	✓	✓

Code	Title	Comb bound	Transcript	DAISY
	1955			
AA315	Renaissance art reconsidered	✓		
AA316	The nineteenth-century novel	✓	✓	✓
AA318	Art of the twentieth century	✓	✓	
AD281	Understanding global heritage	✓	✓	
AXR272	The art history residential school	✓		
B120	An introduction to business studies	✓		✓
B121	Managing in the workplace	✓		
B122	An introduction to retail management and marketing	✓	✓	
B190	Introduction to bookkeeping and accounting	✓		
B201	Business organisations and their environments	✓		
B203	Business functions in context	✓	✓	
B204	Making it happen! Leadership, influence and change	✓		
B291	Financial accounting	✓	✓	
B292	Management accounting	✓	✓	
B301	Making sense of strategy	✓		✓*
B321	Accounting for strategy implementation	✓		
B322	Investigating entrepreneurial opportunities	✓		
B324	Marketing and society	✓		
B325	Managing across organisational and cultural boundaries	✓	✓	
B625	Winning resources and support	✓	✓	
B628	Managing 1: organisations and people	✓		✓
B629	Managing 2: marketing and finance	✓		✓
B716	MBA stage 1: management: perspectives and	✓		

Code	Title	Comb bound	Transcript	DAISY
	practice			
B831	Corporate finance	✓	✓	
B835	The dynamics of strategy	✓		
BB841	Managing financial risk	✓		
BB842	Sustainable creative	✓		
BB845	Strategic human resource management	✓		
BB846	Entrepreneurship: experience and perspective	✓		
BB847	Management beyond the mainstream	✓	✓	
B852	Management and business research	✓		
BD131	Introduction to financial services		✓	✓
D171	Introduction to counselling	✓	✓	
D172	Contemporary Wales	✓	✓	
D240	Counselling: exploring fear and sadness	✓	✓	✓
D842	Psychometrics: selection and assessment	✓		
D872	Forensic psychology: crime, offenders and policing	✓		
D873	Forensic psychology: witnesses, experts and evidence on trial	✓		
DB123	You and your money: personal finance in context	✓	✓	✓
DB124	Development of financial practice		✓	
DB234	Personal investment in an uncertain world	✓	✓	
DD101	Introducing the social sciences	✓	✓	✓
DD131	Introducing the social sciences – part 1	✓	✓	✓
DD132	Introducing the social sciences – part 2	✓	✓	✓
DD202	Economics and economic change	✓	✓	✓
DD203	Power, dissent and equality: understanding	✓	✓	✓

Code	Title	Comb bound	Transcript	DAISY
	contemporary politics			
DD205	Living in a globalised world	✓	✓	✓
DD206	The uses of social science	✓		
DD208	Welfare, crime and society	✓	✓	✓
DD301	Crime and justice	✓	✓	✓
DD303	Cognitive psychology	✓	✓	✓
DD305	Personal lives and social policy	✓	✓	✓
DD306	Living political ideas	✓	✓	
DD307	Social psychology: critical perspectives on self and others	✓	✓	✓
DD308	Making social worlds	✓	✓	✓
DD309	Doing economics: people, markets and policy	✓	✓	
DSE141	Discovering psychology	✓	✓	✓
DSE212	Exploring psychology	✓	✓	✓
DSE232	Applying psychology	✓		
DU301	A world of whose making?	✓	✓	✓
DU311	Earth in crisis: environmental policy in an international context	✓	✓	✓
DXR222	Exploring psychology project	✓		✓
DZX222	Exploring psychology online project		✓	
E100	The early years: developing practice	✓	✓	✓
E101	Learning through enquiry in primary schools	✓	✓	
E105	Professional practice in the early years	✓	✓	✓
E111	Supporting learning in primary schools	✓	✓	
E112	Introduction to sport, fitness and management	✓	✓	
E113	Working and learning in sport and fitness	✓		
E118	Introduction to working with young people in	✓		

Code	Title	Comb bound	Transcript	DAISY
	practice			
E131	Introduction to working with young people	✓	✓	
E132	Leading work with young people	✓	✓	
E207	Subject knowledge and professional practice in primary schools	✓		
E210	Extending professional practice in the early years	✓	✓	✓
E214	Equality, participation and inclusion: learning from each other	✓	✓	✓
E218	Leading work with young people in practice	✓		
E233	Sport and exercise psychology: a case study approach	✓	✓	✓
E301	The art of English	✓	✓	✓
E303	English grammar in context	✓		
E801	Difficulties in literacy development	✓	✓	
E805	Critical issues in equity, diversity and educational practice	✓		
E807	Children and young people's worlds: frameworks for integrated practice	✓	✓	
E846	Curriculum, learning and society: investigating practice	✓	✓	
E854	Investigating language in action	✓	✓	
E855	Leading professional practice in education	✓		
E856	Educational leadership: context, strategy and collaboration	✓		
E891	Educational enquiry	✓	✓	
EA300	Children's literature	✓	✓	✓
ED209	Child development	✓	✓	✓
ED841	Understanding children's development and learning	✓	✓	

Code	Title	Comb bound	Transcript	DAISY
EK310	Research with children and young people	✓	✓	✓
EK311	Early years focus on research with children and young people	✓	✓	
ET821	Education for development		✓	
EXC223	Science and theory into practice: sports coaching	✓		
EXF223	Science and theory into practice: exercise instruction	✓		
EZL100	The early years: developing practice (APEL route)	✓	✓	✓
EZL131	Introduction to working with young people: supported APEL route	✓	✓	
EZL132	Leading work with young people: supported APEL route	✓	✓	
H808	The eLearning professional		✓	
H812	Postgraduate Certificate in Academic Practice		✓	
K101	An introduction to health and social care	✓	✓	✓
K113	Foundations for social work practice	✓	✓	
K115	Foundations for effective practice in youth justice	✓		
K116	Working with children and young people in trouble	✓	✓	
K203	Working for health	✓	✓	✓
K207	The law and social work in Scotland	✓	✓	
K208	Effective practice in youth justice	✓		
K209	Youth justice: theory, research and practice	✓	✓	✓
K216	Applied social work practice		✓	
K217	Adult health, social care and wellbeing	✓	✓	
K218	Working with children, young people and families	✓		✓

Code	Title	Comb bound	Transcript	DAISY
K225	Diverse perspectives on mental health	✓	✓	
K229	Social work with children, young people and families in Scotland	✓	✓	
K235	Dementia care	✓		
K260	Death and dying	✓	✓	✓
K270	The law and social work in England and Wales	✓		✓
K272	Challenging ideas in mental health	✓	✓	
K303	Managing care	✓	✓	✓
K309	Communication in health and social care	✓	✓	
K311	Promoting public health: skills, perspectives and practice	✓	✓	
K315	Critical social work practice	✓	✓	
K319	Adulthood, ageing and the life course	✓		
K320	Mentorship and assessment in health and social care settings	✓		
K800	Dissertation: a research project	✓		
K802	Critical practice with children and young people	✓	✓	
K825	Conducting healthcare research	✓		
K827	Leading healthcare improvements	✓	✓	
K828	Researching and evaluating healthcare practice	✓		
KE308	Youth: perspectives and practice	✓	✓	✓
KE312	Working together for children	✓	✓	✓
KYG101	An introduction to health and social care		✓	✓
KYJ113	Foundations for social work practice	✓	✓	
KYN101	An introduction to health and social care	✓	✓	✓

Code	Title	Comb bound	Transcript	DAISY
KYN225	Diverse perspectives on mental health	✓	✓	
KYN275	Reflecting on whole lives – diverse perspectives on health and illness	✓	✓	
KYN291	Developing adult nursing practice	✓	✓	
KYN292	Refining adult nursing practice		✓	
KYN293	Developing mental health nursing practice	✓	✓	
KZW113	Foundations for social work practice	✓	✓	
KZW315	Critical social work practice		✓	
L120	Ouverture: intermediate French	✓	✓	✓
L130	Auftakt: intermediate German	✓	✓	
L140	En rumbo: intermediate Spanish	✓	✓	
L150	Vivace: intermediate Italian	✓	✓	
L185	English for academic purposes online			✓
L192	Bon départ: beginners' French	✓	✓	
L193	Rundblick: beginners' German	✓	✓	
L194	Portales: beginners' Spanish	✓		
L195	Andante: beginners' Italian	✓		
L196	Croeso: beginners' Welsh	✓		
L197	Beginners' Chinese	✓		
L203	Motive: upper intermediate German	✓		
L204	Viento en popa: upper intermediate Spanish	✓	✓	
L211	Nouvel envol	✓		✓
L310	Mises au point: advanced French	✓		
L313	Variationen: advanced German	✓		
L314	A buen puerto: advanced Spanish	✓	✓	
LB160	Professional communication skills for business studies	✓		

Code	Title	Comb bound	Transcript	DAISY
M208	Pure mathematics	✓	✓	
M248	Analysing data	✓	✓	✓*
M249	Practical modern statistics	✓		
M250	Object-oriented Java programming	✓		
M256	Software development with Java	✓		
M257	Putting Java to work	✓		
M336	Groups and geometry		✓	
M337	Complex analysis		✓	✓
M343	Applications of probability	✓	✓	
M347	Mathematical statistics		✓	
M359	Relational database: theory and practice	✓		
M363	Software engineering with objects	✓		
M364	Fundamentals of interaction design	✓		
M366	Natural and artificial intelligence	✓		
M820	Calculus of variations and advanced calculus	✓		
M821	Nonlinear ordinary differential equations	✓		
M823	Analytic number theory 1	✓		
M826	Functional analysis	✓		
M828	Applied and complex variables	✓		
M835	Fractal geometry	✓		
M865	Project management	✓		
M876	Relational database systems	✓		
M882	Managing the software enterprise	✓		
M883	Software requirements for business systems	✓	✓	
M885	Analysis and design of enterprise systems: an object-oriented approach	✓		

Code	Title	Comb bound	Transcript	DAISY
M886	Information security management	✓		
M887	Tools for systems integration	✓	✓	
M889	Computer forensics and investigations		✓	
ME625	Developing algebraic thinking	✓		✓*
ME626	Developing statistical thinking	✓		✓*
ME627	Developing geometric thinking	✓		✓*
ME825	Researching mathematics learning	✓		
ME830	Developing mathematics for a primary classroom	✓		
MS221	Exploring mathematics	✓	✓	✓
MS324	Waves, diffusion and variational principles	✓		
MST121	Using mathematics	✓	✓	✓
MST209	Mathematical methods and models	✓	✓	✓
MST326	Mathematical methods and fluid mechanics	✓	✓	
MSXR209	Mathematical modelling			✓
MT365	Graphs, networks and design	✓	✓	
MU123	Discovering mathematics	✓	✓	✓
S104	Exploring science	✓		✓
S110	Health sciences in practice	✓		
S130	Analytical sciences in practice	✓		
S141	Investigative and mathematical skills in science	✓		
S151	Maths for science	✓		
S155	Scientific investigations		✓	
S173	Plants and people	✓		
S175	The frozen planet	✓		
S176	Living without oil: chemistry for a sustainable	✓		

Code	Title	Comb bound	Transcript	DAISY
	future			
S177	Galaxies, stars and planets	✓		
S186	Volcanoes, earthquakes and tsunamis	✓	✓	
S187	Elements of forensic science	✓	✓	
S189	Understanding the weather	✓		
S205	The molecular world	✓	✓	
S207	The physical world	✓	✓	✓
S216	Environmental science	✓		
S240	Analytical science: health, heritage and environments	✓		
S250	Science in context	✓		✓
S276	Geology	✓		
S279	Our dynamic planet: earth and life	✓	✓	
S282	Astronomy	✓	✓	
S283	Planetary science and the search for life	✓		
S294	Cell biology	✓		
S330	Oceanography	✓		✓
S339	Understanding the continents	✓		
S345	Chemical change and environmental applications	✓		
S346	Drug design and synthesis	✓		
S347	Metals and life	✓		
S366	Evolution	✓		
S369	The geological record of environmental change	✓	✓	
S377	Molecular and cell biology	✓		
S382	Astrophysics	✓	✓	

Code	Title	Comb bound	Transcript	DAISY
S383	The relativistic universe	✓	✓	
S396	Ecosystems	✓		
S807	Molecules in medicine	✓		
S809	Imaging in medicine	✓		
S819	Radiotherapy and its physics	✓		
S827	Concept to clinic	✓		
SD226	Biological psychology: exploring the brain	✓	✓	✓
SD329	Signals and perception: the science of the senses	✓	✓	
SDK125	Introducing health sciences: a case study approach	✓	✓	✓
SDK228	The science of the mind: investigating mental health	✓		✓
SEH806	Contemporary issues in science learning	✓	✓	
SH804	Communicating science in the information age	✓		
SK121	Understanding cardiovascular diseases	✓	✓	
SK123	Understanding cancers	✓		
SK124	Understanding the autism spectrum	✓	✓	
SK143	Topics in health sciences	✓		
SK183	Understanding human nutrition	✓		
SK185	Molecules, medicines and drugs: a chemical story	✓	✓	
SK195	Human genetics and health issues	✓	✓	
SK277	Human biology	✓		✓*
SKYN277	Human biology	✓		✓
SM358	The quantum world	✓	✓	
SMT359	Electromagnetism	✓		

Code	Title	Comb bound	Transcript	DAISY
ST174	Inside nuclear energy	✓		
T122	Career development and employability	✓		✓
T150	Digital audio		✓	
T173	Engineering the future	✓	✓	✓*
T189	Digital photography: creating and sharing better images		✓	
T191	Personal and career development in engineering	✓	✓	✓
T198	Engineering at work	✓	✓	
T207	Engineering: mechanics, materials, design	✓		
T211	Design and designing	✓		
T213	Energy and sustainability			✓
T215	Communication and information technologies	✓		✓
T227	Change, strategy and projects at work	✓		✓
T307	Innovation: designing for a sustainable future	✓	✓	✓
T320	Ebusiness technologies: foundations and practice		✓	
T324	Keeping ahead in information and communication technologies	✓	✓	
T325	Technologies for digital media	✓		
T356	Engineering small worlds: micro and nano technologies	✓		
T357	Structural integrity: designing against failure	✓	✓	
T824	Advanced routing – CCNP 1	✓		
T826	Multilayer switching – CCNP 3	✓		
T827	Optimising networks – CCNP 4	✓		
T839	Forensic engineering	✓	✓	
T840	Technology management: an integrative	✓	✓	

Code	Title	Comb bound	Transcript	DAISY
	approach			
T846	Technology strategy	✓		
T863	Environmental decision making: a systems approach	✓		
T881	Manufacture materials design	✓		
T883	Business operations: delivering value	✓		
T884	An introduction to finite element analysis (FEA)	✓		
T885	Team engineering		✓	
T889	Problem solving and improvement: quality and other approaches	✓	✓	
TA212	The technology of music	✓		
TD223	International development: making sense of a changing world	✓	✓	
TD866	Environmental responsibility: ethics, policy and action	✓		
TM128	Microsoft server technologies	✓		
TM190	The story of maths	✓	✓	
TU100	My digital life	✓	✓	✓
TU811	Thinking strategically: systems tools for managing change	✓		
TU812	Managing systemic change: inquiry, action and interaction	✓		
TU870	Capacities for managing development	✓		
TU871	Development: context and practice	✓	✓	
TU872	Institutional development: conflicts, values and meanings	✓	✓	
TU874	The development management project	✓		
TU875	War, intervention and development	✓	✓	

Code	Title	Comb bound	Transcript	DAISY
U101	Design thinking: creativity for the 21 st century		✓	
U116	Environment: journeys through a changing world	✓	✓	✓
U214	Worlds of English	✓	✓	
U216	Environment	✓	✓	✓
U316	The environmental web	✓		
W100	Rules, rights and justice: an introduction to law	✓	✓	✓
W150	An introduction to law in contemporary Scotland	✓		
W200	Understanding law	✓	✓	✓
W201	Law: the individual and the state	✓	✓	✓
W221	Employment law and practice	✓		
W222	Business and consumer transactions: law and practice	✓		
W223	Company law and practice	✓		
W224	Relationships, families and the law	✓		
W300	Law: agreements, rights and responsibilities	✓	✓	✓
W301	Law: ownership and trusteeship: rights and responsibilities	✓	✓	✓
W822	Business, human rights law and corporate social responsibility	✓	✓	
Y176	Understanding children and young people	✓	✓	✓
Y177	Understanding society	✓	✓	✓
Y178	Understanding health	✓	✓	✓
Y179	Understanding management	✓	✓	✓
Y180	Making sense of the Arts	✓	✓	✓
Y181	Introducing environment	✓	✓	✓

Code	Title	Comb bound	Transcript	DAISY
Y182	Starting with maths	✓	✓	✓
Y183	Starting with psychology	✓	✓	✓
Y186	Starting with law	✓	✓	✓

*We have only recorded the **text** on the DAISY versions for A840, A841, A847, B301, M248, ME625, ME626, ME627, SK277 and T173. They do not include descriptions of pictures, diagrams or graphs.

1. The Disability Resources Team is in a period of transition with regard to the delivery of transcripts and Adobe PDF files, and because of this you may still receive all the transcripts or Adobe PDF files for your module from the Disability Resources Team rather than having to access them yourself from the module website as described in this publication.

Appendix 3: Contact details

Students: Please contact your student support team as listed on your StudentHome page

Enquirers: for all initial contact about modules, the range of support available and how to get that support.

Contact us:

Student Registration & Enquiry Service

Phone: +44 (0)845 300 60 90 (Monday to Friday 08:00 to 20:00, Saturday 09:00 to 17:00 UK Time)

Email from our website at **www.open.ac.uk/contact**

Disability Resources Team

Phone: 01908 653 745

Email: disabled-student-resources@open.ac.uk

Website: **www.open.ac.uk/disability**

The staff in the Disabilities Resources Team arrange the specific support you may need during your studies, for example module materials in alternative formats, communication support and equipment loans. They also arrange specific support, equipment or dietary requirements you may need at residential school

Disabled Students' Allowances Office

Phone: 01908 654 136

Email: dsa-queries@open.ac.uk

Financial Support Office

Phone: 01908 653 411

Email: financial-support@open.ac.uk

Open University Access Centre

For questions about needs assessments and technology training for disabled students

Phone: 01908 858 329

Email: access-centre@open.ac.uk

Website: **www.open.ac.uk/access-centre**

Open University Students' Association (OUSA)

Phone: 01908 652 026

Email: ousa@student.open.ac.uk

Website: **www.open.ac.uk/ousa**

Residential Schools Team

Phone: 01908 653 235

Email: residential-schools@open.ac.uk

Website: **www.open.ac.uk/residential-schools**

Contact the Residential Schools Team to book or amend your place at residential school

Student Registration & Enquiry Service

Phone: 0845 300 60 90

Email from our website at **www.open.ac.uk/contact**

The Student Awards Agency for Scotland (SAAS)

Phone: 0300 555 0505

Fax: 0131 244 5887

Email: saas.geu@scotland.gsi.gov.uk

Website: **www.saas.gov.uk**