

Supporting Disabled Students in Academic Schools

Introduction

The [Public Sector Equality Duty](#) requires the University to play an active part in eliminating discrimination against disabled people. Similarly, the [Equality Act 2010](#) requires us to provide an equal opportunity for disabled students to take part in higher education.

A student is classed as disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities, including accessing and engaging in higher education. There are certain conditions (such as cancer or HIV) where the person is considered disabled from the point of diagnosis and for life. The UK Government provides [detailed guidance on the definition of disability](#).

Ensuring disabled students are not disadvantaged in relation to non-disabled peers requires collaborative working between all areas of the University. Although the Disability Service plays a crucial role in this endeavour, we cannot be solely responsible for arranging the support that disabled students need. This requires us to work closely and collaboratively with colleagues in other areas of the University, including academic Colleges and Schools, other student services, Estates and Timetabling, and Safety & Environmental Protection service.

Different Colleges and Schools across the University work in different ways. But in all cases, the Disability Coordinator (DisCo) is a key liaison point between the Disability Service and the School. Some Schools have one Disability Coordinator for the entire school. In other Schools, some aspects of the work are devolved down to individual course administrators. For instance, the course administrator might be responsible for disseminating information in students' Study Support plans, adjusting exam times or other assessment arrangements, and arranging extensions.

Everyone involved in the design, delivery and administration of courses and programmes of study has a role in supporting students, including disabled students. **This handbook will outline the scope of the Disability Service and describe the elements of disabled student support where responsibility lies with the College, School or subject area.** This does not imply that every responsibility that sits with the College, School or subject area is the direct responsibility of the DisCo. As student numbers have increased, and the proportion of students needing disability-related support has increased, the work required to support disabled students, and ensure that their adjustments are implemented, has increased significantly. As a consequence, it is no longer be feasible for one person to achieve everything that is required. This handbook allows scope for Colleges, Schools and subject areas to develop robust mechanisms to ensure that disabled students receive their adjustments in a way that integrates seamlessly with their other teaching, learning and assessment systems, processes and procedures.

Staff within academic Schools and Colleges have expressed a need for more training and support in understanding and implementing students' adjustments. The Disability Service will continue to work with the Equality and Diversity Unit to identify and procure appropriate staff training resources.

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1. Roles and Responsibilities

1.1 Role of Disability Service:

- To provide information, advice and guidance for disabled applicants and students, and for staff supporting disabled students.
- To gather, process, and store information about disabled students, including details and evidence of how they are disabled, and their diagnoses or impairments.
- to assess disabled students' needs and arrange appropriate support (for instance National Autistic Society mentors for autistic students, study skills support, specialist mental health mentors, assistive technology).
- to recommend reasonable adjustments to teaching and assessment, to prevent disadvantage to disabled students in relation to non-disabled peers. Reasonable adjustments are relayed to the academic subject area(s) through MyCampus
- to liaise with academic schools to advocate on behalf of disabled students where adjustments may present practical or resource challenges.
- to liaise with other student services, to ensure that students receive appropriate support for non-disability-related support needs (for example, Financial aid, or assistance with accommodation).

1.2 Responsibilities of the Academic School

- To promote disability equality within the School, with particular reference to Appendix D of the University's Equality and Diversity Policy:
<http://www.gla.ac.uk/services/humanresources/equalitydiversity/policy/equalitypolicy/>
- To promote, encourage and ensure the implementation of the [Accessible and Inclusive Learning Policy](#) within the School (through appropriate governance).
- To include information about the Disability Service (who is eligible for support and how to submit a [Study Support Request](#)) in their induction materials or handbooks.
- To be alert to students who may be disabled, and signpost to the Disability Service.
- To review the information in a student's Disability Entries Report on MyCampus and determine any actions to be taken within the academic subject area.
- To disseminate information within the Disability Entries Report to the appropriate people within the academic subject area. This must include advisers of study, staff involved in delivering teaching, staff responsible for making timetabling rooming requests, and staff involved in the planning and delivery of examinations.
- To establish a forum for staff to share good practice with colleagues, in terms of inclusive practice and implementing reasonable adjustments.
- To establish internal governance processes to monitor the School's ability to deliver support to and implement adjustments for disabled students, including mechanisms to feedback to the Disability Service.
- To highlight areas of concern, in terms of providing support and the resources required, to the Disability Equality Champion and/or the Clerk of Senate, as appropriate, to ensure that these matters are addressed at the appropriate level within the University.
- To ensure that disabled students are timetabled into appropriate teaching venues, by developing robust systems to identify students for whom there are timetabling considerations, and ensure their requirements are included in any room requests.
- To make necessary arrangements for class tests and examinations, for instance where a separate room or a laptop are required.
- To ensure the health & safety of disabled students, including making them aware of the assisted evacuation arrangements and arranging [Personal Emergency Evacuation Plans](#), if appropriate.

1.3 Role of Disability Co-ordinator:

- To establish and communicate to both disabled students and the Disability Service, the key contacts within the School for individual disabled students. The DisCo may or may not be one of these key contacts. Key contacts might be Student Support Officers (SSOs), Advisers of Study, Advising team staff or other colleagues, depending on the College, School or subject area.
- To have access to student disability-related information on MyCampus, in order that the College, School or subject area can make the necessary arrangements for disabled students
- To ensure that communication from the Disability Service is disseminated to relevant staff, according to local processes and procedures.
- To disseminate communication from the Disability Service to students within their area of responsibility. For instance, about exam adjustment deadlines.
- To refer students to Disability Service for the arrangement of specialist services, equipment or funding, and to inform colleagues how to refer students to Disability Service.
- To work with other colleagues throughout the University to ensure appropriate support is available and deliverable to individual disabled students.
- To show awareness of and promote the University's responsibilities with regard to the Equality Act 2010 and the University's Equality and Diversity Policy:
<http://www.gla.ac.uk/services/humanresources/equalitydiversity/policy/equalitypolicy/>

2. How do disabled students access support from the Disability Service?

2.1 Pre-entry:

Before students even begin their studies at the University, they can access information, advice and guidance about the support available to them through the Disability Service. Some will pro-actively seek out information on our web pages or contact us by email. They may be given advice by email or be invited to make an appointment with one of the Disability Advisers (DAs). The Disability Service also offers advice and guidance to potential applicants and offer-holders at Open Days and Offer-holder events.

The Disability Service collaborates with Admissions to inform offer-holders who disclosed a disability at application, and those who did not disclose, about the Disability Service and how to submit a Study Support Request. We can only begin supportive conversations with offer-holders if/when they register for support. We are collaborating with Admissions to allow us to identify offer-holders with more complex needs as soon as possible. We are also working with the MyCampus team to launch a new 'Study Support Plan' for offer-holders, to improve the flow of information to academic Schools and ensure they know about new disabled students before they start their studies. Once launched, the Study Support Plan will replace the current 'Disability Entries Report'.

2.2 Student:

Most disabled students register when, or just before, they start their studies with the University. However, students can and do register with us throughout their studies. In some cases, later registrations are due to a new diagnosis but in other cases, students may not know how to register or appreciate the value of registering with the Disability Service until they encounter difficulties. For some students, stigma represents a significant barrier to registering with DS. For others, they may not see themselves as disabled and, therefore, not recognise that they are entitled to support from DS. Academic Schools can help by informing students of the registration process, identifying students who may benefit from our services, but also by [supporting students who are demonstrably disabled, even if they are not registered with DS](#).

2.3 Registering with Disability Service:

Current students and offer-holders are asked to submit a [Study Support Request](#) (SSR) and upload evidence of their diagnosis and/or how they are disabled. The Disability Service has [guidance to help students understand what evidence they need](#) on our web pages. If students do not have suitable evidence of disability, they can still register with the Disability Service and we will endeavour to support them to obtain the appropriate evidence. In some cases, we may document our professional determination based on observation, experience, and what the student has told us, that the student is disabled, and proceed to support them at the University as a disabled student.

Colleges, Schools and subject areas should never ask students to provide evidence of disability. This information is held by the Disability Service, and students must not be asked to disclose to the University repeatedly. Colleagues who may benefit from further information about a disabled student should contact the Disability Service for advice (support@disability.gla.ac.uk).

2.4 Allocation:

Disability Service staff review the information provided in the student's SSR and evidence, and based on this written information start a Disability Entries Report/ Study Support Plan. This is done quickly and means that students who have had adjustments in the past need not wait for an appointment or further advice before these can be implemented.

If students have never had adjustments before, or have not supplied sufficiently informative evidence, we may not be able to start a Disability Entries Report/ Study Support Plan until they have met with a Disability

Adviser. Staff in the Academic School can help students to understand the evidence required (see [Disability Service webpages](#)).

After the initial allocation step, most students (~80%) are invited to make an appointment with a Disability Adviser.

2.5 Appointment:

At the appointment, the Disability Adviser will explore barriers experienced by the student, discuss disability-related impacts on study, and identify adjustments that will enable equal access to learning and ensure that they are not disadvantaged compared to their non-disabled peers. The Disability Entries Report/ Study Support plan may be updated after the appointment to include any additional adjustments agreed.

The Disability Adviser will discuss additional support options – for example, assistive technology, non-medical personal help or financial help with travel costs – and make the appropriate referrals for any required support. As this additional support is not generally the responsibility of the academic subject area, it may not be included in the Disability Entries Report/Study Support Plan.

2.6 Study Support Plan:

The Disability Service has been working with the MyCampus team to review and improve the way that students' disability-related information is accessed. As part of this development work, the Study Support Plan (SSP) is scheduled to replace the Disability Entries Report (on MyCampus) in January 2025.

The SSP will be the way that the Disability Service routinely communicates with academic subject areas about their disabled students. The SSP will outline the adjustments to teaching, assessment and examinations that the academic subject area(s) needs to implement.

2.7 Disabled Students' Allowance (DSA):

Disabled students that are *ordinarily resident* in the UK are entitled to funding to cover additional study-related costs that are a consequence of how they are disabled. For instance, if they need specialist equipment, notetakers, specialist mentor support or have additional travel costs to attend classes or placements.

Disability Advisers will support students to make a DSA application, but their involvement varies depending on the student's funder.

PGR students who have a Research Council scholarship can access DSA through UKRI. The Disability Service will assess their disability-related study support needs and arrange the appropriate support. The University then claims back the cost of the PGR student's support from UKRI.

Self-funding UK PGR students can apply for DSA from the appropriate funding body (SAAS, SFE, SFW, SFNI); their Disability Adviser will advise and support.

EU/ international students are not eligible for DSA and their disability-related study support is funded by the University.

3. MyCampus changes scheduled to be implemented in Jan 2025: Service Indicators and access to disability-related information:

3.1 Disability-related service indicators on MyCampus

D01: As part of the MyCampus development work, this new service indicator will be introduced (currently anticipated for Jan 2025). This service indicator (SI) will apply if a student disclosed that they are disabled at the point of application. This SI will be visible to Admissions, Disability Service and staff with Disability Coordinator access and permissions.

R01: If a student disclosed that they are disabled during the annual registration process with the University; visible to Disability Service, staff with Disability Coordinator access and permissions, Student Support Officers, Advisers of study, and Counselling & Wellbeing staff.

R13: Once a student has an agreed Disability Entries Report or Study Support Plan on MyCampus; visible to all staff.

3.2 Disability/impairments disclosed:

HESA recently updated the way they want Universities to report disabled student data. This included updating descriptions of impairments and allowing applicants and students to disclose up to nine separate types of impairment. Please see [Appendix 1](#).

Disability disclosure information is visible to Disability Service staff, staff with Disability Coordinator access and permissions, and staff who prepare the HESA returns.

3.3 Study Support Plan:

The SSP will replace the Disability Entries Report once the MyCampus development work has been completed, current estimated implementation date Jan 2025.

The SSP will outline the support requirements for a disabled student, including the agreed reasonable adjustments to teaching and assessment and any alternative exams arrangements.

The SSP states the anticipatory adjustments that are included in the [Accessible and Inclusive Learning Policy](#). These must be provided to all students (as per University policy) and so, these will not be included as adjustments in disabled students' SSPs.

The SSP will include a description of how the student is disabled, and how disability impacts on their ability to engage in their studies, unless they have chosen not to share this information beyond the Disability Service. In all cases, the SSP will explain the adjustments to teaching and assessment that have been agreed.

All staff involved in the delivery of the student's programme of study will have access to the SSP.

4. Responsibilities of the Academic School or College

4.1 Ensure disabled students know how to register with the Disability Service

Students who disclose at application are contacted pro-actively, with information about how to register with the Disability Service but (a) not all students disclose that they are disabled at application; (b) students receive a lot of information pre-entry and can easily miss this information; and (c) some students begin to experience being disabled during their studies.

Academic Schools and Colleges can help their students understand how to access student services, including the Disability Service. This might be through handbooks, Moodle or the subject area's own webpages; whatever means the School or College uses to communicate with their students. The Disability Service can provide some text, weblink and a QR code for inclusion in handbooks, etc.

4.2 Provide a point of contact for disabled students

Although disabled students can contact the Disability Service whenever they encounter disability-related difficulties, in many cases the Academic Schools or College can resolve issues locally. For example, when a student has concerns that their reasonable adjustments are not being implemented. In many cases, the implementation of the student's reasonable adjustments is context-dependent and disabled students should have a point of contact in their School or subject area who can discuss what the adjustments will comprise in their specific learning context.

This person could also be the point of contact for students who do not have a diagnosis but suspect that they may be entitled to support from the Disability Service.

4.3 Initial Disclosure

When a student tells any member of staff that they are disabled, this is a disclosure to the University itself, not just to the individual staff member. This means we must respond not just as an individual, but on behalf of the institution.

In law, the requirement on the University to provide disability-related support arises at the point of disclosure to any member of staff. This is different from (and may occur before) registering with the Disability Service or providing supporting documents (evidence of disability). **Students must not be advised that they cannot be supported until they have registered with the Disability Service, or until they have provided evidence of disability.**

We also have an obligation to support students who we observe to be disabled, even if the student has not told us that they are disabled. This is called 'constructive knowledge' of disability. This means recognising that a student is disabled, even though they have not told us.

If a staff member receives a disability disclosure, or recognises that a student is disabled, the staff member should record what was disclosed or observed. Staff should not agree or promise to keep any disclosure confidential. This is because the University has a legal obligation to provide adjustments to disabled students, even if students have not used formal mechanisms to disclose, such as disclosing on their UCAS application or registering with the Disability Service.

When students disclose that they are disabled, or staff recognise that they are disabled and may benefit from support, staff should signpost them to the Disability Service. Colleagues should also share any support needs with key staff involved in the delivery and administration of the student's programme of study, and tell the Disability Service what they have learned or observed by emailing support@disability.gla.ac.uk

4.3.1: Making interim adjustments following initial disclosure.

Whilst students who have disclosed a disability should be signposted to the Disability Service, to ensure that they receive all the adjustments and support to which they are entitled, all disclosures should be met with a supportive response. Subject areas can implement adjustments straight away if:

- (a) It is possible to identify adjustment(s) that will help.
- (b) The adjustment does not interfere with the assessment of a genuine competence standard.
- (c) The adjustment is deliverable within institutional resource.

If Schools or subject areas have implemented adjustments in the absence of a Disability Entries Report or Study Support Plan (SSP), they should document their actions and inform the Disability Service, by emailing support@disability.gla.ac.uk in order that these adjustments can be incorporated into any current or future SSP.

A supportive initial response might include:

- Advice about coursework extensions
- Support to understand and complete extension request processes
- Support to connect the student with their Adviser of Studies or Advising Team, to receive advice on academic or progress matters
- Showing the student the Disability Service web pages; supporting the student to click on 'Get support' to complete a Study Support Request
- Discussing the [support available to all students at UofG](#)

4.4 Have systems in place to identify their disabled students and cascade information to the relevant staff

4.4.1 Alerts:

Academic subject areas can nominate a member(s) of staff to receive email alerts whenever a new Disability Entries Report (DER) or Study Support Plan (SSP) is created in MyCampus, or when a DER/SSP is update or changed. These staff will have Disability Coordinator (DisCo) access and permissions, as well as receiving these alerts. Please see [Appendix 2](#) for the process of nominating who should receive alerts within your school or subject area.

4.4.2 Reports:

There are a number of reports that staff can run in MyCampus to generate lists of disabled students in their school or subject area (please see [Appendix 3](#)). Although many of these reports are only accessible to staff with DisCo access and permissions, all staff can run several reports that provide information about disabled students' reasonable adjustments.

The frequency with which schools or subject areas are alerted to a new DER/SSP will vary between subject areas and throughout the academic year, and this may influence how you choose to respond. If alerts are infrequent, it would be appropriate to respond immediately to each alert. However, when alerts are frequent, running reports at regular intervals may be a more appropriate way to deal with a large volume of updates. These reports should, however, be generated frequently enough that there is no delay in the implementation of the students' reasonable adjustments.

4.4.3 Cascading of information:

To ensure that disabled students' reasonable adjustments are implemented, the information contained in their DER/SSP needs to be shared with the relevant staff. Who the 'relevant staff' might be will depend on the contents of the SSP and the local arrangements within the Academic School.

4.4.3a Adjustments to teaching

Adjustments to teaching must be shared with all staff involved in teaching the student. How this is achieved will depend on local arrangements within the school but needs to be robust enough to ensure that adjustments are implemented reliably and consistently. There will be a degree of judgement involved in deciding who needs to know about a student's SSP, depending on the individual student needs and the context in which they will be taught.

4.4.3b Exam adjustments

Exam adjustments for disabled students should be shared with staff involved in planning and delivering exams within your School/subject area. This information should be cross-checked against the information that the central exams team provide ahead of each diet of exams, to make sure that exam arrangements are implemented for disabled students. More [information about exam arrangements for disabled students can be found on the Registry website](#).

4.4.3c Accessible teaching venue requirements

Accessible teaching venue requirements and other timetabling considerations should be shared with those who liaise with the central timetabling team, and make room requests. Schools should have robust mechanisms to keep a record of students with [timetabling requirements](#), and ensure that these are taken into account when making room requests for the following academic year.

4.4.3d Assisted evacuation requirements

Assisted evacuation requirements should be shared with those with responsibility for health & safety in the School or subject area, to ensure that the student is considered for a Personal Emergency Evacuation plan (PEEP).

4.5 Timetabling requirements

Disabled students may have timetabling requirements for a variety of reasons, for example:

- they may have impaired mobility or use a wheelchair, meaning that they should be timetabled into teaching venues with level or lift access.
- they may have a long-term health condition that features fatigue or pain and cannot walk long distances or quickly between teaching venues.
- D/deaf students might rely on using an induction loop to hear teaching staff.

New Students:

It is challenging to get information about timetabling requirements for incoming students early enough. Disability Service is working with Admissions to encourage students with more complex needs to register with us as soon as possible, with the aim to be able to communicate timetabling requirements to Schools earlier than in the past. This will be an area of ongoing development between Admissions, the Disability Service and MyCampus.

Continuing Students:

The Disability Service will include details of any timetabling requirements in students' SSPs. Schools need to have processes in place to (a) identify students with timetabling requirements, (b) ensure that these timetabling requirements are included in room requests for this academic year and for subsequent academic years and (c) consider what needs to happen to ensure that students are timetabled into appropriate venues for the next academic year, and (d) ensure decisions are made early enough for timetabling considerations to be taken into account when making room requests for each subsequent academic year.

For instance, disabled students might need to be offered the opportunity to make option choices earlier than their peers to ensure that their timetables are confirmed early enough for their timetabling requirements to be taken into account when making room requests for the subsequent academic year.

4.6 Adjustments to teaching

The role of the Disability Adviser is to identify disability-related barriers to the student engaging in common teaching activities and recommending adjustments that will mitigate any disadvantage that the student experiences as a result. For example, requesting adjustments to group work or presentations.

What that adjustment looks like in practice will depend on the specific teaching context and the individual student. A discussion between the person delivering the teaching and the disabled student might be required, to establish what is possible without undermining the intended learning outcomes. However, where a student may not wish to have this conversation directly, the person delivering the teaching should contact the Disability Service, who can advise on the student's behalf.

Example: **An autistic student feels overwhelmed in a busy, bright, noisy laboratory environment, preventing them from being able to learn in this context.**

What might help?

- Being given instructions about the laboratory ahead of time, so that they don't have the cognitive load of understanding complex instructions at the same time as experiencing overstimulation from the lab environment.
- Being allowed to leave the laboratory if they feel overwhelmed; having a quiet space where they can go to calm down in their own time.
- Running a 'quiet' lab with fewer students at a different time; especially if there are a few neurodivergent students who also find the busy, noisy bright lab environment difficult.

4.7 Adjustments to assessment (not exams)

The role of the Disability Adviser is to identify disability-related barriers to the student completing non-exam assessments, such as lab reports, essays, oral presentations or other coursework assignments. The recommended adjustments will depend on the assessment type and the specific difficulties experienced by the student. Again, there may need to be a discussion between the person responsible for setting the assessment and the disabled student (or a Disability Adviser), to establish what is possible.

4.7.1: Flexibility with deadlines.

A common adjustment recommended for non-exam assessments is flexibility with submission deadlines. In general, we advise disabled students to submit their assignments on time but there are a variety of reasons why an extension may be in the student's best interests for disability-related reasons. For example, a disabled student who has a relapsing and remitting condition may need an extension if they experience a flare up that prevents them from preparing, completing and/or submitting an assignment before the standard deadline.

Students without relapsing and remitting conditions may also require an extension. For many disabled students, all teaching and learning activities are more challenging and time-consuming. Not only does the preparation and completion of the assignment take longer, but so does all their other study-related reading and writing (taking notes, reading textbooks, reading PowerPoint slides). This means that they may actually have less time to dedicate to completing the assignment, compared to non-disabled peers. Hence the need for a deadline extension.

Schools and subject areas should have clear and simple processes to enable disabled students to request an extension, but this should be separate from the Good Cause process. Good Cause is for unforeseen circumstances and should not be used for disabled students to request access to this reasonable adjustment.

It would be useful to monitor how often students need an extension. Frequent extension requests may be an indicator that a student would benefit from either registering with Disability Service or a review of their SSP, if they are already registered. Students should be signposted to complete a [Study Support Request](#) or contact their disability adviser to arrange a review of their Study Support Plan (contact support@disability.gla.ac.uk).

4.7.2: Adjustments to assessments.

There will be occasions when the standard assignment will not be accessible to a student for disability-related reasons. The response will depend on the individual student and the specific assessment. In some cases, a completely different assignment might be required. In other cases, it may be possible to make adjustments without changing the entire assignment.

Example: student with social anxiety disorder experiences overwhelming anxiety when asked to make an oral presentation in front of her peers. She has a panic attack and is unable to make the presentation.

What might help?

- Being allowed to make the presentation to a smaller group of students, or to staff only
- Being allowed to make the presentation online, instead of in person
- Being allowed to make a recording of the presentation in her own time, for staff to watch and assess afterwards
- Is being able to make an oral presentation a genuine competence standard in relation to the unit under assessment? If not, could she demonstrate her knowledge and understanding in a different way? Note that attributes we may agree are desirable in learners (e.g., confidence in making an oral assessment) are not the same as the attribute meeting the legal criteria of a genuine competence standard.

Example: a visually impaired student is asked to watch films in Spanish, to develop their understanding of Spanish culture

In this case, the learning task is inaccessible to the student and requires a completely different task to be designed to provide the student with a different way for them to learn about Spanish culture.

4.8 Adjustments to exam arrangements

Making sure that disabled students have their adjustments in place for examinations involves close collaboration between the Disability Service, the Exams team in Registry, and Schools/subject areas.

In brief, the following steps are required:

1. Student submits Study Support request (SSR), including details of previous exam adjustments.
2. Disability Service creates a Study Support plan (SSP), including reasonable adjustments for examinations. For example, extra time, use of a computer, separate room from main exam hall.
3. Registry run a report to extract information about all students with exam adjustments included in their SSP.
4. Registry and Schools share the responsibilities for making adjustments to exam arrangements (please see <https://www.gla.ac.uk/myglasgow/registry/staff/exams/disability/>).
5. Before each diet, the Exams Team shares information about adjustments with Schools, who email students to confirm what arrangements are in place.

4.8.1 Exam adjustment deadline:

To manage the scale and complexity of exam adjustments, the [University sets a deadline](#) ahead of each exam diet, before which exam adjustments must be agreed and recorded on MyCampus (in the student's

DER/SSP) to ensure that they are in place for the forthcoming diet. If students submit an SSR after the deadline, or without evidence, any adjustments they are entitled to may not be in place for the upcoming diet.

However, this places the University in a difficult position. Students who register with Disability Service (or otherwise make the University known that they have a disability) after this deadline are still entitled to reasonable adjustments by law, under the Equality Act, regardless of the internal deadline. In this circumstance, the Disability Service will always advocate for the student, to determine whether or not it is possible for the student's exam adjustments to be implemented, with the expectation that reasonable adjustments to exams will be implemented unless it is not within institutional resource to make the adjustments.

4.8.2 Communication with students:

It is incredibly challenging to ensure that all new students who have joined the University in September have their exam adjustments in place for the December/winter diet. The demand on the Disability Service is highest in semester 1, resulting in longer wait times for student SSRs to be reviewed and for appointments with a Disability Adviser. New students are still adapting to studying at Glasgow; they may not realise that they need to register with the Disability Service to get their exam adjustments; they may not realise how far in advance they need to register to meet the exam adjustment deadline. As a consequence, many students submit their SSR just before (or even after) the exam adjustment deadline, with the full expectation that their exam adjustments will be in place.

To help manage the demands on the Disability Service ahead of these exam adjustment deadlines and minimise the number of students who seek exam adjustments after the deadline, we need to help students understand our processes and procedures better. Colleges/Schools and subject areas should make their students aware of (a) the need to register with the Disability Service to have exam adjustments in place and (b) the timing of the deadlines.

Ideally, students should be informed of these exam adjustment deadlines at the beginning of each academic year, and then reminded of each deadline sufficiently early to allow time for them to submit their SSR on time. Disability Service are happy to attend any induction events you have for new students at the beginning of the academic year, to provide information for inclusion in handbooks/Moodle pages, and to provide suggested content for pre-deadline reminders.

4.8.3 School-level responsibilities for exam arrangements:

Whilst the exams team are responsible for many of the necessary arrangements required to implement exam adjustments, there are a number of responsibilities that lie with the School. These are outlined on the [Registry webpage related to exam support for disabled students](#).

4.8.4 Scribes and Readers:

If a disabled student needs a scribe or reader for their examinations, then this will be included in the Study Support Plan (SSP).

Disability Entry Report codes:

EXAM05	Use of a scribe
EXAM06	Use of a reader

Study Support Plan codes:

EXM509	Scribe
EXM510	Reader

Academic Schools organise the scribes and readers by contacting the third-party provider, Clearlinks.
sally.armitage@clear-links.co.uk
lorna.finney@clear-links.co.uk

Schools/subject areas need to be clear whose responsibility it is to identify that a student requires a scribe or reader for their examinations and whose responsibility it is to make the necessary arrangements.

4.9 Personal Emergency Evacuation Plans (PEEPs)

Schools have a responsibility to ensure the health and safety of their students during their studies. The process of assessing whether a student requires a personal emergency evacuation plan (PEEP) falls under the wider remit of ensuring students' health and safety in teaching environments.

The Disability Service's responsibility is to identify students who may need assistance to evacuate safely in an emergency and communicate this to Schools via the student's DER/SSP. For instance, D/deaf students who are unable to hear the standard fire alarm, or students who use a wheelchair.

However, Schools do not need to wait for a student's DER/SSP to be in place before initiating discussions about assisted evacuation, if they are already aware that the student would need assistance to be able to evacuate safely in an emergency.

When a student's Study Support Plan includes the adjustment: **PEEP to be considered (Assisted evacuation required in an emergency)** in Disability Entry Report), the academic school should meet with the student to discuss what assistance is appropriate for their needs and the teaching environment(s). Please see [Appendix 4](#) for more details. The person responsible could be the course coordinator, the School's Disability Coordinator, the School's Fire Safety Coordinator or someone delegated by the School's Health & Safety committee.

The University's Safety and Environmental Protection Service (SEPS) provides [comprehensive guidance about assisted evacuation procedures](#), including guidance for staff and students. If Schools have any questions about how to complete a PEEP for their students, please contact SEPS for further advice.

4.10 Equality Impact Assessments

Whenever Schools are introducing new or revising existing policies and processes, they have a responsibility to consider the impact on disabled staff and students. The University has developed a process, and guidance to help staff complete an [Equality Impact Assessment](#) whenever changes are being considered.

4.11 GoAbroad students

A range of different GoAbroad opportunities exist at the University of Glasgow. In some cases, the year abroad is a compulsory element of the degree programme and in other programmes, a year abroad is optional. Colleges, Schools and subject areas should include some guidance for disabled students in their promotional materials for these GoAbroad opportunities, especially if the year abroad is compulsory, and make sure that staff giving advice and guidance understand the process. The GoAbroad team also [ask students to disclose any additional needs on their application](#), so that they can work with the host University to facilitate a smooth transition.

Students considering a year abroad can seek advice from the Disability Service but we do not have an active role in arranging their support on their year abroad. If they are going abroad to a University, students should make early contact with that University's student services/disability service, to find out what support can be provided. We would advise students who do this to share their Study Support Plan with their destination institution.

Study Abroad:

The responsibility for study-related support for disabled students lies with their host institution during their Study Abroad year. It is important that students understand that they will need to register with the Disability Service (or student services more generally) at their Study Abroad host university and that this should be done in advance. For some students with complex support needs, it would be prudent to initiate

discussions as early as possible, to understand what support the host university can provide, before making final arrangements to study abroad. The GoAbroad team can provide advice and guidance about which countries/universities might be able to provide more support, as not all will offer the same level of support offered at UofG.

Students may require a copy of their evidence for the GoAbroad host university. They should check requirements at the host university and make sure that they have the right evidence available. They may require their evidence to be translated into the language of their host institution. Students can download a copy of their Study Support Plan from MyCampus and send to their GoAbroad host university. The SSP will outline what support and adjustments that student has had at UofG but does not guarantee that the host university will replicate this support.

Work Abroad:

The responsibility for supporting disabled students will lie with the employer during their work placement. The Disability Service can offer support and guidance but would not normally play an active role in arranging the adjustments and support.

5. Actions for Academic Schools/Colleges:

1. Decide who will be responsible for identifying disabled students within your School/College (DisCos) and provide these staff with training and guidance about the relevant operational processes and procedures, for example: how and with whom the DisCo should share information within a student's SSP.
2. Develop secure ways in which the information can be shared with the relevant staff.
3. Develop governance processes to audit implementation of disabled students' reasonable adjustments. These processes should be consistent across each College (and ideally across the University).
4. Develop robust mechanisms to identify continuing students with timetabling requirements, and ensure these are taken into account when making room requests for this and subsequent academic years. Disabled students may need to discuss and agree course choices earlier than their non-disabled peers, to allow any timetabling requirements to be included in room requests.
5. Identify when a student should be considered for a PEEP (personal emergency evacuation procedure) and ensure that the PEEP is completed.
6. Ensure that staff have undertaken mandatory GDPR training and have a clear understanding about data sharing with respect to disability and reasonable adjustments: what information can be shared, and with whom; secure ways of data sharing; the circumstances when student safety overrides any other consideration (e.g. confidentiality). Information about a student's reasonable adjustments must be shared with relevant staff to ensure implementation of students' adjustments but data sharing must be secure and on a need to know basis.

Appendix 1: HESA codes

	Condition
51	Learning difference such as dyslexia, dyspraxia or AD(H)D
53	Social/communication conditions such as a speech and language impairment or an autistic spectrum condition
54	Long-term illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy
55	Mental health condition, challenge or disorder, such as depression, schizophrenia or anxiety
56	Physical impairment (a condition that substantially limits one or more basic physical activities such as walking, climbing stairs, lifting or carrying)
57	D/deaf or have a hearing impairment
58	Blind or have a visual impairment uncorrected by glasses
59	Development condition that you have had since childhood which affects motor, cognitive, social and emotional skills, and speech and language
96	An impairment, health condition or learning difference not listed above
95	No known impairment, health condition or learning difference
98	Prefer not to say

Appendix 2: Arranging DisCo access and permissions, and alerts about new or updated Study Support Plans

The Disability Service can arrange for staff to receive alerts whenever a Study Support plan is created or updated for a student within their school or academic subject area by requesting that these staff have DisCo access and permissions.

To enable staff to receive alerts, we need the following information:

Name

GUID

Academic organisation code

If the member of staff is replacing a previous DisCo, then please also provide the name and GUID of the member of staff they will replace. Otherwise, they will continue to receive alerts.

The Academic organisation code dictates the students for whom alerts are received and are decided within the School; they are not within the control of the Disability Service.

Examples of academic organisation codes:

Academic organisation code	Description	Comment
10301000	Archaeology	All UG and PG students whose programme of study falls under this academic organisation code
20201000	School of Medicine, Dentistry and Nursing – Medicine	
25211000	School of Cardiovascular and Metabolic Health – Postgraduate Teaching	This organisation code stipulates that it only applies to PGT students

Appendix 3: Disability-related reports on MyCampus

Query Name	Description	Criteria	Prompts	Who can use?
UOG_DISABILITY_BY_CLASS_ENR_PR	Disability provisions for a course. Contains adviser of studies and adviser email	Student must be Academically Registered Provisions must be approved	Subject Catalog Term	All staff
UOG_DISABILITY_BY_CLASS_SUB_PR	Disability Provisions for students enrolled in courses for a subject area. Contains adviser of studies and adviser email	Student must be Academically Registered Provisions must be approved	Subject Term	All staff
UOG_DISABILITY_BY_CLAS_STDT_PR	Disability provisions for a student. Shows all course enrolments	Student must be Academically Registered Provisions must be approved	Term Student Number	All staff
UOG_DISABILITY_BY_COLLEGE_PR	Disability provisions for a College	Student must be Academically Registered Provisions must be approved	Acad Org (College) Term	All staff
UOG_DISABILITY_BY_PLAN_PR	Disability provisions for a plan	Student must be Academically Registered Provisions must be approved	Plan code Term	All staff
UOG_DISABILITY_BY_STUDENT_PR	Disability provisions for a student	Student must be Academically Registered Provisions must be approved	Term Student Number	All staff
UOG_DISABILITY_BY_CLASS_ENR	Disability provisions for students enrolled on a course. Contains adviser of studies and adviser email	Student must be Academically Registered Provisions must be approved	Subject Catalog Term	DisCo only
UOG_DISABILITY_BY_CLASS_SUBJ	Disability Provisions for students enrolled in courses for a subject area. Contains adviser of studies and adviser email	Provisions must be approved	Subject Term	DisCo only
UOG_DISABILITY_BY_CLASS_SUBJ_D	Disability provisions for a subject area Contains adviser of studies and adviser email Includes difficulties	Provisions must be approved	Subject Term	DisCo only
UOG_DISABILITY_ACCOM_PROV	Accommodation provision only	Student must be fully registered Provision code AWA002	Term	DisCo only

UOG_DISABILITY_BY_CLASS_ENR	Disability provisions for a course. Contains adviser of studies and adviser email	Student must be Academically Registered Provisions must be approved	Subject Catalog Term	DisCo only
UOG_DISABILITY_BY_CLASS_STDNT	Disability provisions for a student. Shows all course enrolments	Student must be Academically Registered Provisions must be approved	Term Student Number	DisCo only
UOG_DISABILITY_BY_COLLEGE	Disability provisions for a College	Student must be Academically Registered Provisions must be approved	Acad Org (College) Term	DisCo only
UOG_DISABILITY_BY_COLLEGE_CAR	Disability provisions for a College	Student must be Academically Registered Provisions must be approved	Acad Org (College) Term Career	DisCo only
UOG_DISABILITY_BY_PLAN	Disability provisions for a plan	Student must be Academically Registered Provisions must be approved	Plan code Term	DisCo only
UOG_DISABILITY_BY_SCHOOL	Disability provisions for a school	Person running the query can only run for orgs based on their disability acad org Student must be academically registered Provisions must be approved	Acad Org (School plan owner) Term	DisCo only
UOG_DISABILITY_BY_SCHOOL_CRSE	Disability provisions for a school. Includes course enrolments	Person running the query can only run for orgs based on their disability acad org Student must be academically registered Provisions must be approved	Acad Org (School plan owner) Term	DisCo only
UOG_DISABILITY_BY_SCHOOL_ENROL	Disability provisions for a school. Includes course enrolments and adviser of studies info	Person running the query can only run for orgs based on their disability acad org Student must be academically registered Provisions must be approved	Acad Org (School plan owner) Term	DisCo only
UOG_DISABILITY_BY_STUDENT	Disability provisions for a student	Student must be Academically Registered Provisions must be approved	Term Student Number	DisCo only

Appendix 4, Developing personal evacuation arrangements and completing the PEEP form:

In brief:

Action	Person	Action
Identify that a student may need assistance to evacuate safely in an emergency	For example: - Disability adviser - Accommodation staff - Anyone else who interacts with the student	- Disability Advisers will include the following adjustment in student's SSP to alert their School/subject area: PEEP alert or Assisted evacuation required in an emergency - Accommodation staff arrange for PEEP within halls of residence to be completed, and inform DS. - Staff in Schools – inform the student's DisCo to trigger steps below, and keep DS informed (support@disability.gla.ac.uk). - Please note, the PEEP should be completed as soon as possible and does NOT require that the student meets with a disability adviser or that the adjustment above is included in their SSP
Identify students with timetabling requirements	For example: - Disability Coordinator (who will receive alerts and should review new and amended SSPs)	- inform the Course Convenor or whomever has responsibility within your College/School/subject area
Meet with the student, as below	For example: - Course convenor, someone with knowledge of the student's teaching timetable	See Step 1, below
Liaise with Fire Safety Advisers and Security	For example: - Course convenor, someone with knowledge of the student's teaching timetable	See Step 2, below
Complete PEEP	For example: - Course Convenor - Course Administrator	See Step 3, below Complete student PEEP form and share with the relevant staff, as outlined at the end of the PEEP form itself.

Step 1

Meet with the student to discuss whether the general assisted evacuation arrangements are sufficient for their needs and decide what other arrangements need to be made for them.

In many cases the [general arrangements in place for assisted evacuation](#) will be sufficient. In this case, all that is required is a conversation with the student to make sure that they understand these arrangements, and that they have the SafeZone app installed on their mobile phone. This should be recorded on the [student PEEP form](#).

Step 2

If the student cannot hear the fire alarm or cannot move themselves into an evacuation chair with minimal assistance, then specific arrangements will be required.

Meet with Security and [Fire Safety Advisers](#) to discuss and review the specific arrangements that are required for this particular student. Security and SEPS Fire Safety Advisers can provide information about evacuation techniques, and equipment and its use. They can also advise whether fire evacuation lifts are available, as well as building exit routes.

A meeting should be arranged between the student and Security staff to discuss the practicalities of their PEEP, as Security are responsible for providing assistance during any emergency evacuation in most cases.

Step 3

When the arrangements have been agreed, these should be recorded on the [PEEP form](#). Please refer to the PEEP form which will guide you through the discussions required.

Please note, you may require to complete multiple PEEPs for different teaching venues, if the arrangements vary between different locations.