

Student Disability Service

**An evaluation
June 2016**

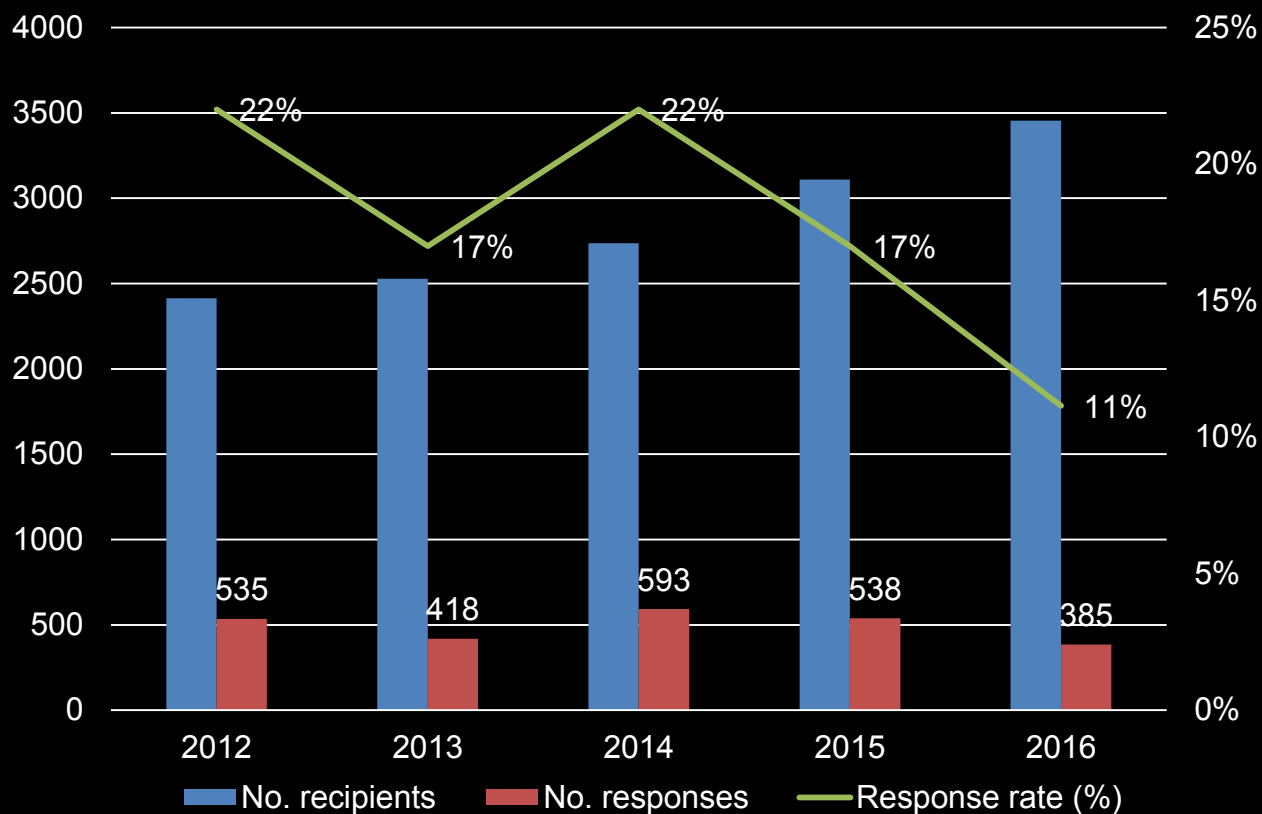
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Objectives

- To monitor the satisfaction with the various services offered by SDS
- To gauge the extent to which the SDS contributes positively to the educational experience
- To track trends over time
- To capture what SDS are doing right and check what could be improved

Response rates and respondents



Response rate was low this year – timing issue? (sent out a bit later), database issue? (it has risen by almost 50% in the last 4 years) malaise? (those in 4th year will have received a request for completion every year now)

Sample

- The demographics of respondents remain relatively consistent across the waves therefore allowing us to compare across waves with some confidence.
- The demographics are also reflective of the wider SDS user profile so can be used to extrapolate to this audience.
- SDS users remain under represented (in terms of what we would expect) in three areas - non-UK, under 20 year olds and males. Is it because these groups are less likely to have a disability or because they are less likely to interact with the service?
- See Appendix 1 for a full break down of the demographics

Exec Summary

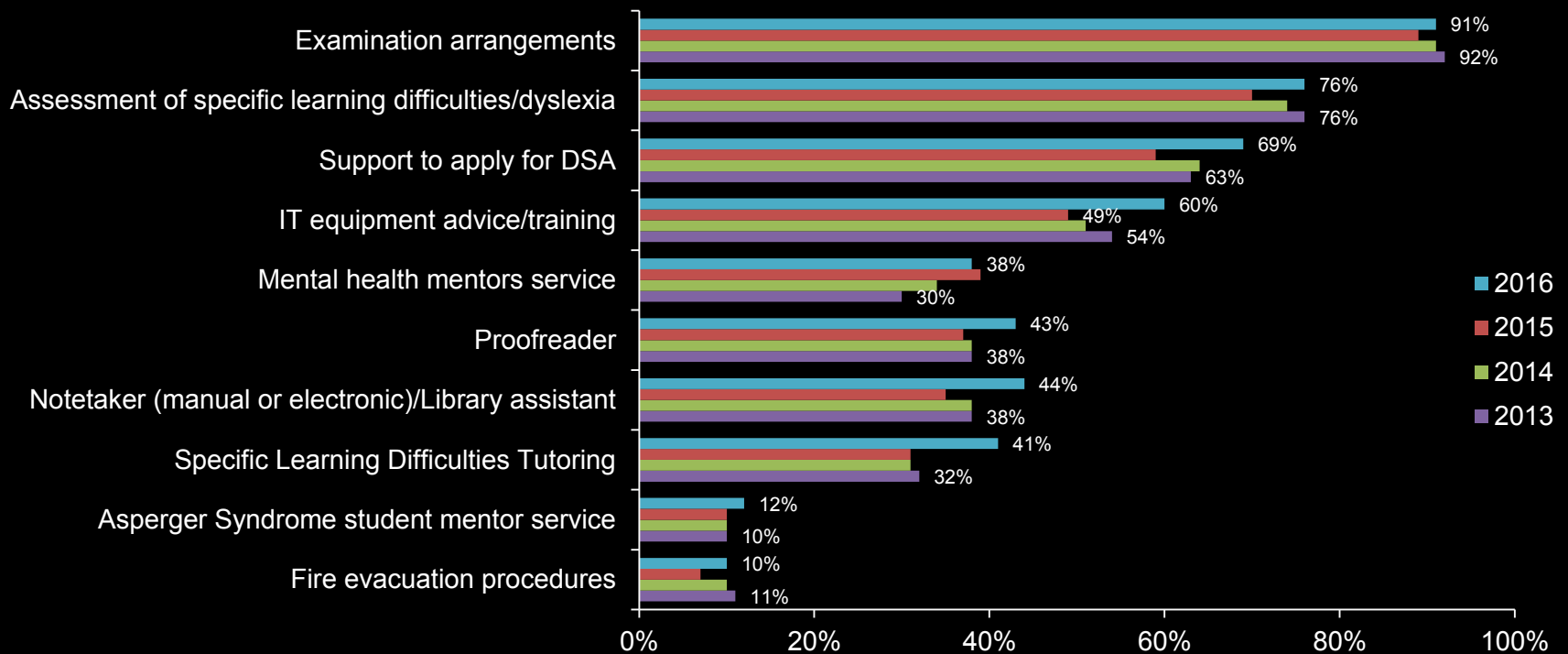
- This is the 5th year the SDS survey has been run in the current guise. The results are relatively good, as they have been every year, with very little changing.
- This year, however, there has been a decision to review our current arrangements to support students with disabilities
- The question therefore, is what should the review focus on?
- This answer, as is clearly shown in this report, is:

“How can the University of Edinburgh enforce adjustments to be made in all areas to all students.”

Awareness of service

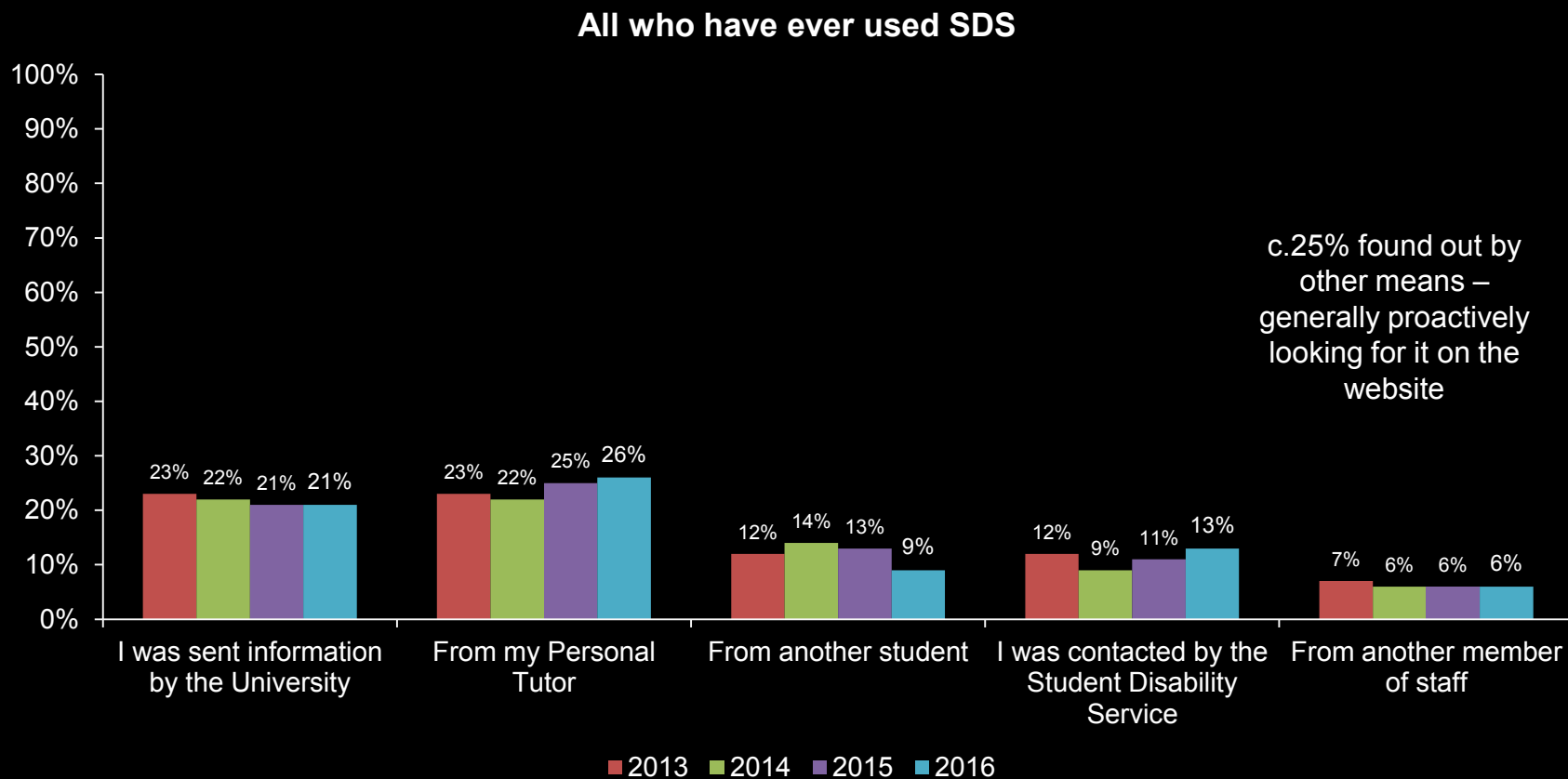
Awareness of Services

Prompted awareness



Awareness of most services seems improved in 2016 – driven by activity or sample?

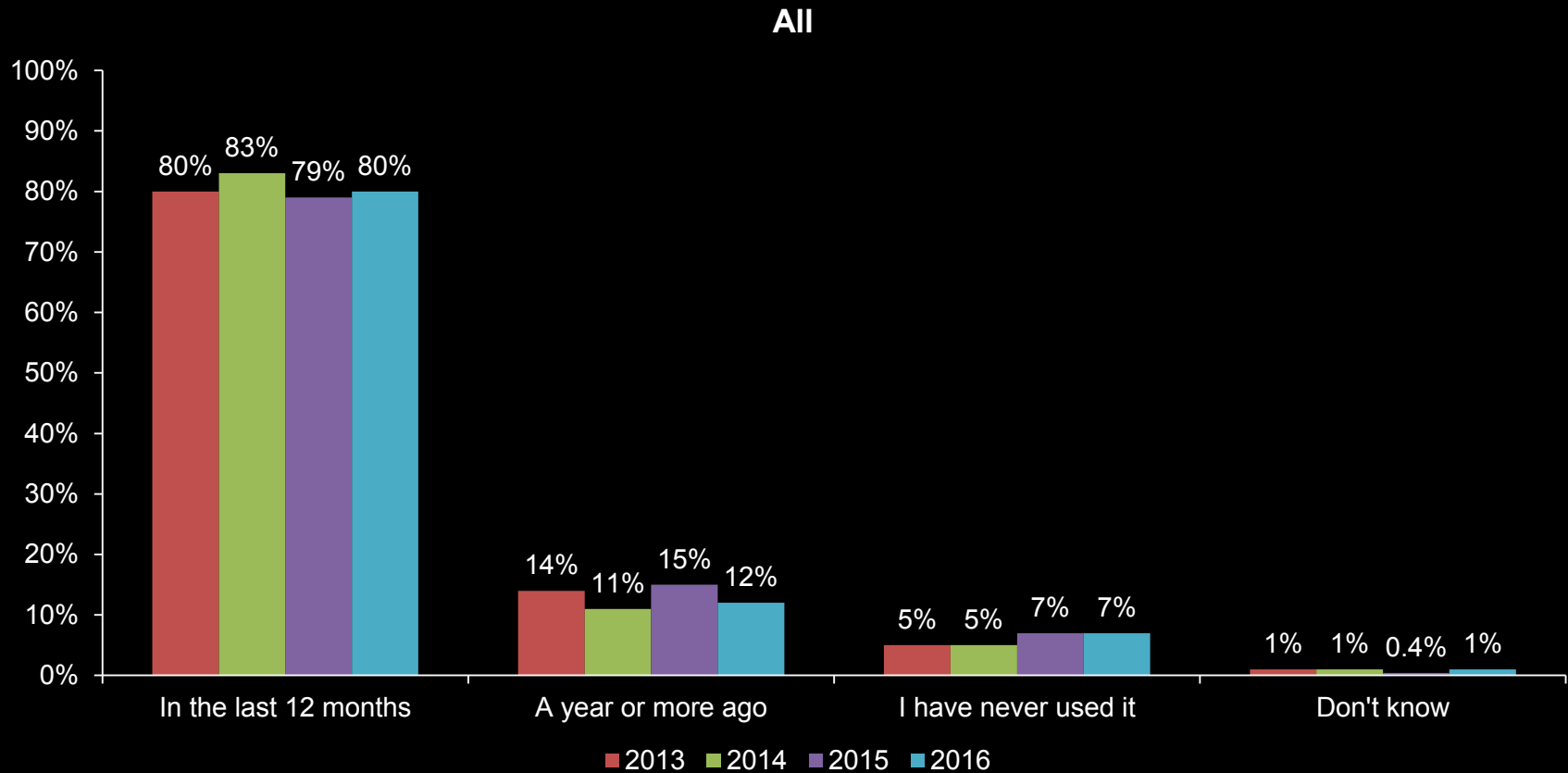
Q16. How did you first find out about the Student Disability Service?



Consistent across the waves.
Is this the preferred ratio?

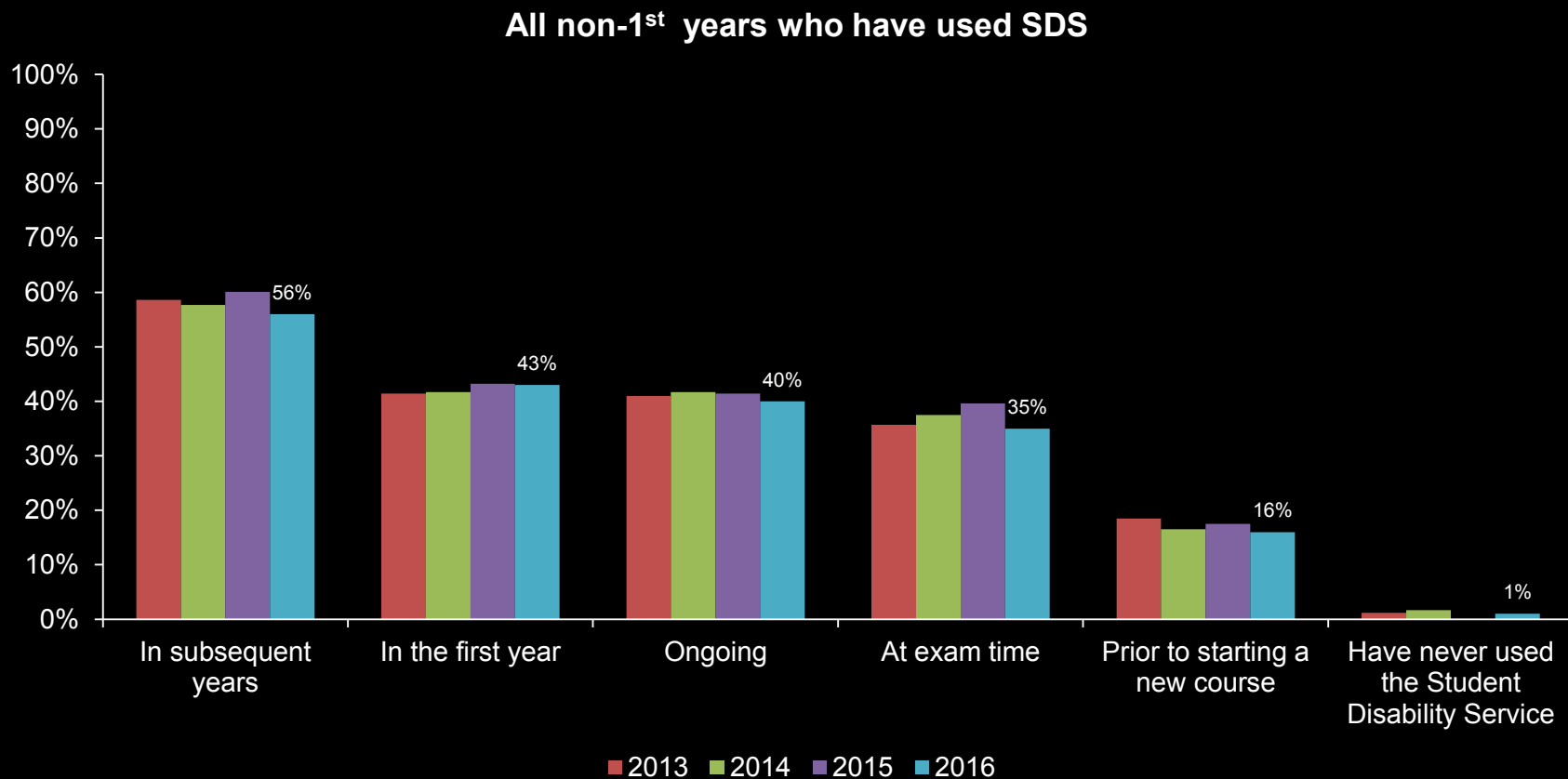
Usage of service

Q2. When was the last time you had contact with the Student Disability Service?



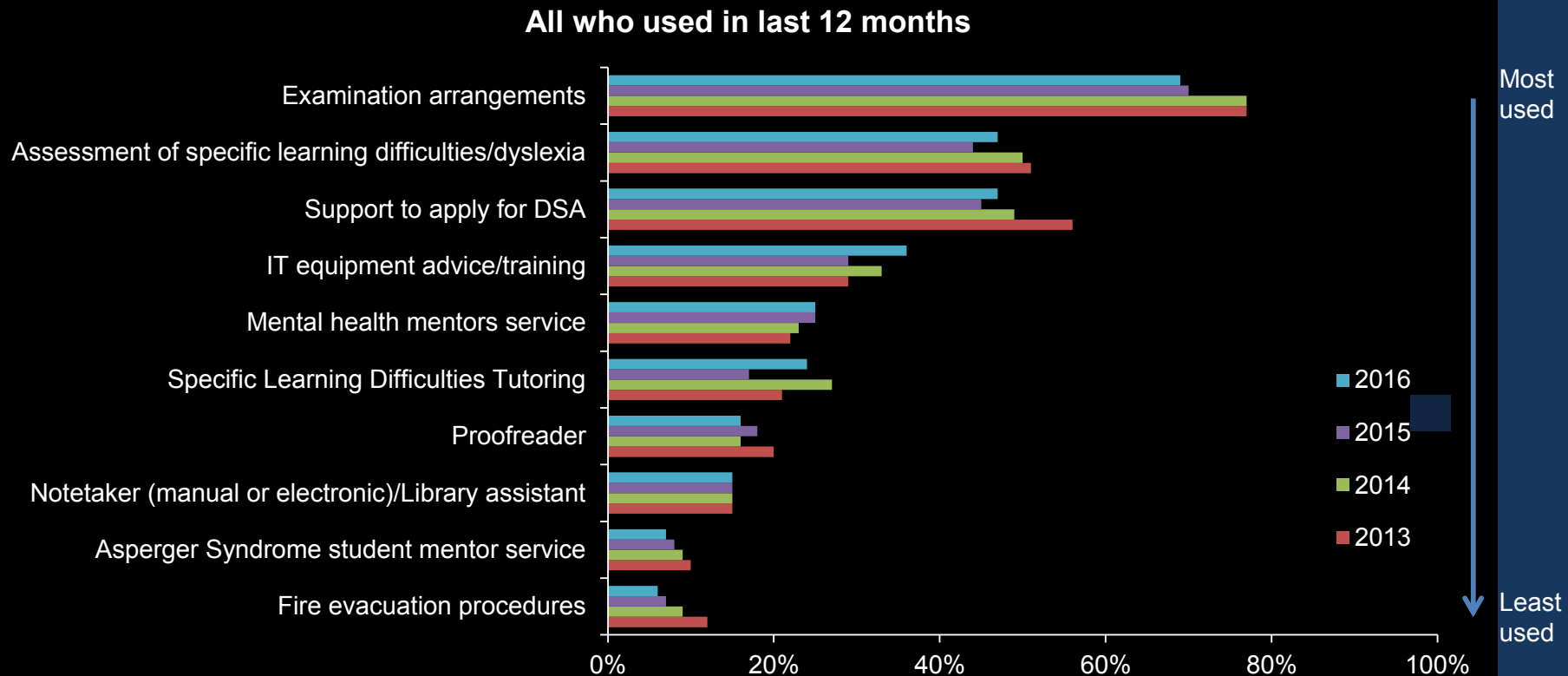
Consistency across the waves

Q15. When used the Student Disability Service



Consistent across the waves.

Q4. Services used in the last 12 months

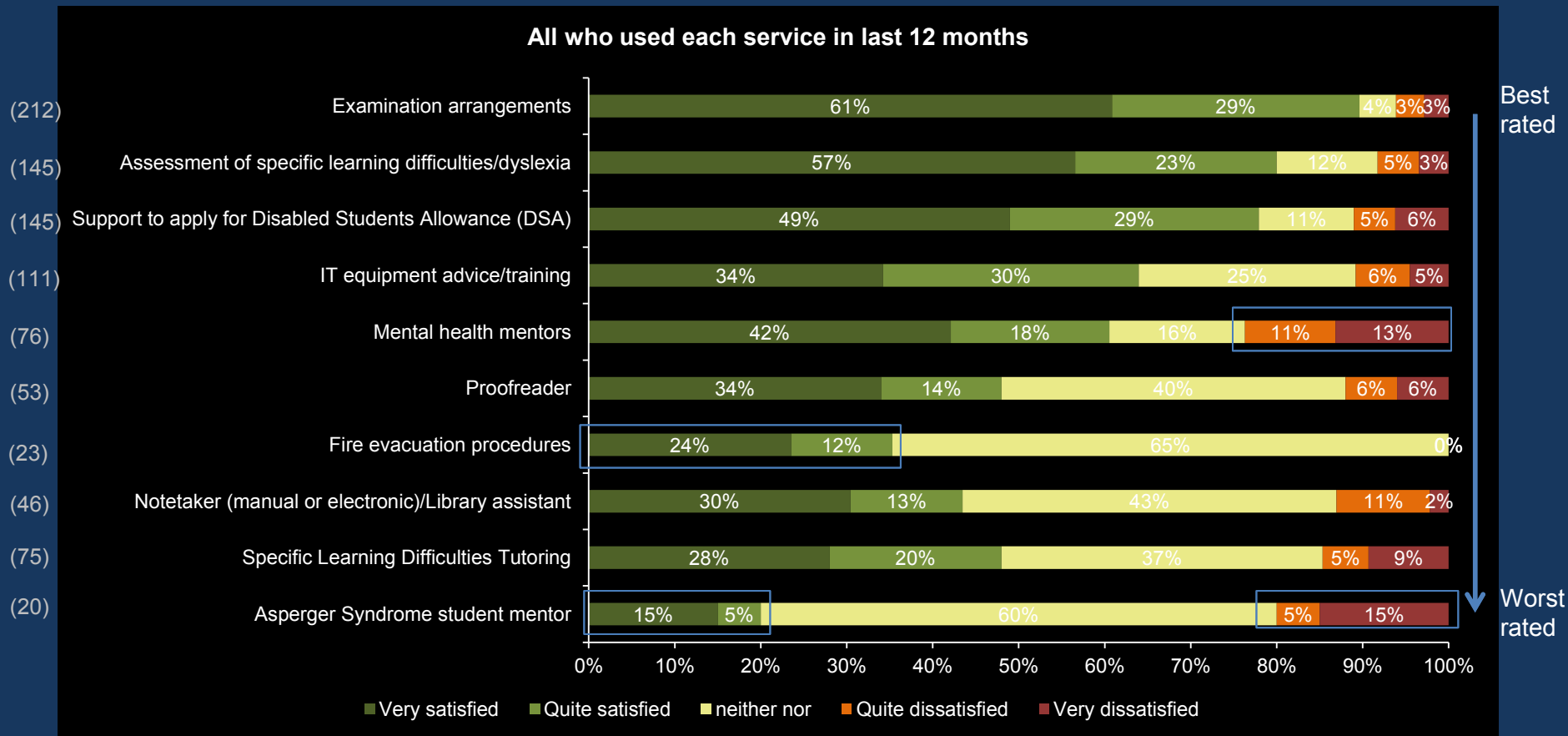


Upward trend in mental health
 Downward trend in fire evacuation and aspergers
 Does this reflect need or promotion. Does it have any resource implication?

Evaluation of service

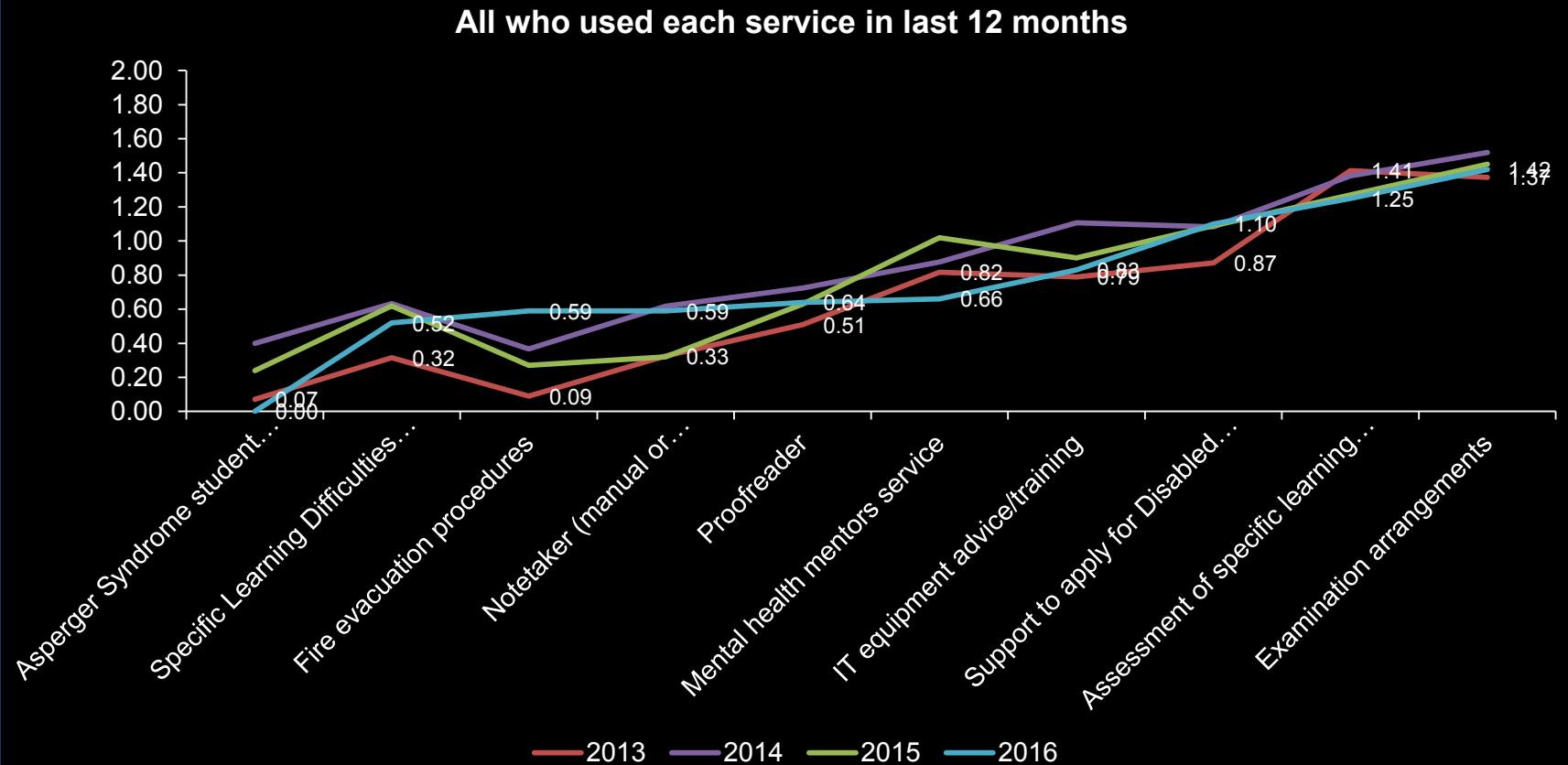
(all those who used in the last 12 months)

Rating of services by those who used them 2016



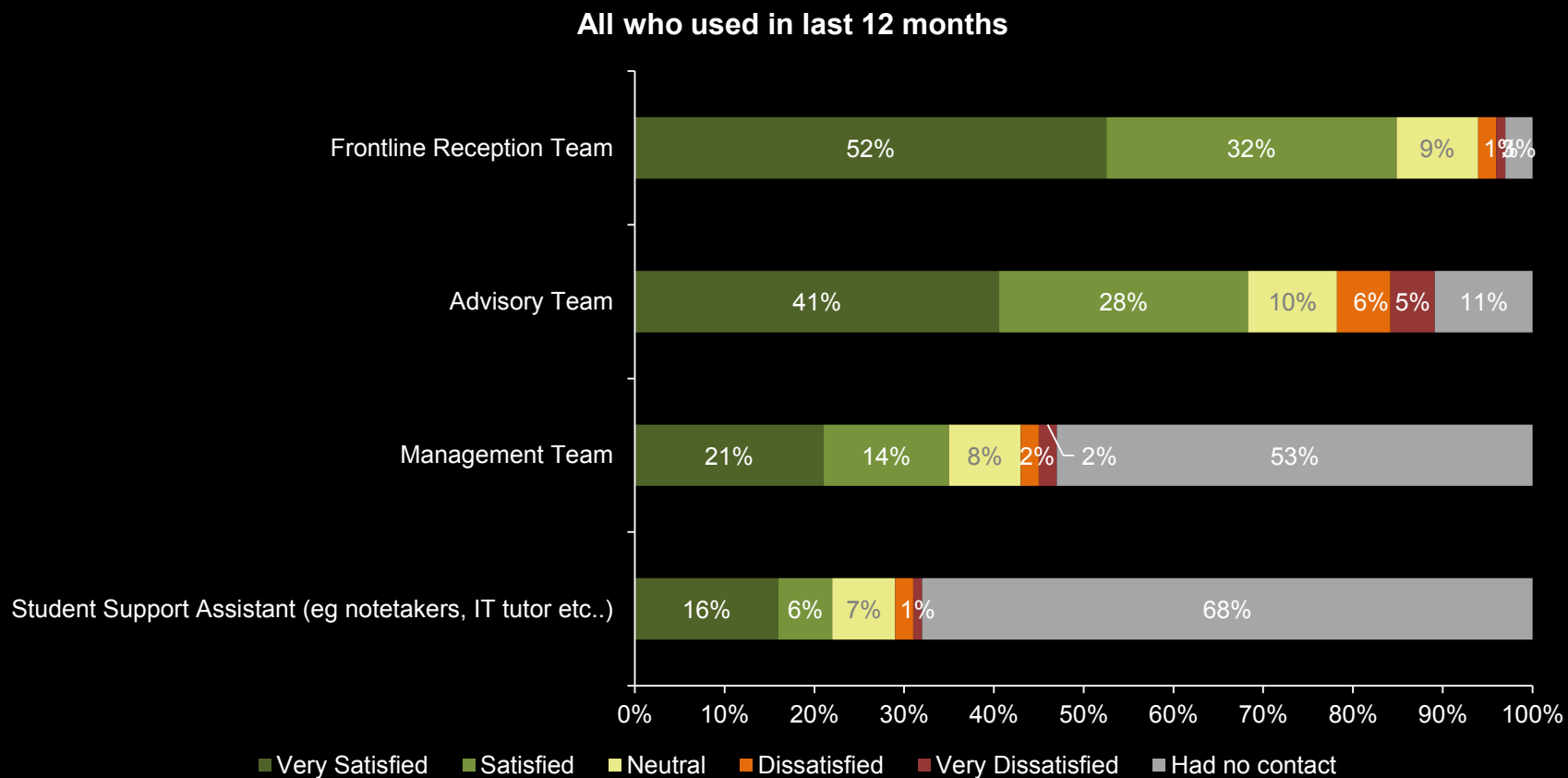
Areas to investigate: low satisfaction for fire evacuation procedures, aspergers mentors. High dissatisfaction with mental health mentors and Aspergers mentors

Average rating of services by those who used them: Trend – 13-16



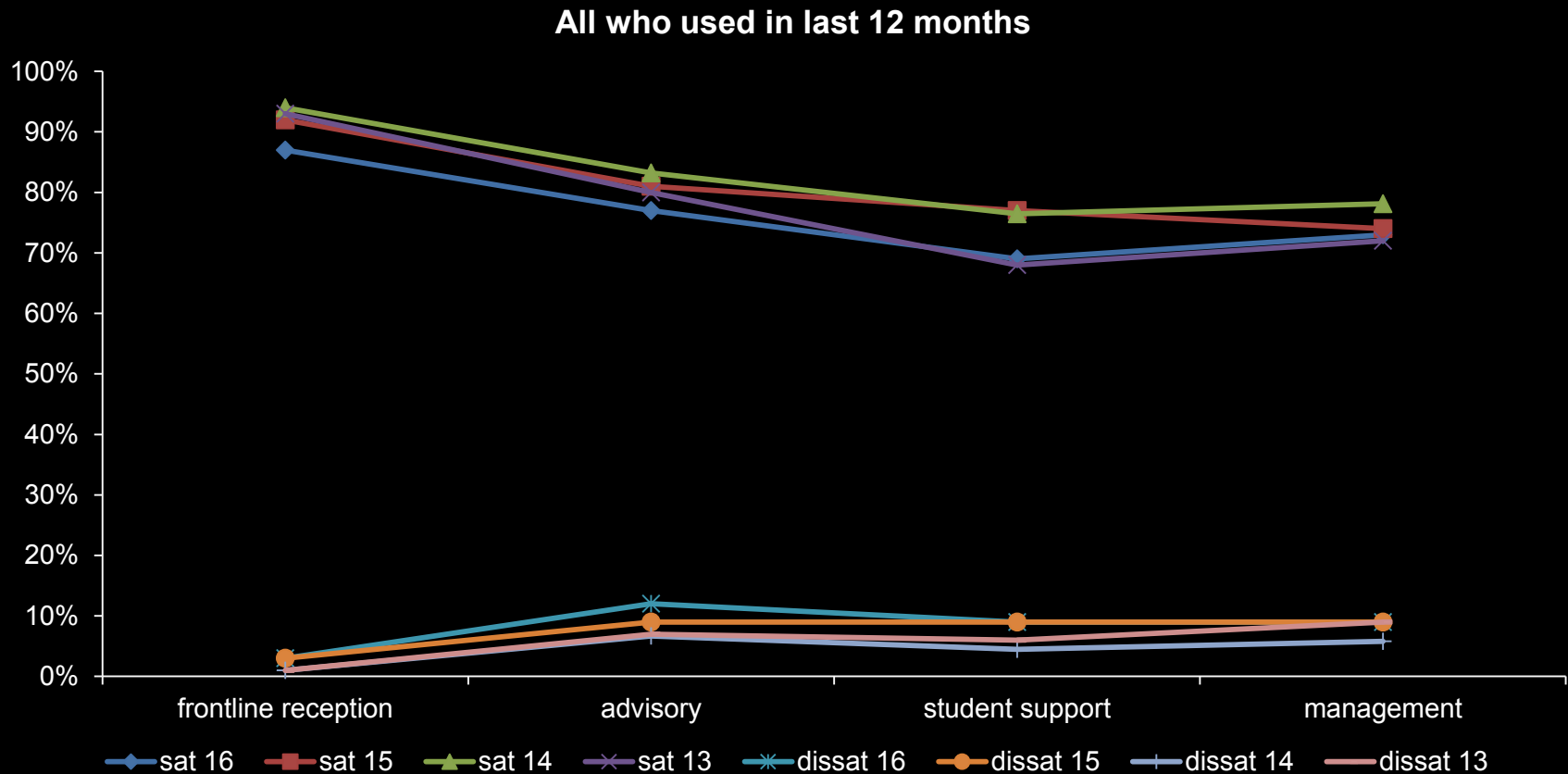
Ratings have dropped for Notetaker, IT advice/training and assessment (higher dissatisfaction levels). Improved rating for Mental health mentor service.

Level of satisfaction with specific staff types 2016



Satisfaction is good, dissatisfaction is generally low, but might need to reiterate expectations of students to the advisory team.

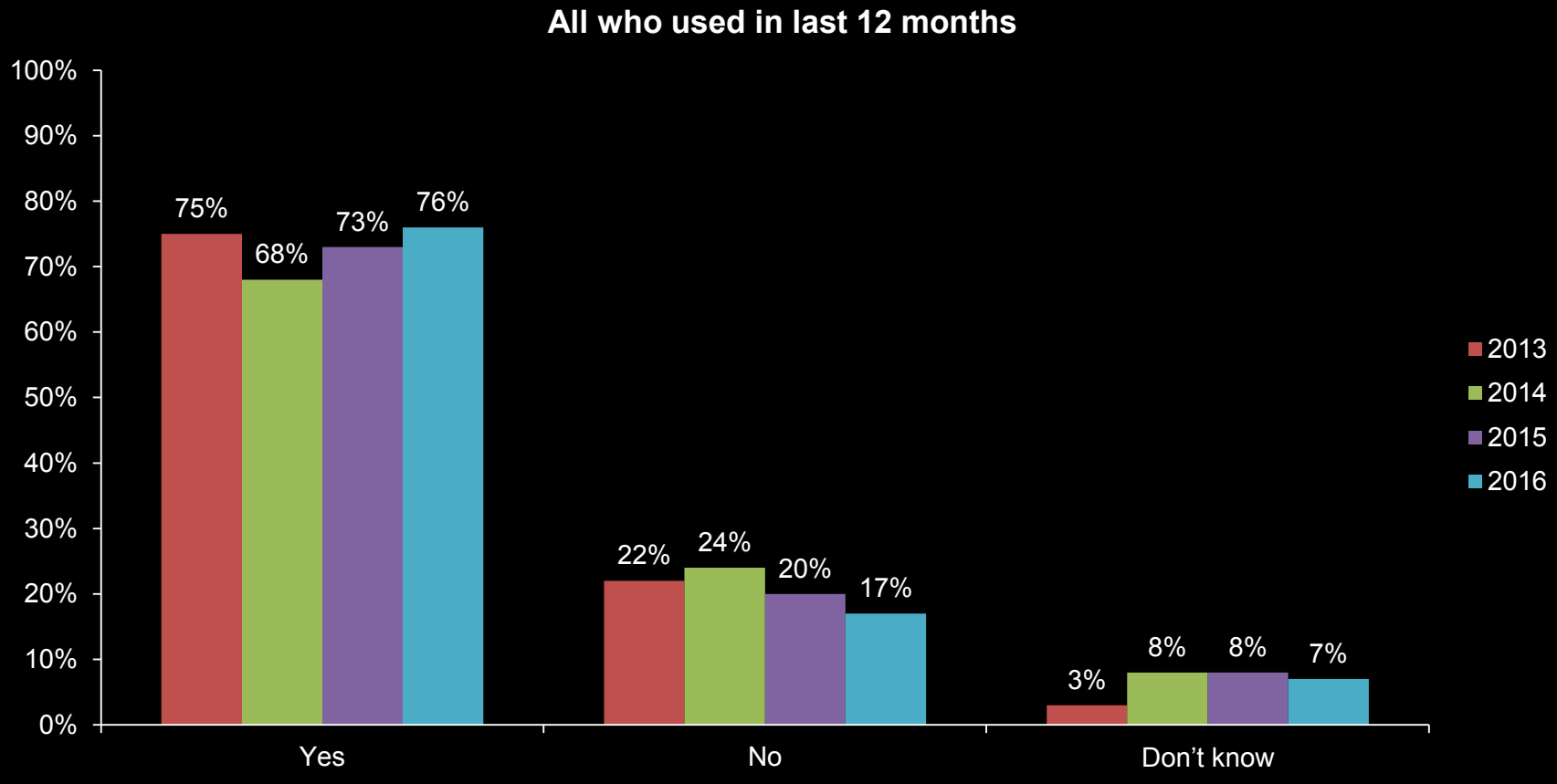
Level of satisfaction with specific staff types 2013-16



Fairly consistent levels of satisfaction – However, 2016 sees satisfaction at lowest levels in general and dissatisfaction at highest levels – might be worthwhile restating the expectations of staff and the worthwhile nature of their roles

Learning Profile

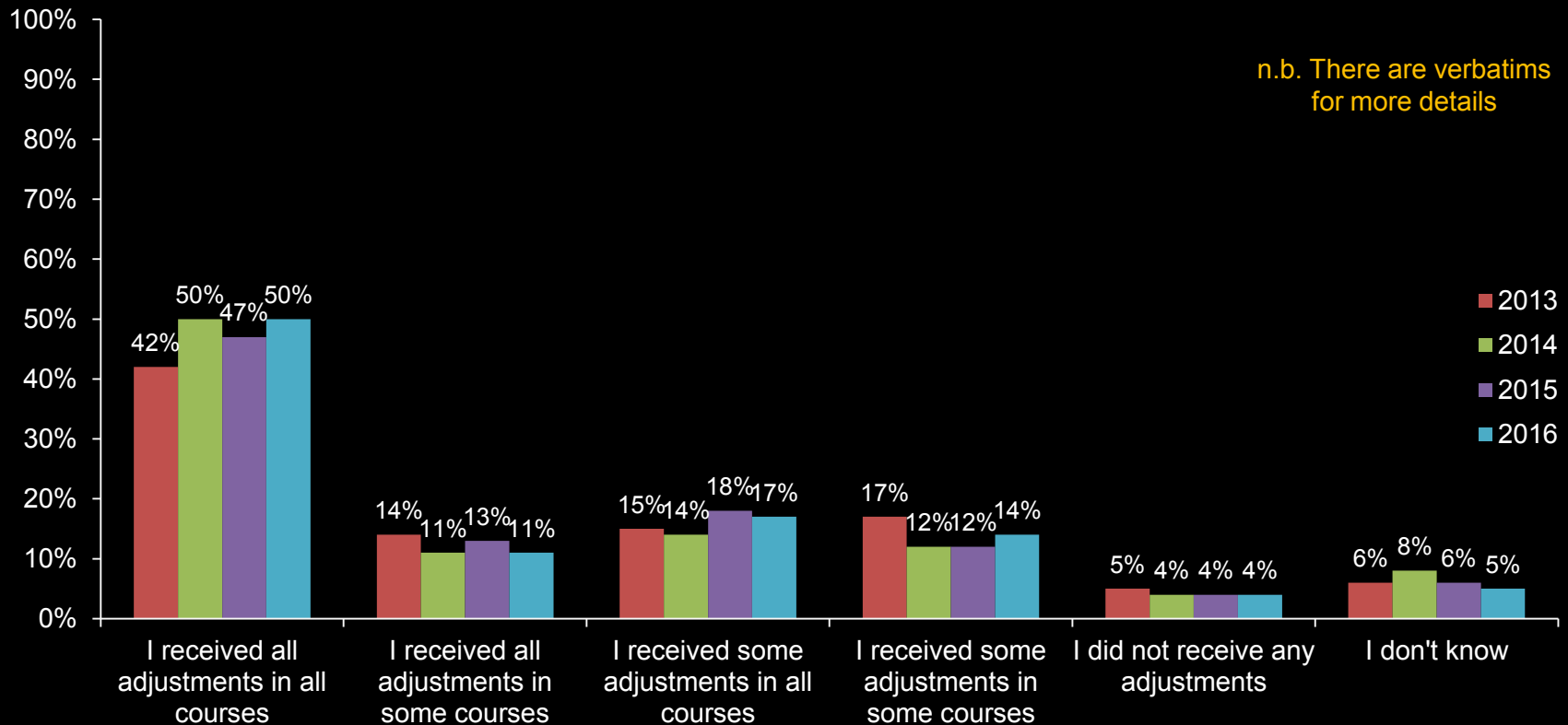
Q7. Did you have a Learning Profile set up in the last 12 months?



Consistent – looks like an upward trend in 'yes', and a downward trend for 'no'

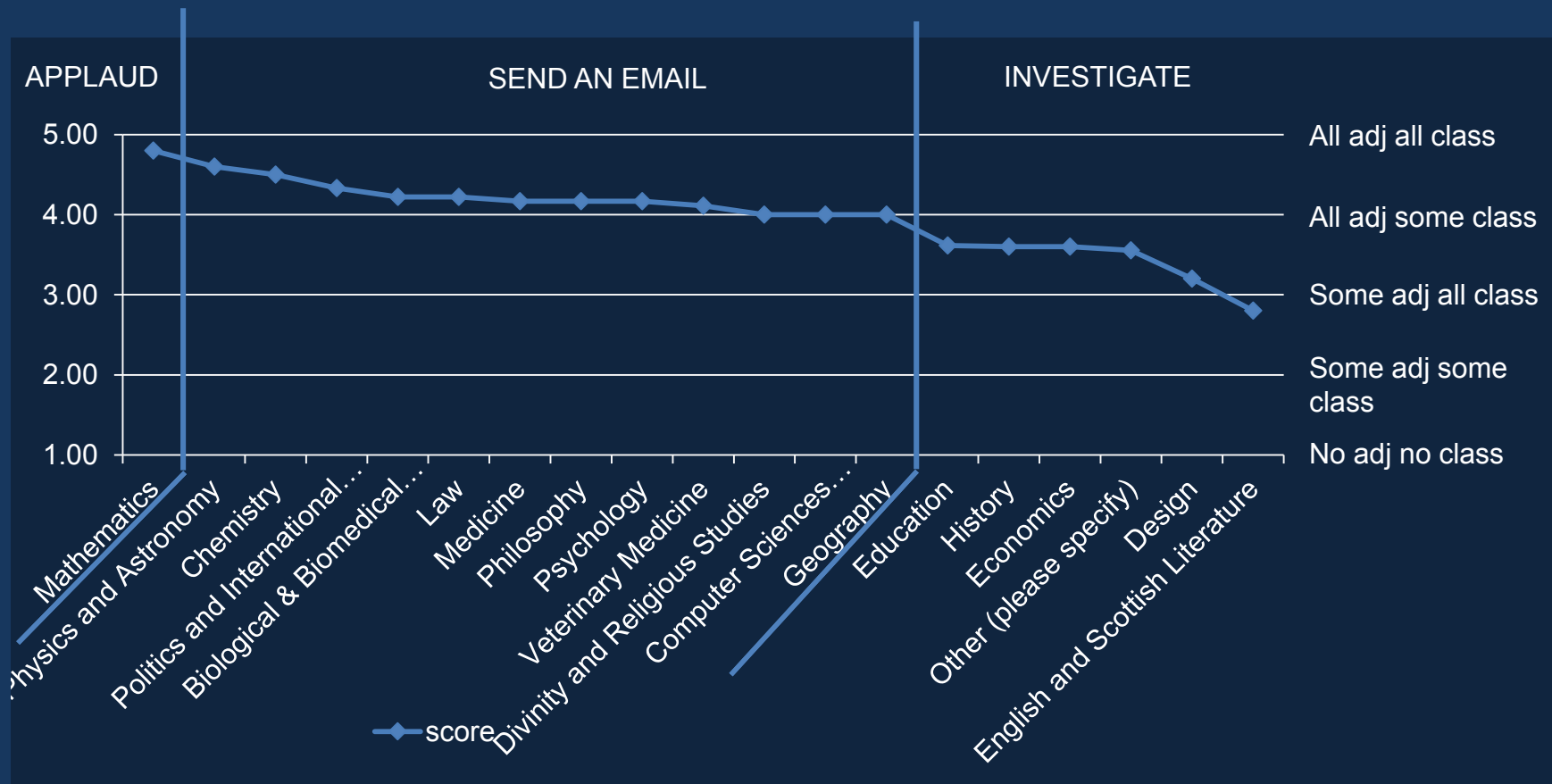
Q8. Did you receive the adjustments recommended in your Learning Profile?

All who had a learning profile set up in last 12 months



48% received all adjustments in all courses, 3% not receiving any – is this good enough? Receiving some trends in all seems to be trending upwards – is it worth re-briefing on the importance of all adjustments?

Adjustments received in Learning Profile by subject area – all with response >4 2016



Very few people get all adjustments in all classes – what is good enough?

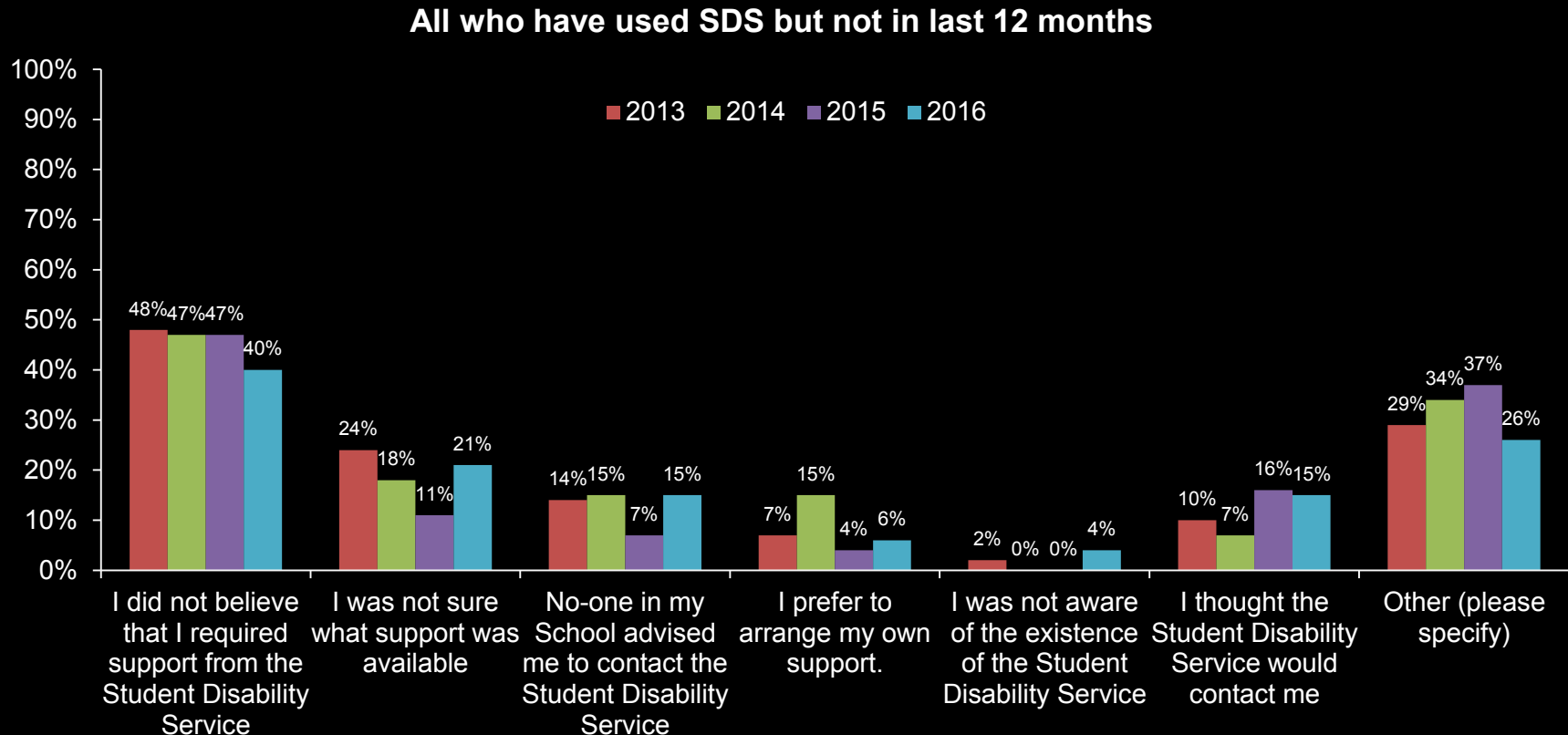
Why haven't used SDS

Q17. Why haven't used the SDS at all

- In 2016 23 people responded
 - Lack of need
 - They are online learners
 - It seems like a hassle
- In 2015 32 people responded
 - 21 felt they didn't need help
 - 4 weren't sure that SDS could help them
 - 4 didn't know what was available that could help them
- In 2014 29 people responded
 - 5 distance learners didn't know if anything was provided for them
 - Most felt that their disability had no negative impact on their learning experience and therefore didn't need to contact SDS

In a nutshell: They didn't use you because they didn't feel the need. Seems fair enough

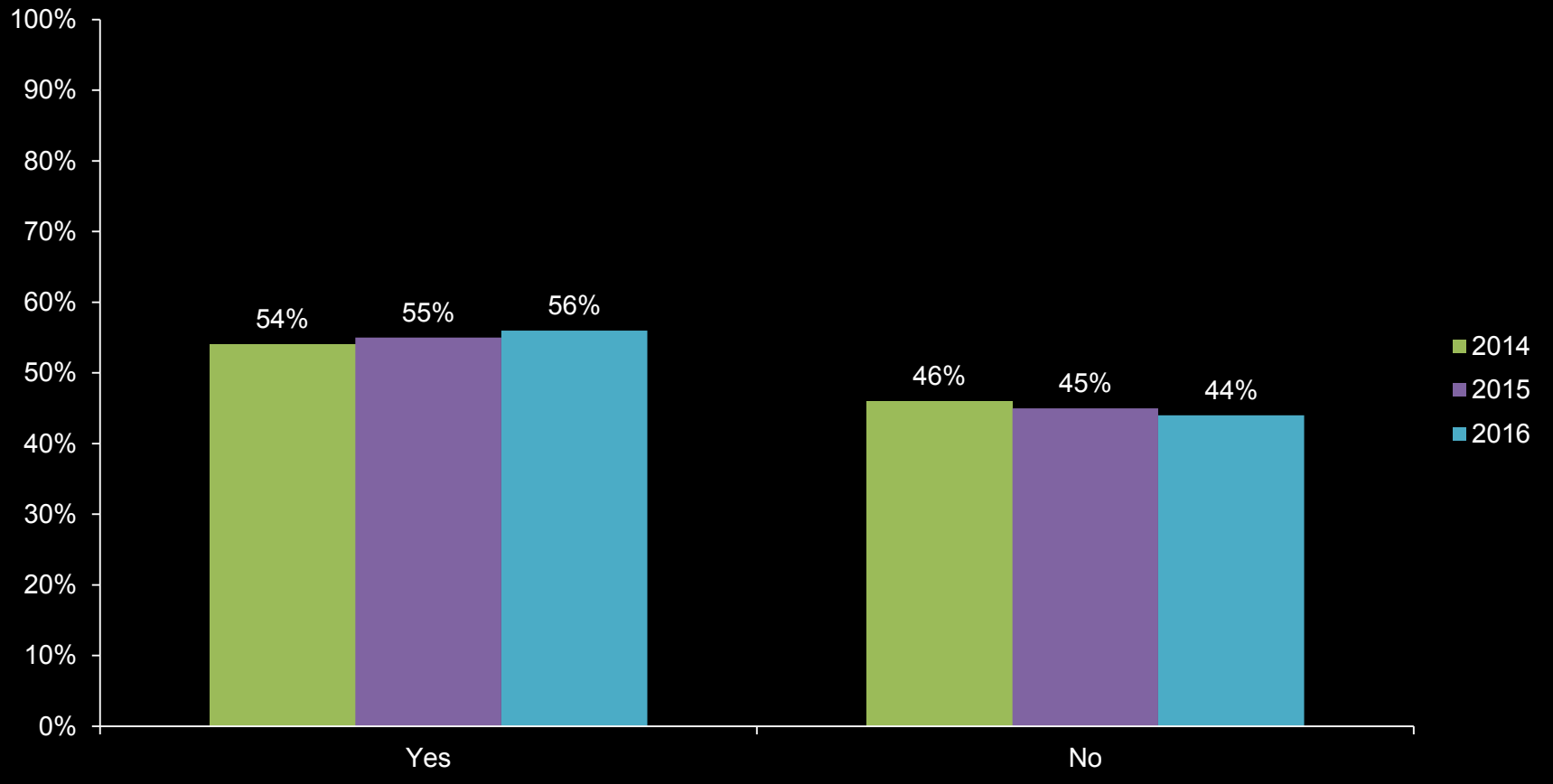
Q3. Reasons for not using SDS in last 12 months (all who used previously)



Seems to be some confusion as to who should be making the first move – 30% were waiting for someone to come to them.

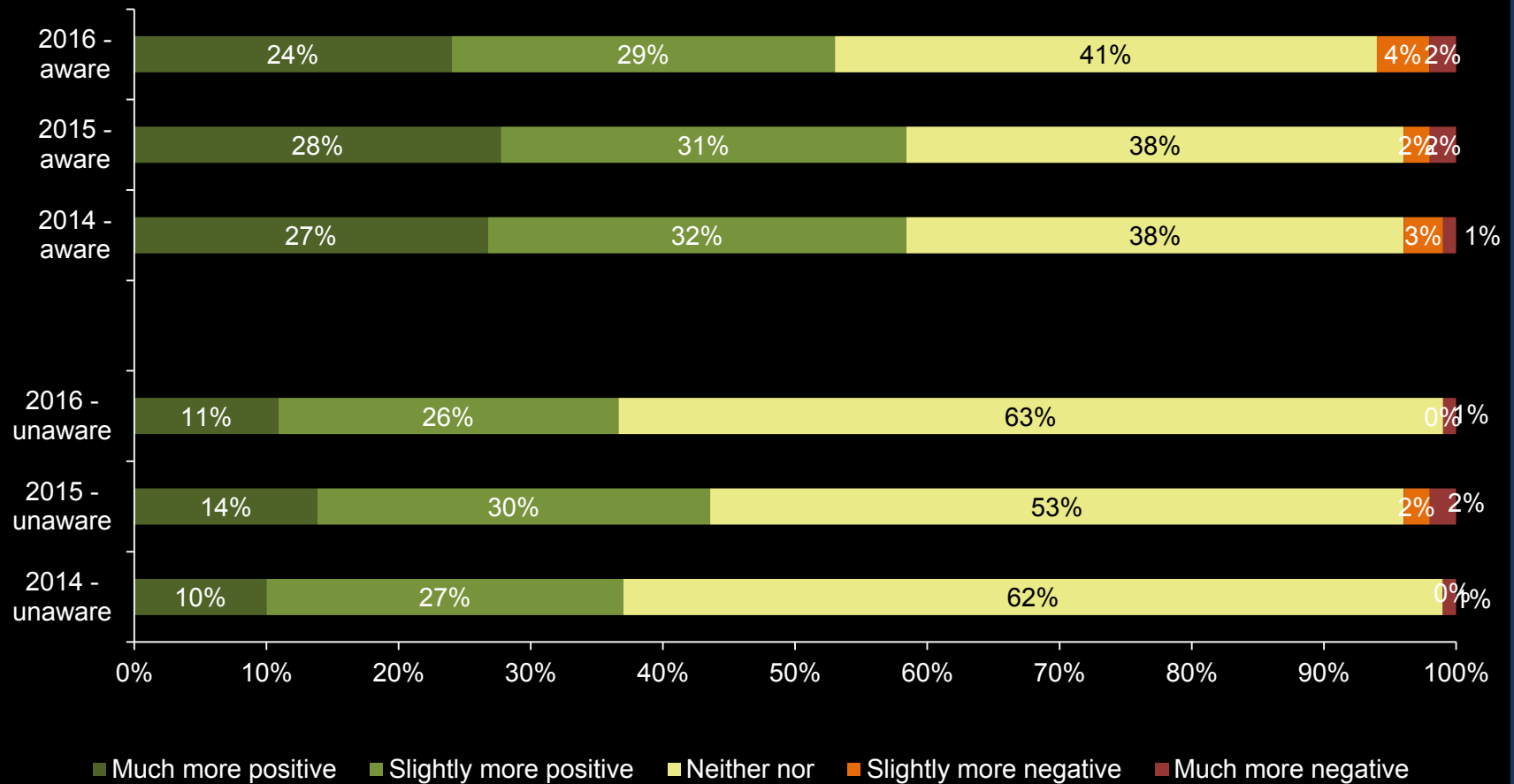
Accessible and Inclusive Learning Policy (AILP)

Awareness of the Accessible and Inclusive Learning Policy



Around half have heard of the AILP; pretty consistent

Impact of AILP on learning experience



Those who know about AILP are more likely to credit it as having a positive impact on their learning experience – need more promotion?

More details on impact of AILP

105 responses in 2016

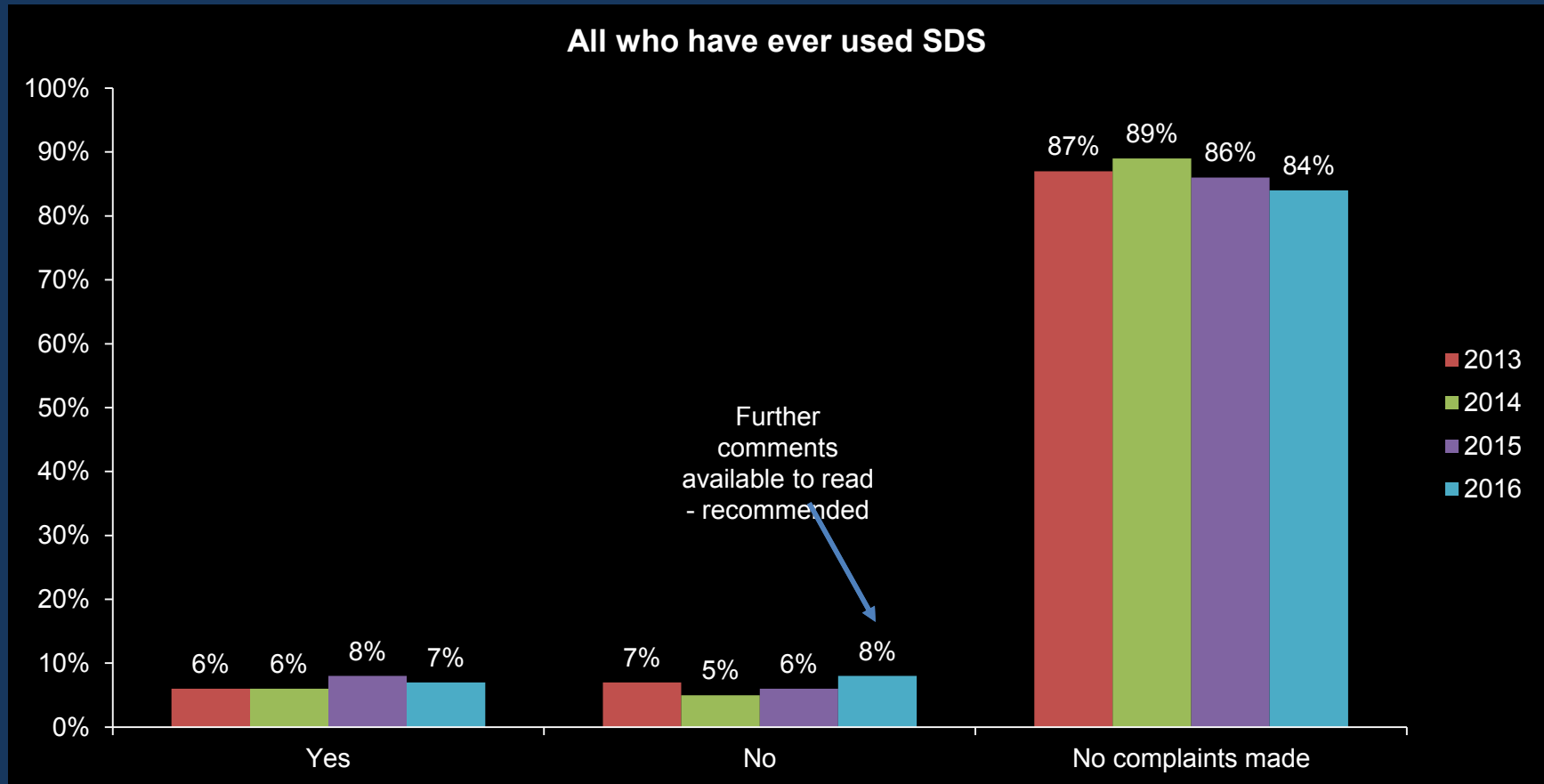
Same themes as before:

1. The policy is helpful when followed
2. The policy is not always followed – particularly points 1-4

The policy clearly has benefits for all - is there some way of ensuring compliance?

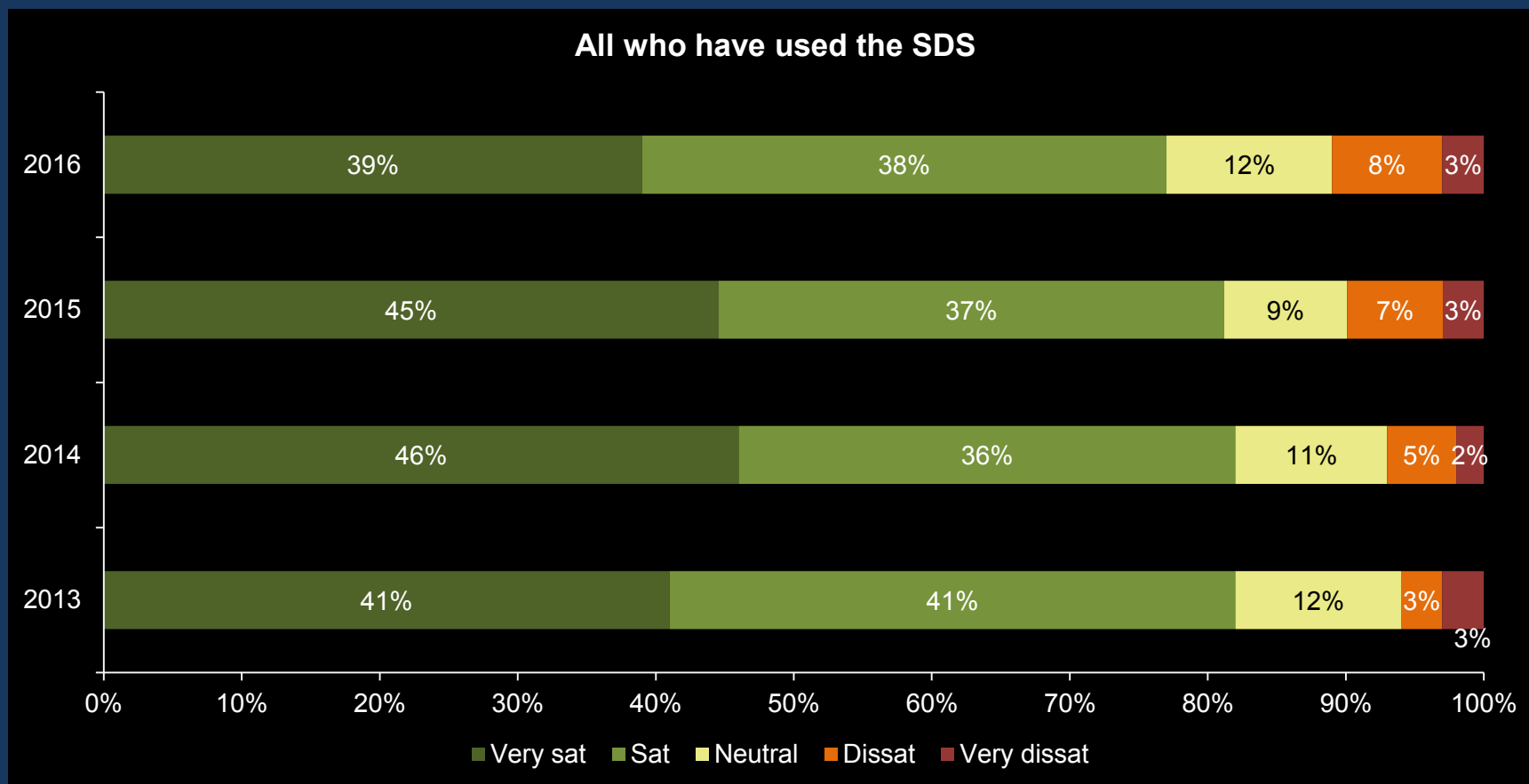
Overall questions

Q9. If you had cause to complain were your complaints handled constructively?



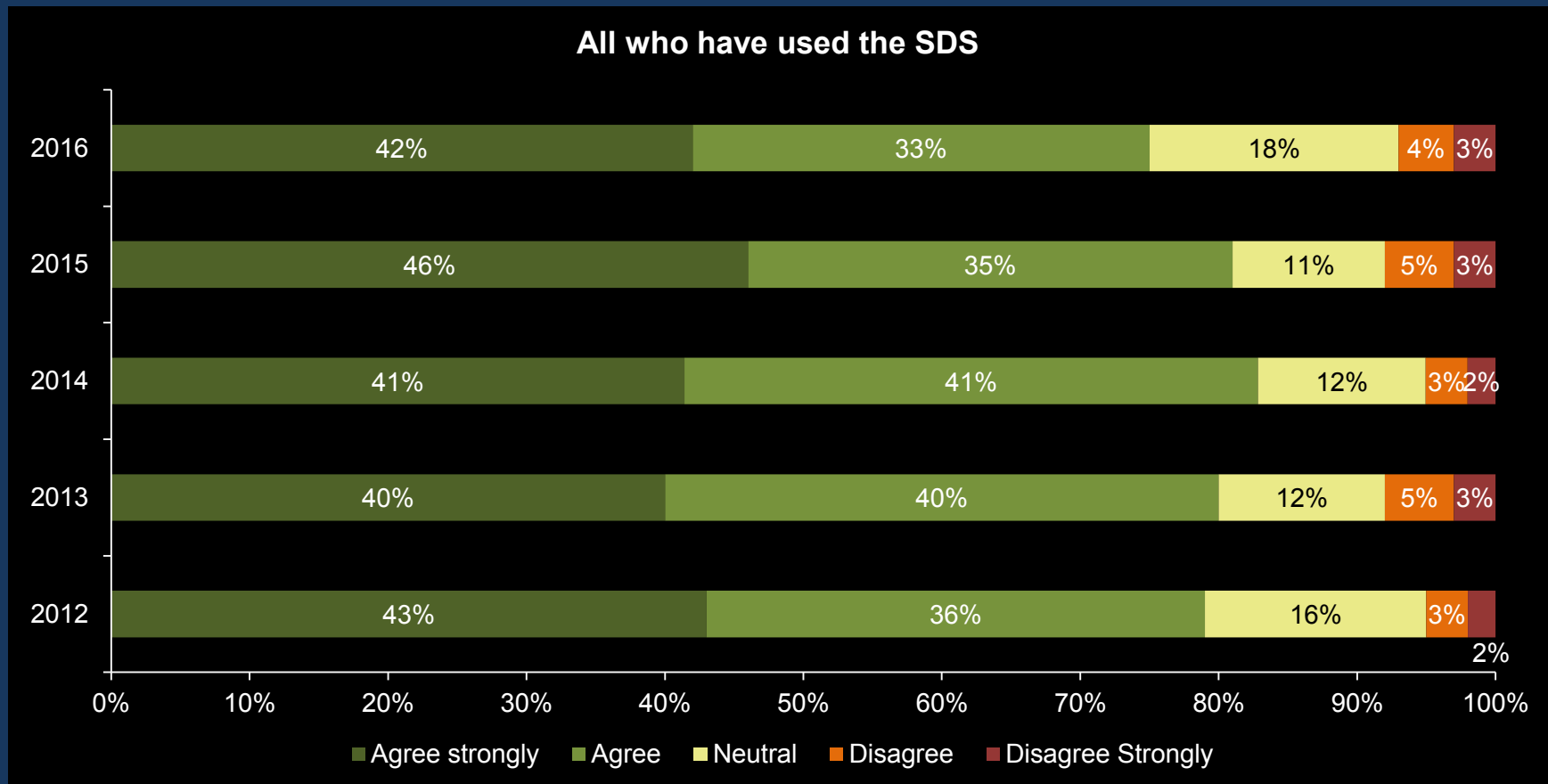
Most didn't make a complaint, but for those that did only half were handled constructively

Overall Satisfaction



c.80% overall satisfaction across all waves.
Dissatisfied % creeping up – one to investigate

Q13 The work of the SDS has contributed positively to my educational experience at the University of Edinburgh.



c. 80% agree that SDS has had a positive impact on their university experience. Small increase in ambivalence - investigate

Summary

Results - Exec Summary

- This is the 5th year the SDS survey has been run in the current guise. The results are relatively good, as they have been every year, with very little changing.
- This year, however, there has been a decision to review our current arrangements to support students with disabilities
- The question therefore, is what should the review focus on?
- This answer, as is clearly shown in this report, is:

“How can the University of Edinburgh enforce adjustments to be made in all areas to all students.”

Recommendations (2015)

- Think about setting some performance indicators:
 - Number of people receiving all adjustments in all classes
 - Satisfaction with mentors
 - Overall satisfaction
- Re-connect with Schools to reinforce your service, help them communicate the services on offer and boost the number of subjects where adjustments are being made in classes
- Send an email to all 1st years telling them what you offer and to get in touch if they would like more information (if you don't already)
- Promote the AILP more widely – can EUSA help?
- Look at the open-ended responses and implement potentially quick solutions to problems arising

END

Q11. Best elements of the SDS

As with previous years, the general gist was:

- Staff
- Support
- Accessibility
- It works

Q12. Elements of the SDS needing improvement

As with the highly rated elements of the service, those needing attention remain very similar:

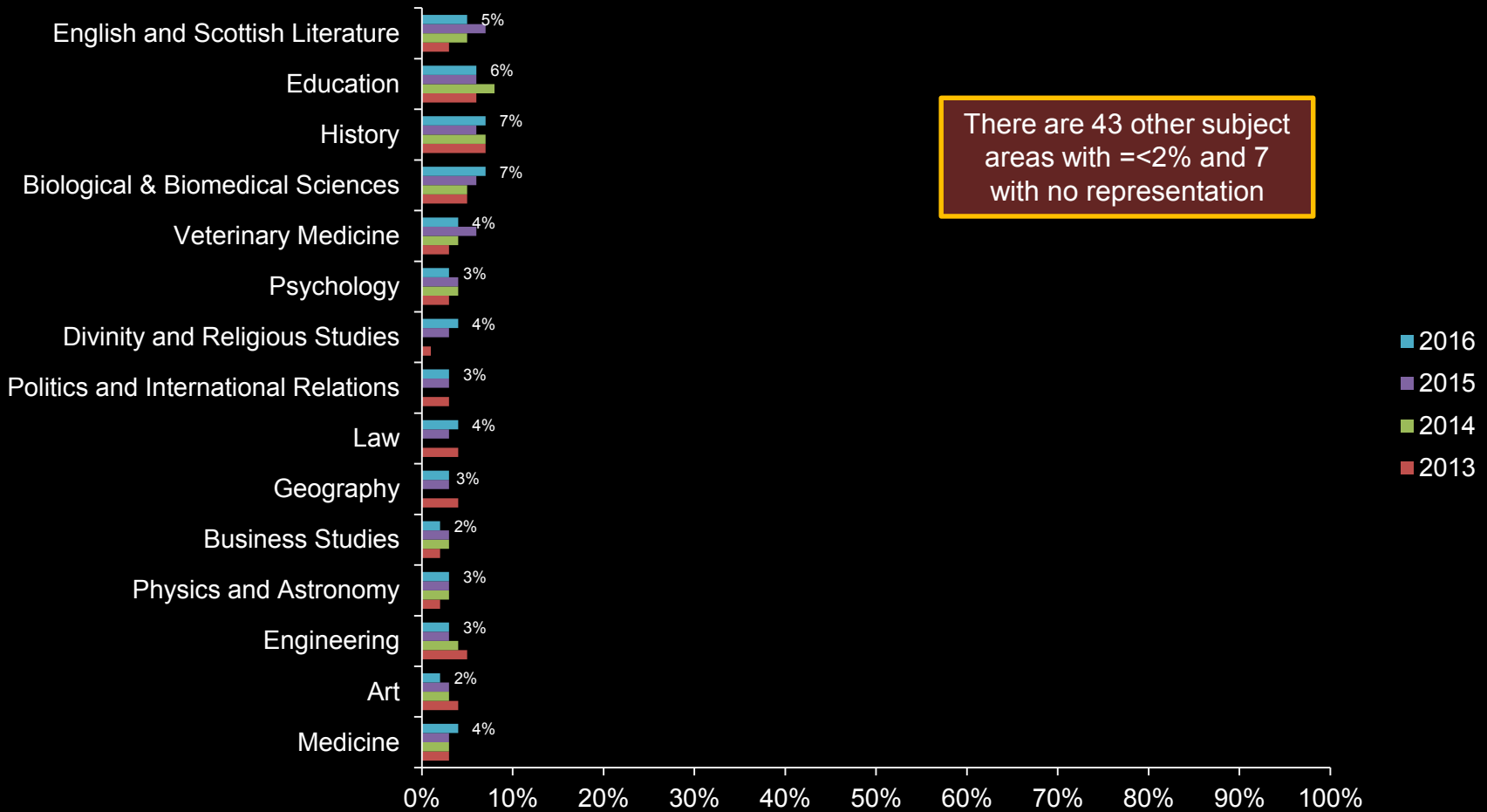
- Promotion of Services
- Communications
- Implementing adjustments
- Customer Service

Appendix 1

demographics

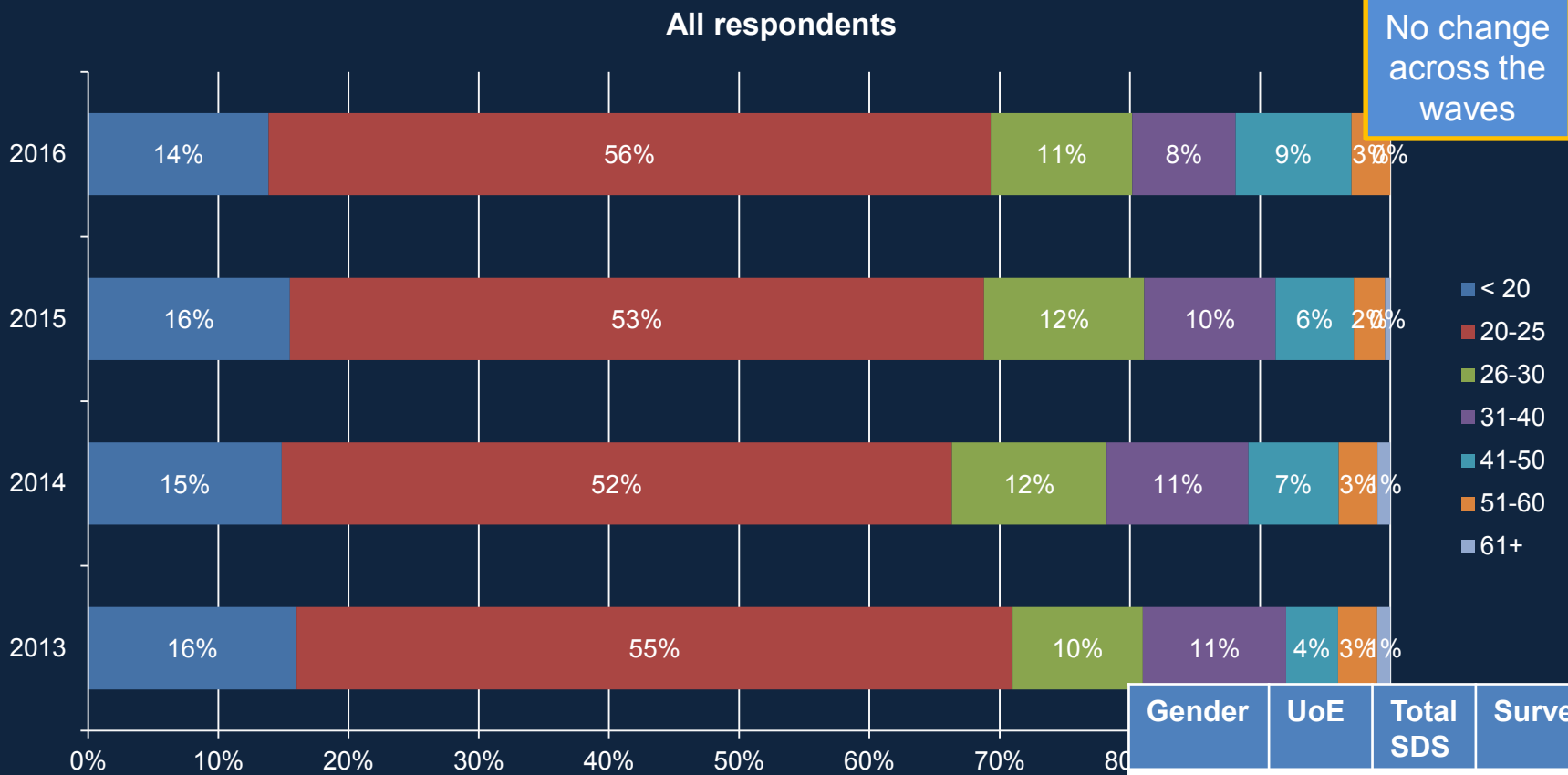
Q21. Subject area

All who have used SDS >2%



Students from across the university are represented.

Q22. Age

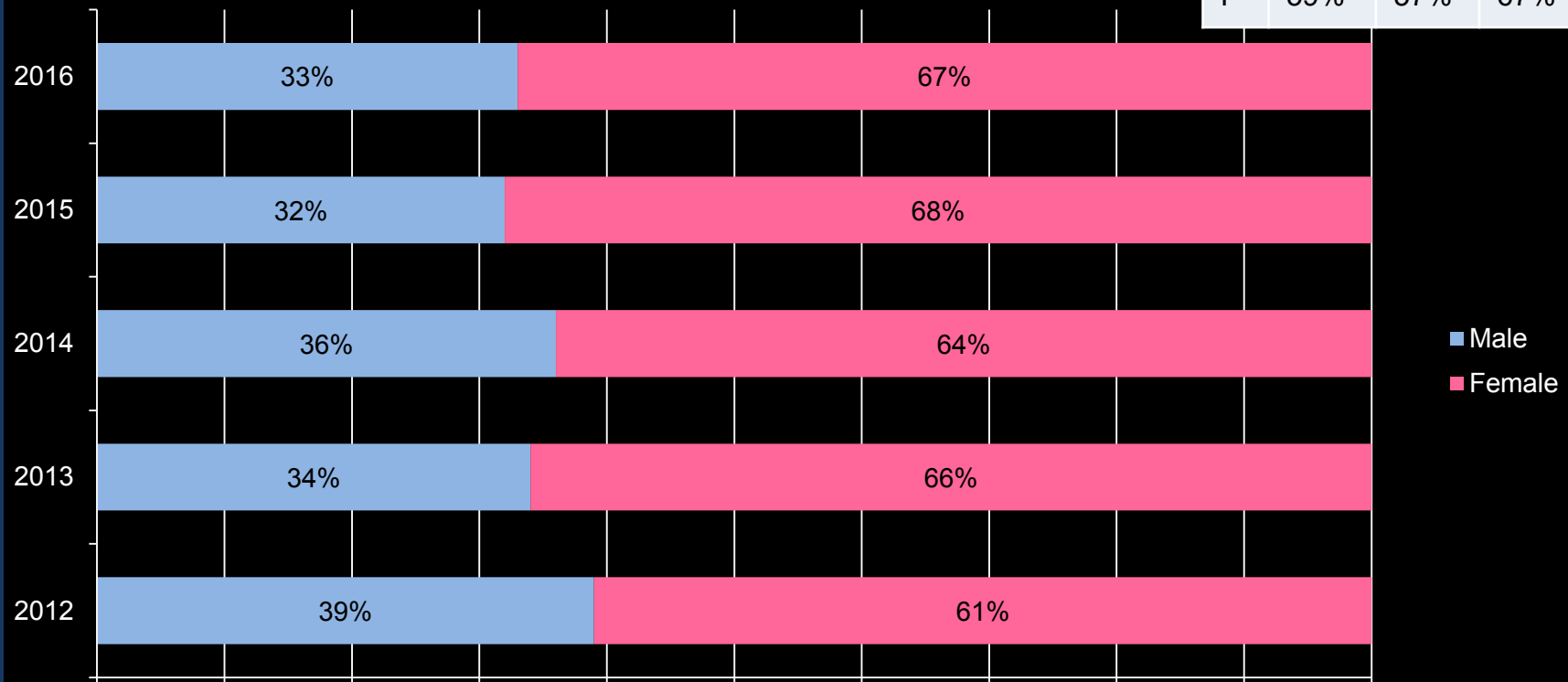


Survey is representative of SDS records, but still quite different from the University profile

Gender	UoE	Total SDS	Survey
<20	57%	13%	14%
20-25	20%	59%	56%
26+	23%	30%	31%

Q23. Gender split

	UoE	SDS	Survey
M	41%	43%	33%
F	59%	57%	67%



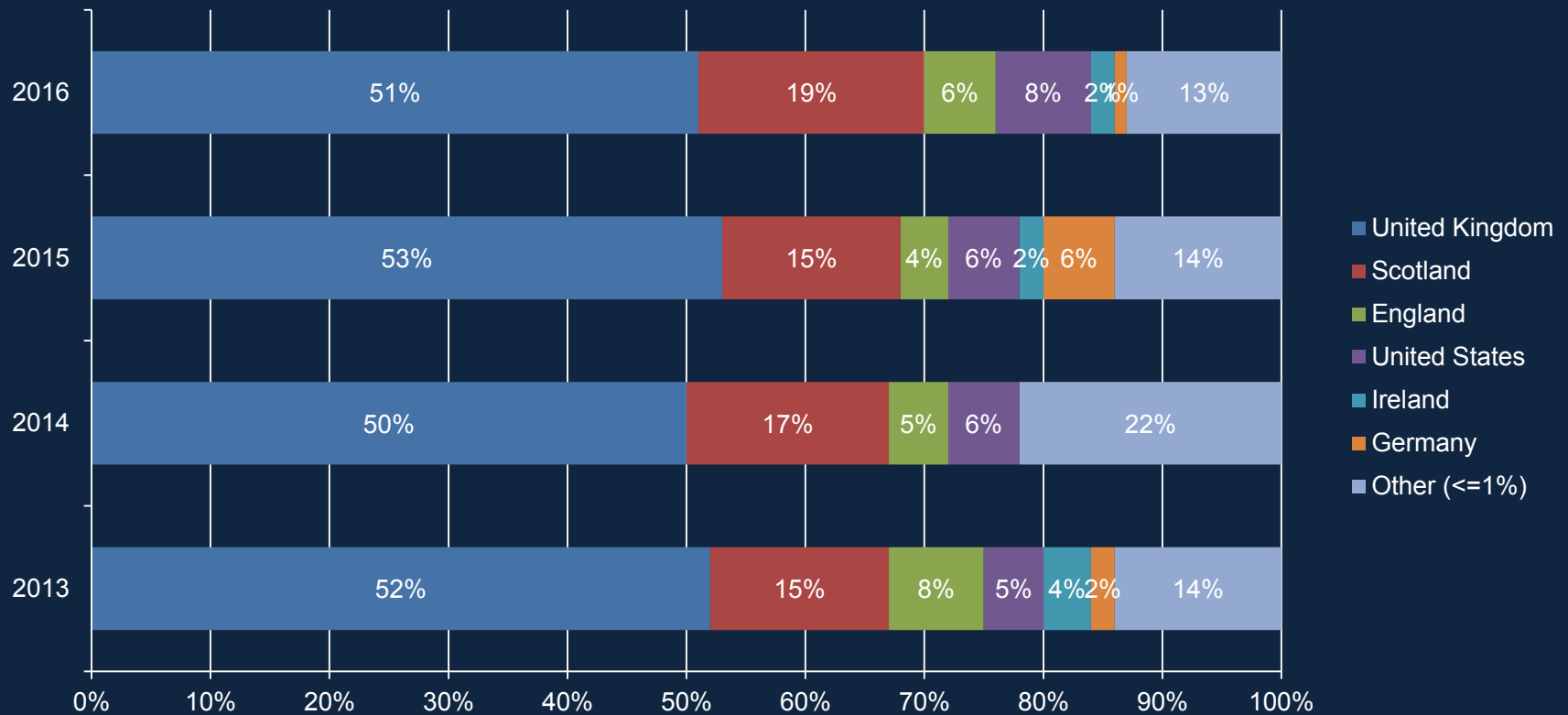
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Slight skew towards females in all years

Q24. Nationality

Region	UoE	Total SDS	Survey
UK	59%	79%	76%
Other	41%	21%	24%

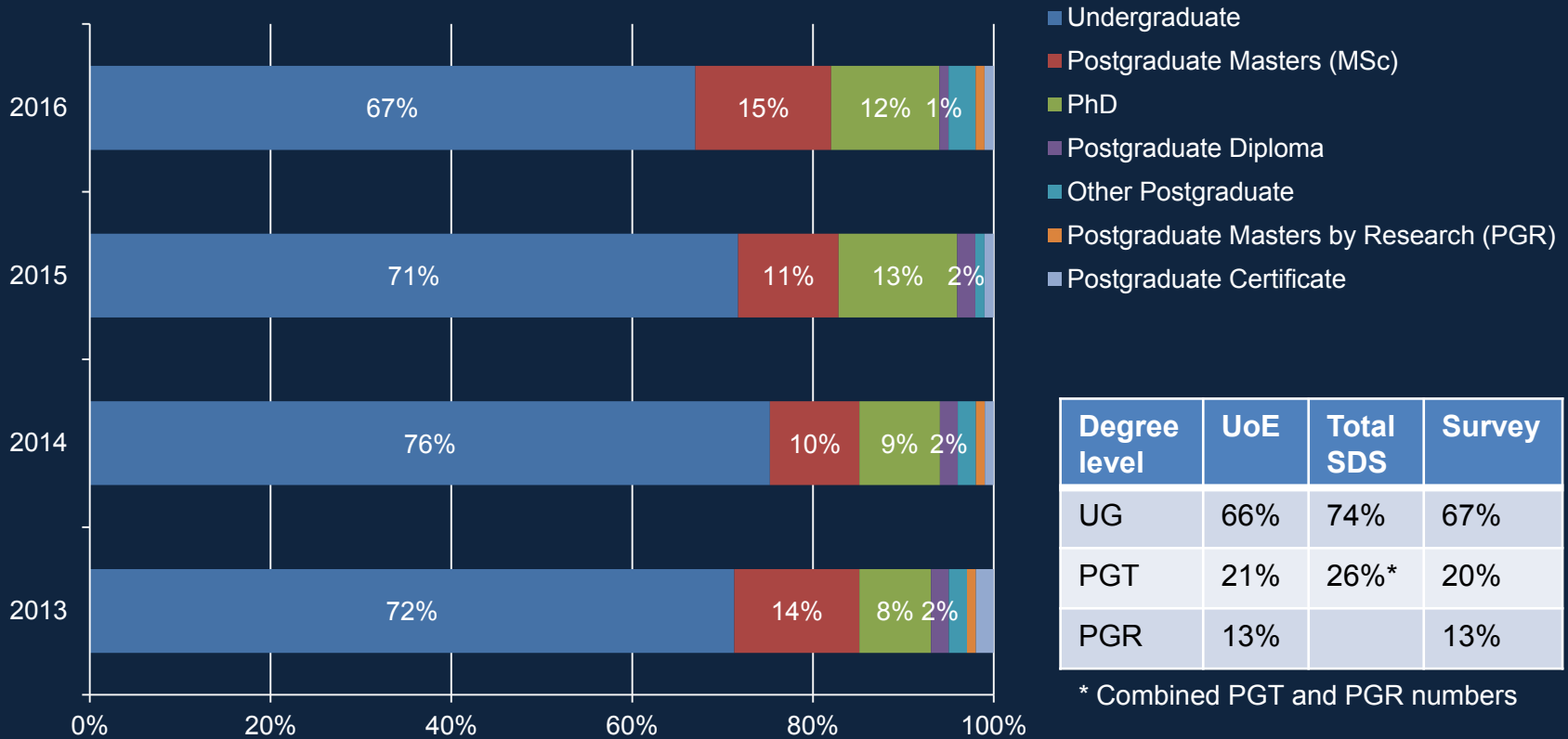
All respondents



Broadly representative of students registered with a disability. However, there is still under representation from outside the UK

Q26. Degree level

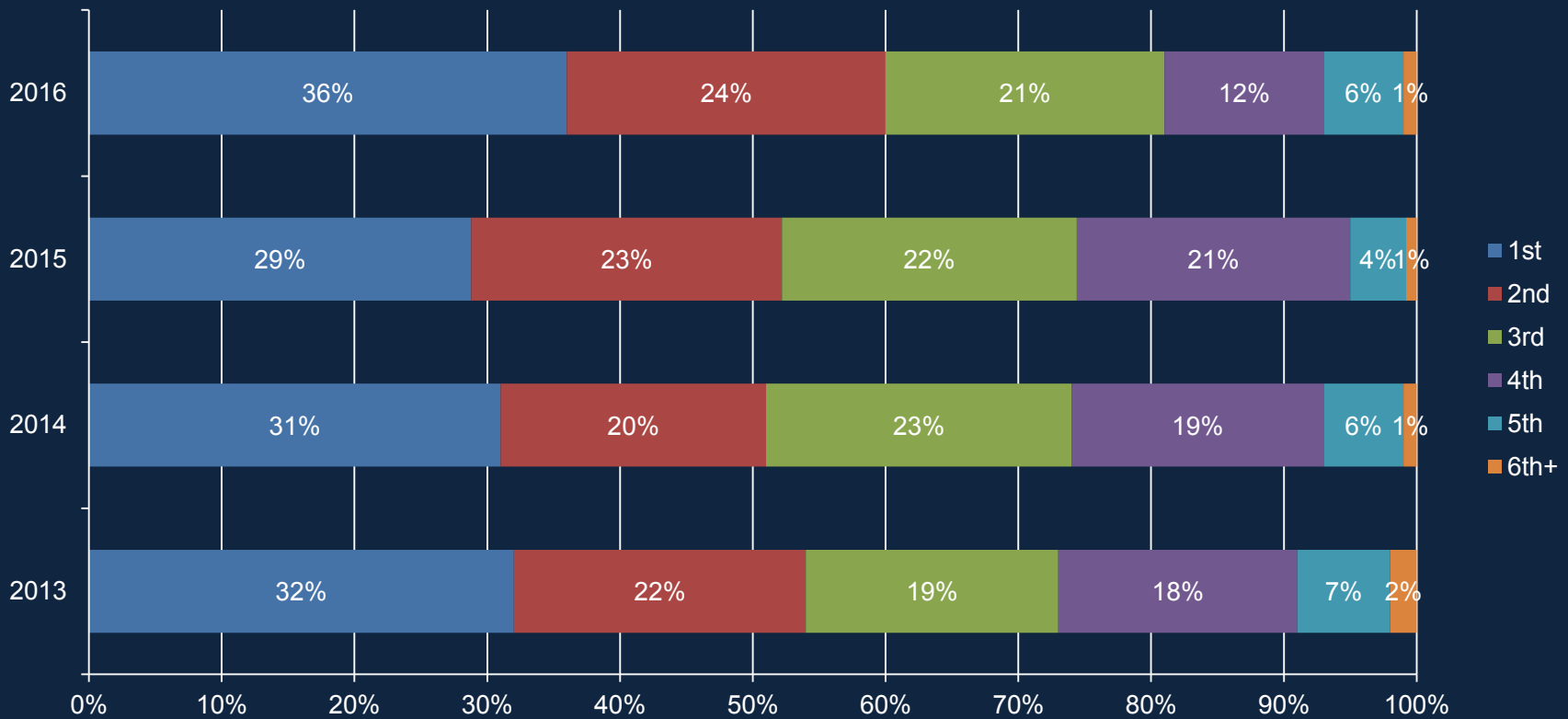
All respondents



Broadly representative across the degree levels

Q27. Year of study

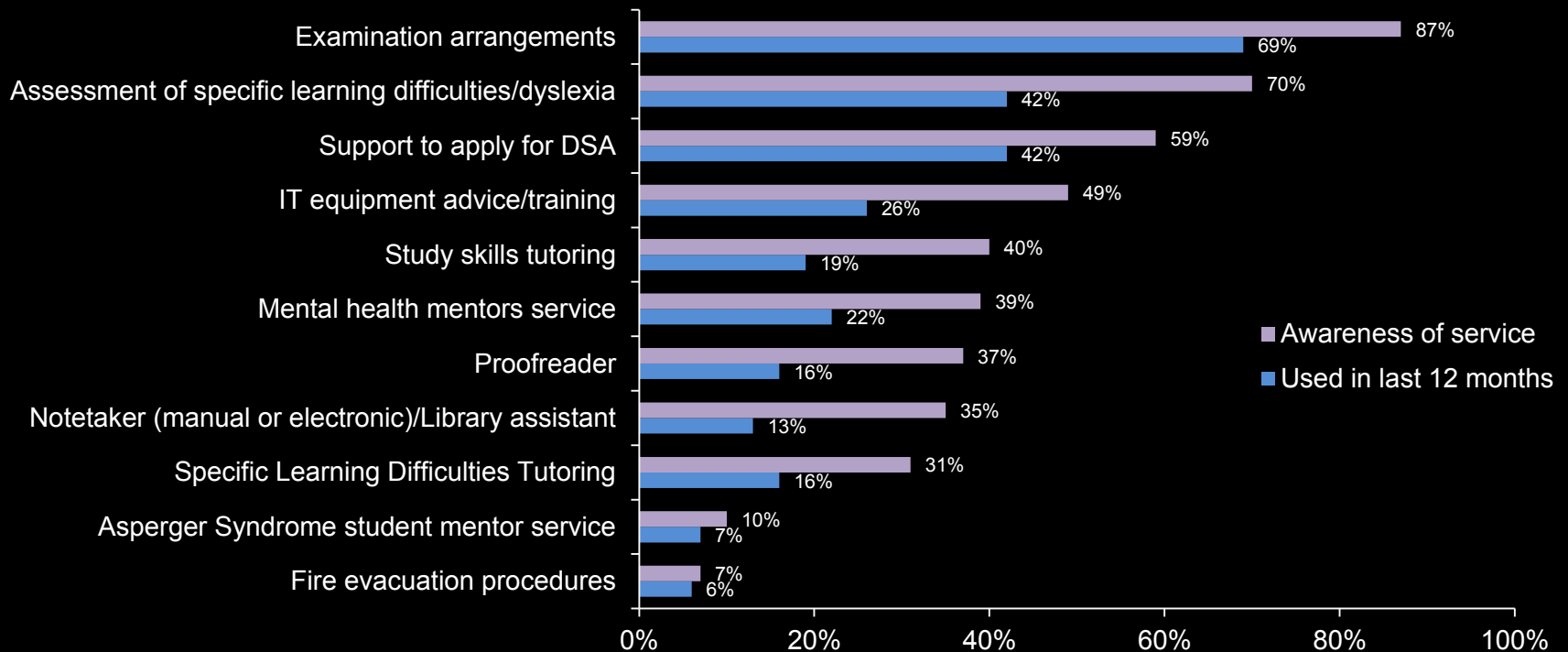
All respondents



University comparison data isn't available, but it is fairly safe to assume the numbers should be fairly similar across the years, with a slight bias towards year 1 (as shown here). Broadly similar across the waves

Q1, 4. Awareness of Services by usage

Prompted awareness



Investigate: Study skills, proofreader and notetaker

Appendix 2

Questionnaire

Thank you for agreeing to take part in this survey. Please answer all questions as completely and honestly as possible. All responses will be anonymous.

1. Please indicate which of the following services you are aware the Student Disability Service offer:

- Examination arrangements
- Support to apply for Disabled Students Allowance (DSA)
- Assessment of specific learning difficulties/dyslexia
- Study skills tutoring
- Specific Learning Difficulties Tutoring
- IT equipment advice/training
- Notetaker (manual or electronic)/Library assistant
- Proofreader
- Asperger Syndrome student mentor service
- Fire evacuation procedures
- Mental health mentors service

2. When was the last time you had contact with the Student Disability Service?

- In the last 12 months A year or more ago I have never used it Don't know

***3. I have not used the Student Disability Service in the last 12 months because: please tick all that apply**

- I did not believe that I required support from the Student Disability Service
- I was not aware of the existence of the Student Disability Service
- I was not sure what support was available
- No-one in my School advised me to contact the Student Disability Service
- I prefer to arrange my own support
- I thought the Student Disability Service would contact me
- Other (please specify)
-

4. Please rate the services you have used in the last 12 months:

Please rate each row

	Very satisfied	Quite satisfied	neither nor	Quite dissatisfied	Very dissatisfied	Not used
Examination arrangements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support to apply for Disabled Students Allowance (DSA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment of specific learning difficulties/dyslexia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study skills tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specific Learning Difficulties Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT equipment advice/training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Notetaker (manual or electronic)/Library assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proofreader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asperger Syndrome student mentor service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fire evacuation procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health mentors service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. How satisfied are you with the following aspects of the Student Disability Service:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Had no contact
Frontline Reception Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advisory Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support Assistant (eg notetakers, IT tutor etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify the Student Support Assistant role(s) you are rating, above e.g. Notetaker, Proofreader etc:

6. How satisfied are you with the Student Disability Service overall

- Very satisfied Satisfied Neutral Dissatisfied Very Dissatisfied

7. Did you have a Learning Profile set up in the last 12 months (a list of recommended adjustments such as extra time in exams)

- Yes No Don't know

The Student Disability Service recommends support and adjustments which are then implemented by Schools, Library Staff and/or Academic Registry, as appropriate. It is important for the Student Disability Service to know if these recommendations are not being carried out.

8. Did you receive the adjustments recommended in your Learning Profile?

- I received all adjustments in all courses
- I received all adjustments in some courses
- I received some adjustments in all courses
- I received some adjustments in some courses
- I did not receive any adjustments
- I don't know

9. If you had cause to complain in the last 12 months were your complaints handled constructively.

- Yes
- No
- No complaints made

10. Please give more details

11. Please list the best elements of the Student Disability Service

1.
2.
3.

12. Please list the areas most in need of improvement at the Student Disability Service

1.
2.
3.

13. To what extent do you agree or disagree with the following statement:

The work of the Student Disability Service has contributed positively to my educational experience at the University of Edinburgh.

- Agree strongly Agree Neutral Disagree Disagree strongly

14. Please give more detail here:

15. Over the course of your whole university career, at which points have you used the Student Disability Service? tick as many boxes as appropriate

- Prior to starting a new course
- In the first year
- In subsequent years
- At exam time
- Ongoing
- Have never used the Student Disability Service

16. How did you first find out about the Student Disability Service?

- I was sent information by the University.
- I was contacted by the Student Disability Service.
- From my Personal Tutor / PG Supervisor.
- From another member of staff.
- From another student.
- Other (please specify)

17. Why have you not used the Student Disability Service?

In September 2013 the University implemented an Accessible and Inclusive Learning Policy which mainstreams seven adjustments, previously recommended only for disabled students. This means that access to learning will be inclusive of all students, regardless of whether or not they have a disability or are being supported by the Student Disability Service. The seven mainstreamed adjustments are as follows:

1. Course outlines and reading lists shall be made available at least 4 weeks before the start of the course.
2. Reading lists shall indicate priority and/or relevance.
3. Lecture outlines or PowerPoint presentation slides for lectures/seminars shall be made available to students at least 24 hours in advance of the class.
4. Key technical words and/or formulae shall be provided to students at least 24 hours in advance of the class.
5. Students shall be notified by email of changes to arrangements/announcements such as changes to courses/room changes/cancellations.
6. Students shall be permitted to audio record lectures, tutorials and supervision sessions using their own equipment for their own personal learning.
7. All teaching staff shall ensure that microphones are worn and used in all lectures regardless of the perceived need to wear them.

18. Are you aware of the Accessible and Inclusive Learning Policy?

- Yes No

19. Would you say you have had a more positive or negative learning experience as a result of the Accessible and Inclusive Learning Policy?

- Much more positive Slightly more positive Neither positive nor negative Slightly more negative Much more negative

20. Please give more details on why your experience was more positive or negative

21. Please select your main subject area

22. Which of the following age brackets do you fall into:

- < 20 20-25 26-30 31-40 41-50 51-60 61+

23. Are you

- Male Female

24. Please select your nationality

25. In terms of the physical location, are you currently studying:

- On campus only Online only Online and on campus combined

26. What level of study are you currently undertaking?

- Undergraduate
 Postgraduate Certificate
 Postgraduate Diploma
 Postgraduate Masters (MSc)
 Postgraduate Masters by Research (PGR)
 PhD
 Continuing Professional Development (CPD)
 Other Postgraduate (please specify)

27. What year of study are you in at the moment?

- 1st 2nd 3rd 4th 5th 6th+

28. Which of the following statements is most true for you:

- I only use a PC
 I mainly use a PC and sometimes use a Mac
 I mainly use a Mac and sometimes use a PC
 I only use a Mac
 Other (please specify)

29. If you would like someone from the Student Disability Service to follow up on any comments made here please leave your name and email address below

Name:

Email Address: