



University of Edinburgh

Disability Office

Student Service Evaluation 2008/09

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1 Summary

All students who declared a disability in 2008/09 (1,868) were invited, through E-mail to complete one of two service evaluation questionnaires.

309 students who used the Disability Office completed a **user questionnaire** and 33 students who did not use the Disability Office completed a **non-user questionnaire**. The overall response rate was 18% which was a 2% rise on 2007/08. The reason for this increase could be attributed to issuing the survey earlier in the year in order to attract more students before the end of semester.

Mailed (approx)	DO user replies	DO non-user replies	Overall response rate
1882	309	33	18%

Table 1: Response Rate to Disability Office Users' Survey

The questionnaires have been developed over several years. This year the five categories in the importance and satisfaction section have been set consistently with last year - that is:

- 1 Very Unimportant, 2 Unimportant, 3 Neutral, 4 Important, 5 Very Important.
- 1 Very Unsatisfied, 2 Unsatisfied, 3 Neutral, 4 Satisfied, 5 Very Satisfied

This has enabled the possibility of a direct comparison between the last three surveys – that is: 2006/07, 2007/08 and 2008/09 and continues to be a more rigorous measure of the Disability Office's performance than those set in previous years.

1.1 User Survey

The user survey consisted of 21 closed questions concerning type and frequency of services used and the importance of, and satisfaction with, these services. In addition there were three mandatory questions, plus two open questions where students were asked to provide suggestions for improvements and comment on positive aspects of the Disability Office. Four questions were used to determine the demographics of the participants i.e. School, age, year of study, and if the respondents were undergraduate or postgraduate students. And one new question in this section this year asked how the student found out about the existence of the Disability office.

Drop down boxes and choice lists were used to make the survey easy to fill in.

1.2 Pattern of Use

309 students answered the demographics questions. The majority of respondents 222 (80%) were undergraduates with the largest group 63 (23%) being in their 3rd year.

56 (20%) of respondents were postgraduates with the majority (57%) of them in their first year. The remaining 43% (24 users) were spread through years 2 to 5.

Students ranged in age from 19 to 63, with the majority of students in the 19-24 age range.

Students attended all 21 Schools within the University. The two highest represented schools were 'Social and Political Science' with 29 students, and 'Philosophy, Psychology and Language Sciences' with 21 students.

The majority (53%) of students find out about the Disability Office from either information issued (from the university (30%) for example via emails, literature or the website, or from a staff member (23%).

While the majority (27.5%) of the Disability Office users made use of it in the first year of their course, 130 (23.6%) stated they made use of the it 'in subsequent years' and 127 (23.1%) stated 'Ongoing use'. 134 (43.2%) of those Users used the service between 2 and 5 times, the highest frequency of use category, with 74 (23.9%) reporting 'Once Only' and 67 (21.6%) reporting they used it '6 to 10 times'.

1.3 Overall Satisfaction

When asked to express their overall satisfaction with the Disability Office a very high proportion (86%) were either very satisfied (42.4%) or satisfied (43.5%). Only 8% (21 students) stated that they were unsatisfied. However individual satisfaction scores for 11 of the 14 rated services, when rated independently, have fallen from 2007/08.

87% (same as last year) of respondents thought that the Disability Office had contributed positively to their experience at the University, with 5% (+ 1%) replying that the office had a negative effect upon their educational experience.

Students were asked how complaints were handled. 57% (-7%) of students said that they had no opinion, 28% (- 5%) said that complaints were handled constructively, with 5% (+1%) of students unhappy with the handling of their complaints.

Students were asked in what ways they were supported.

The highest areas of support reported were:

Learning Profile	231	75%
Examination arrangements	225	73%
DSA application	167	54%

The lowest areas of support were:

Liaison with other staff	6	2%
Fire evacuation procedures	6	2%
Physical access	4	1%

1.3.1 Importance of and Satisfaction with Services

The main body of the survey asked students for their opinion on the importance of each service offered by the Disability Office, including three mandatory questions: ‘accuracy of information’, ‘ease of initial contact’ and ‘availability of advisory staff’ and for their level of satisfaction with these services.

1.3.1.1 Importance of Services

Services considered most and least important are given below. A scale of 5: very important to 1: very unimportant, was used.

Importance			
	Rank	Number of respondents	
Examination Arrangements	1	217	Most Important
Finding Personal Assistants	2	31	
SpLD Assessments	3	135	
Links with Accom. Services	12	6	Least Important
IT Equipment Advice	13	84	
Fire Evacuation Procedures	14	6	

Table 2: Most Important / Least Important

1.3.1.2 Satisfaction with Services

Services with the highest and lowest satisfaction ratings are given below. A scale of 5: very satisfactory to 1: very unsatisfactory, was used.

Satisfaction			
	Rank	Number of respondents	
Exam Arrangements	1	215	Most Satisfied
SpLD Assessments	2	133	
DSA Applications	3	160	
Links with Accom. Services	12	6	Least Satisfied
Physical Access	13	4	
Liaison with other staff	14	6	

Table 3: Most Satisfied / Least Satisfied

1.4 Reasonable Adjustments (Learning Profile)

This part of the survey was introduced in 2007/08 to assess how successfully the Adjustments Process has been implemented for each student with a declared disability.

1.4.1 Did you receive the recommended Adjustments?

2% of those assigned a Learning Profile stated they had not received the recommended adjustments, while a further 4% didn't know if they had or had not. The remaining 94% all

received at least some of their adjustments with the majority of students (54%) receiving all adjustments in all pertinent courses.

1.4.2 Were you satisfied with the Adjustments?

77% (160) of respondents were either very satisfied (41%) or satisfied (36%) with the adjustments they received and 9% were either unsatisfied (8%) or very unsatisfied (1%). The remaining 14% of students were neutral.

1.5 Open Questions

Respondents were asked for suggestions to improve services and to give a positive comment concerning the Disability Office.

1.5.1 Suggestions for Improvement

The four most common suggestions for improvement were:

- 15 requests for Liaising with other university staff/services including: enforcing agreements, raising awareness of various disabilities.
- 15 users requested more helpful and/or friendly front desk staff.
- 11 requests for a system that automatically follows up on the progress of students once registered with the DO.
- 11 users requested an improved appointment system for meeting with DO staff.

Examples from the above four are:

“Information leaflets on the various disabilities people may have (I say this every year). Informing academic staff about various disabilities. There are others apart from dyslexia.”

“The people who work on the desk and very unwelcoming and is the reason i do not like coming in.”

“Keep contact with students who do not actively keep contact themselves - like a 'check up'. Some people tend to suffer in silence.”

“More evening slots at the start of the academic year as fitting in appointments around lectures can prove difficult for those with 'fuller' timetables.”

1.5.2 Positive comments

Students were asked to make a positive comment on the Disability Office. 220 (71%) respondents were happy to make positive comments, with only 1 student stating they had no positive comments to make.

Typical comments were:

“A high effort was made to ensure that the requirements for my exams were in place prior to my exams, which was much appreciated.”

“For me it is the best and most useful service of Edinburgh University. A part of my huge progress on my studies is due to the service I use in the Disability office.”

1.6 Non User Survey

The non-user survey aimed to find why students with a declared disability had not used the service. 33 students completed the non user survey.

1.6.1 Reasons for non use of DO service

As with the 2007/08 report the top reason in this year's survey for non-use is that they did not need the service (26 users, 48%). A further 17% (9) of respondents stated they were unsure of the support.

1.6.2 Suggestions for making the Disability Office more accessible

7 of the 8 suggestions received, concerned each student's lack of knowledge of the services offered within the Disability Office. Suggestions were focussed on issuing informative literature. This opposes the findings in section 2.1.4, where 53% of students found out about the DO from literature issued.

1.7 Long Term Trends

There are seven trend graphs where, for relevance and clarity, 3 years historical data is displayed on each graph, with the exception of "Satisfaction with Learning Profile", which is new this year and has only 2 years historical data to display.

1.7.1 Response Rate

The response rate for 2008/09 has increased by 2% to 18%. There was also an increase in the number of students registering as disabled, with 179 more in 2008/09 than in 2007/08.

1.7.2 Pattern of Use

The graph shows that there has been a fall in the percentage of students that use the service in each of the five categories. The order of the top 3 of categories remains the same as in 2007/08; however there is a 16% minimum drop in the percentage use. This is worth investigating to determine if this is a positive trend, with for example the students' needs being met more quickly, or if it is a negative situation possibly created by the second top category reported in section 2.5.5.

1.7.3 Use of Services

The Use of Services graph shows 'Learning Profile', as the most popular service, followed by 'Examination Arrangements'. While most services are being used less than in 2007/08 there are some where the opposite is true namely: 'Learning Profile', 'DSA Application', 'SpLD Assessment' and 'Finding Personal Assistants'.

1.7.4 Importance of Services

All of the services must be important to be selected. However the top four: Examination Arrangements, Finding PAs, SpLD Assessments and DSA Application are consistently in the top 5 each year.

1.7.5 Satisfaction with Services

There has been a decrease in satisfaction scores in 11 of the 14 services rated from 2007/08 till 2008/09. One area where there has been slight improvement is in SpLD Assessment where there was an increase of 0.02 in the average score.

1.7.6 Satisfaction with Learning Profile

1.7.7 Overall Satisfaction

The combined overall satisfaction score for 2008/09 at 85.9% is an increase of 0.8% from 2007/08 (85.1%). This is a welcome increase after a 3.4% dip last year.

1.8 Conclusion and Recommendations

There are a number of positive aspects to come out of this year's survey, for example the 2% increase in response rate and the increasing numbers of disabled students registering with the Disability Office.

As with previous years the majority of people who use the Disability Office are very satisfied with their experiences. The positive comments far outweigh the negative and the DO is clearly a highly valued and very busy service. This is reflected in the overall satisfaction scores; however there is a decline in the individual satisfaction scores for 11 of the 14 rated services. This should be investigated further to understand the reasons why and to ensure that it does not become a trend.

There are more users registering with the DO, but the frequency of use has declined from previous years and again, this needs to be pursued to ensure that it is indeed a positive result and not the outcome of any negative factors.

The questions relating to the Learning Profile should be re-worded in the next survey in order to compare this with other services within the importance and satisfaction tables.

The Disability Office should continue to look at its marketing materials and strategy to ensure it is reaching out to its intended audience.

2 Detailed analysis of survey

2.1 Profile of Students

Each question has been analysed to determine the profile of respondents.

2.1.1 Age

Figure 1 gives a breakdown of the ages of students.

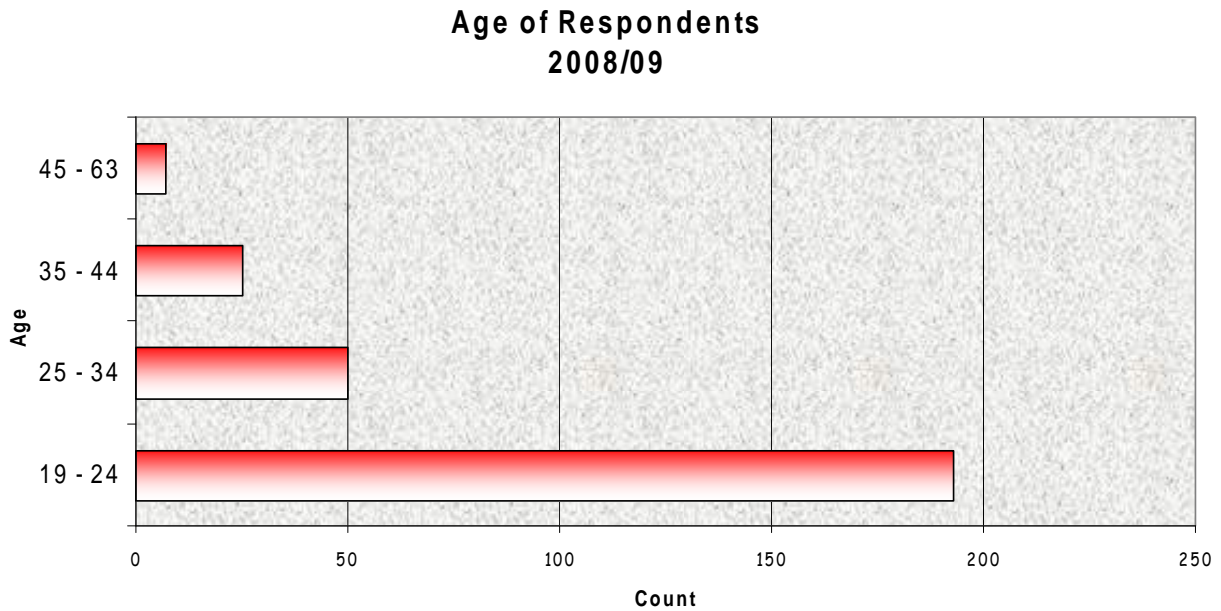


Figure 1: Age of Students

Figure 1 shows that respondents ranged in age from 19 to 63, with the majority of students in the 19-24 age group.

2.1.2 Year of Study

Figure 2 gives a breakdown of year of study of respondents for both postgraduates and undergraduates. In 2008/09 the split between Postgraduate and Undergraduate students using the DO was 20% (Postgraduate) to 80% (Undergraduate). The graph shows, for undergraduate respondents, the majority (23%) are in Year 3 of their course with Year 1, Year 2 and Year 4 students all closely represented 18, 20 & 19% respectively. This is a completely different picture from last year where the majority of users were in their 1st year of study. The Postgraduate picture for this year is very similar to 2007/08 with the majority of users (12%) in their 1st year and a sharp drop in second year (3%) with subsequent years gradually declining.

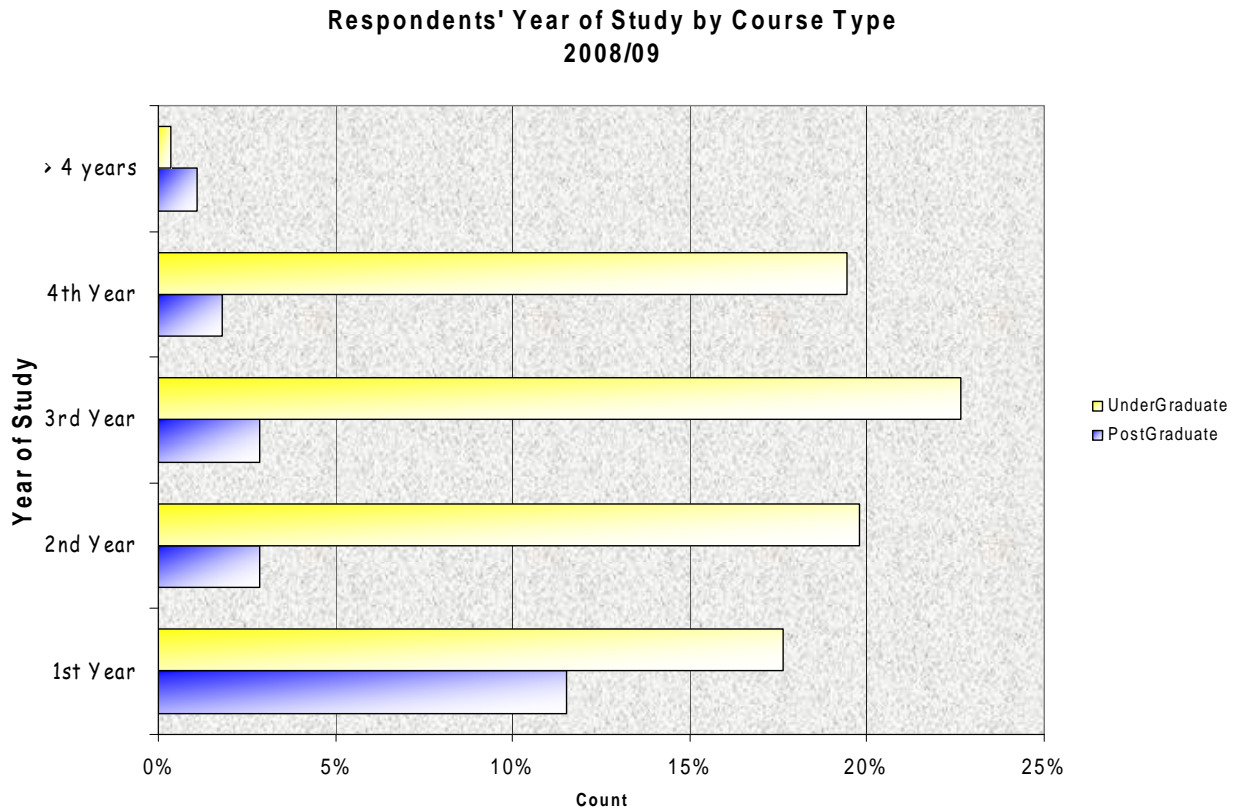


Figure 2: Respondents year of study

2.1.3 School Attended

Figure 3 illustrates that students using the Disability Office attended all 21 Schools within the University. The two highest represented schools were 'Social and Political Studies' with 29 students and 'Philosophy, Psychology and Language Sciences' with 21 students.

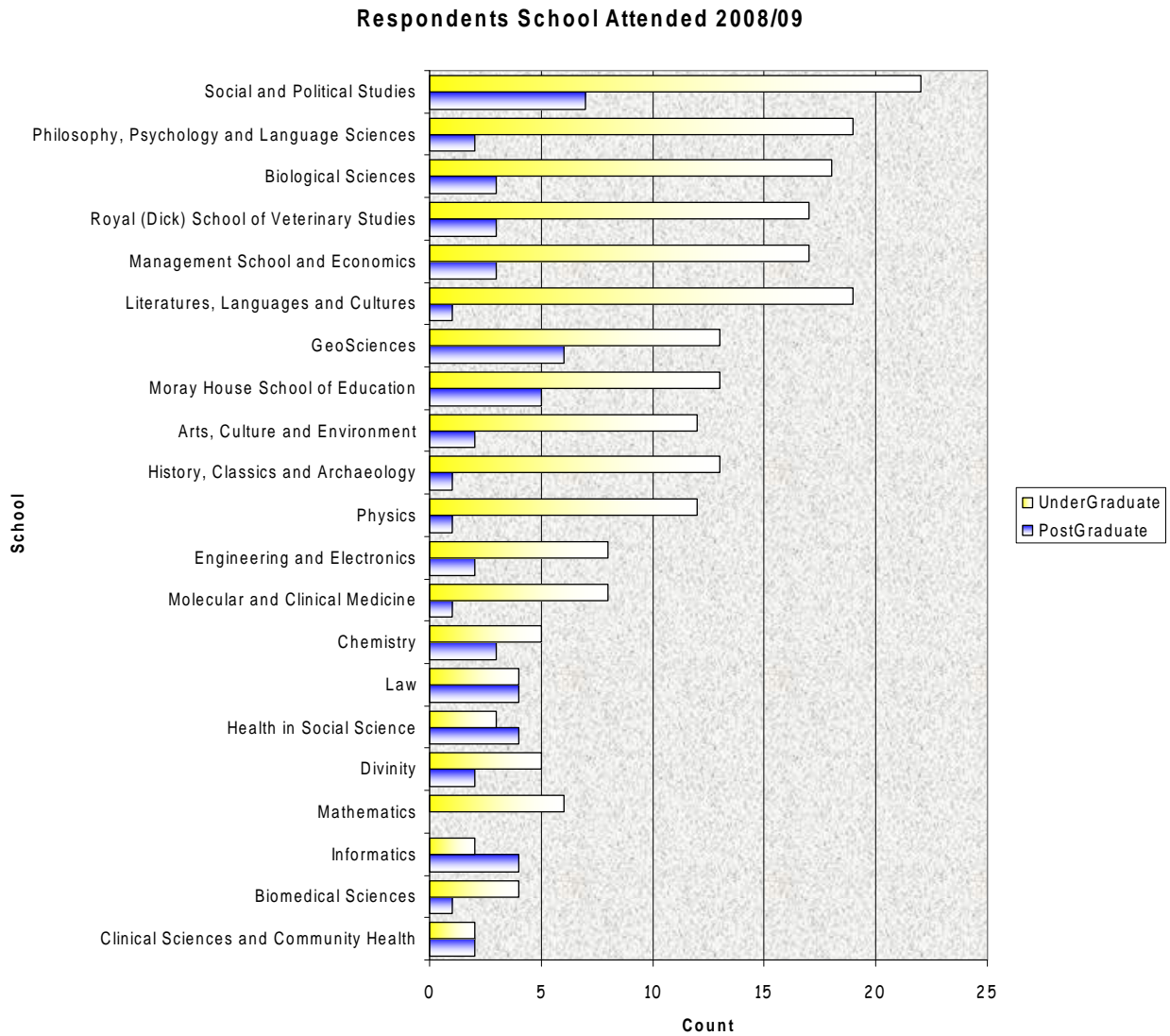


Figure 3: Respondents School Attended

2.1.4 How did you find out about the Disability Office?

A new question this year was designed to determine the source of how the students become aware of the DO's existence and services. The respondents were asked where they had found out about the Disability Office. Their responses are shown in Figures 4 and 5 below. Figure 4 is a breakdown of the 5 options made available to them and Figure 5 is a breakdown of the 'other' column, whereby the students could enter free text if the other 4 categories didn't match their source.

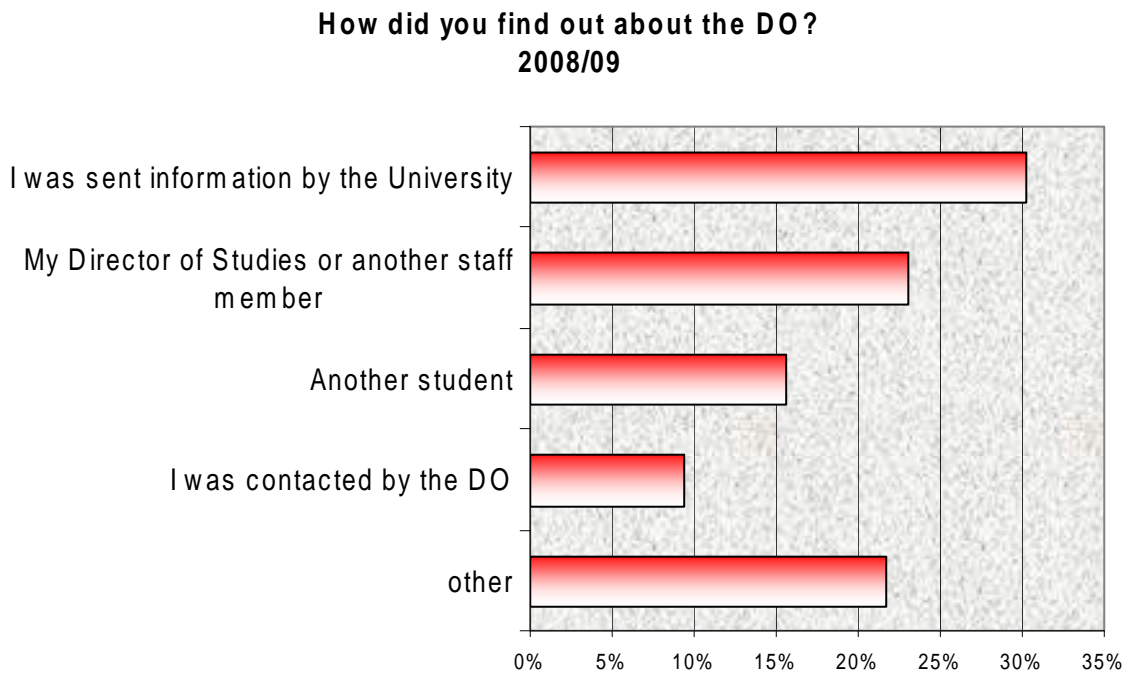


Figure 4: How did you find out about DO?

Figure 4 shows that the majority of students are informed about the services of the DO via the university itself, either by information (literature, emails) being sent out (30%) or by another staff member (23%).

Figure 5, below, is a breakdown of the 'other' category, which was the third largest (22%) group in Figure 4. It shows that the majority of students in this category have either used their own initiative (34%) to find the DO, or been alerted to it via an official body i.e. their previous school, their GP or counselling service (31%). 13% of 'others' discovered the DO when walking by the office, while another 13% found out about it by either the university website or its open day. The remaining 9% had previous knowledge.

**'Other' Sources of leads to DO
2008/09**

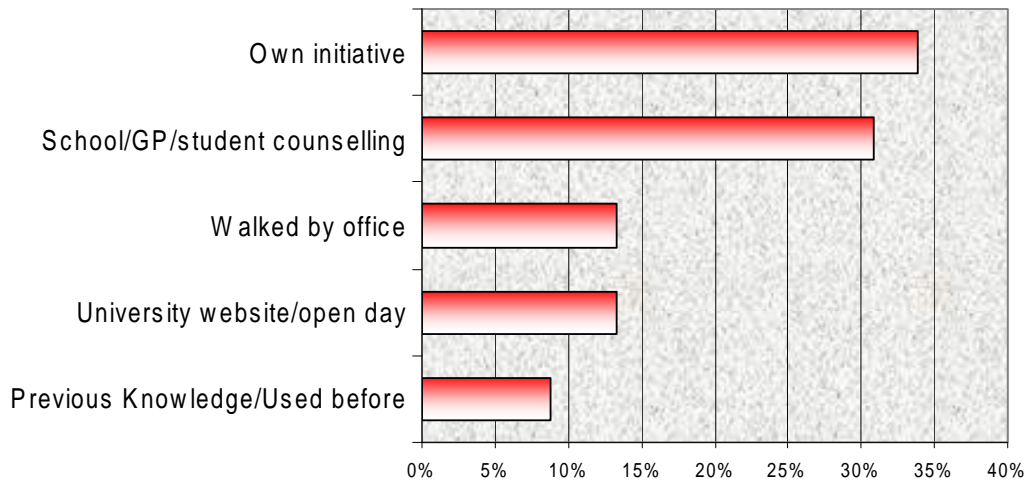


Figure 5: Breakdown of 'Other'

2.2 Use of service

2.2.1 How often have you used the services of the Disability Office?

Figure 6 gives the breakdown of responses by student type. Like last year, the graph clearly shows that both Undergraduates and Postgraduates mainly use the office between 2 and 5 times. Similarly the following 2 most common bands, for both Undergraduates and Postgraduates, are the options '6-10 times' followed very closely by 'Once Only'.

Frequency of Use 2008/09

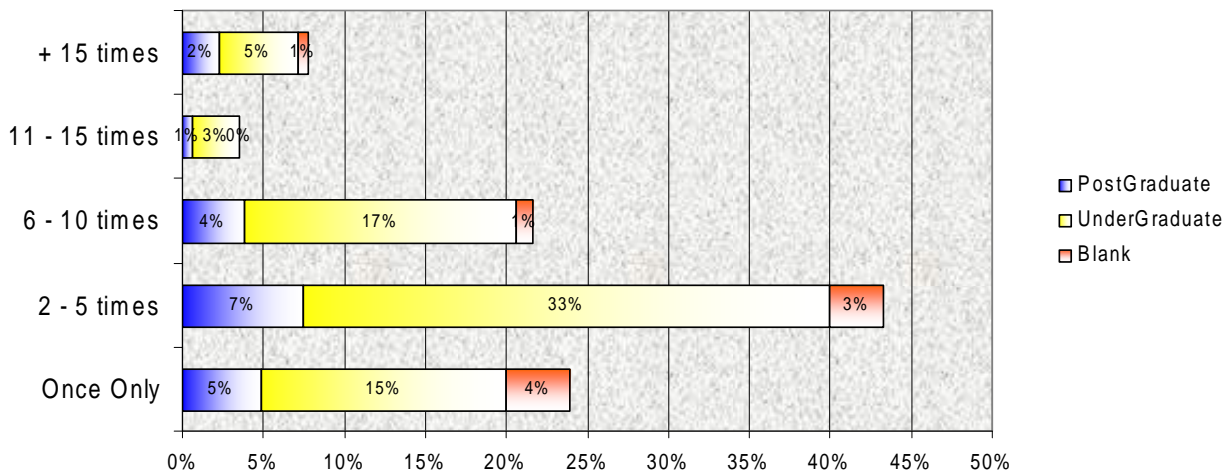


Figure 6: Frequency of Disability Office use %

2.2.2 When did you use our service?

Figure 7 shows the breakdown of responses for 2008/09 to the question “When did you use the service?” with respondents being asked to tick as many boxes as applicable. “In the first year” remains the most popular response with 151 uses while “In subsequent years” and “Ongoing Use” very closely follow in second (130) and third ((127) place respectively.

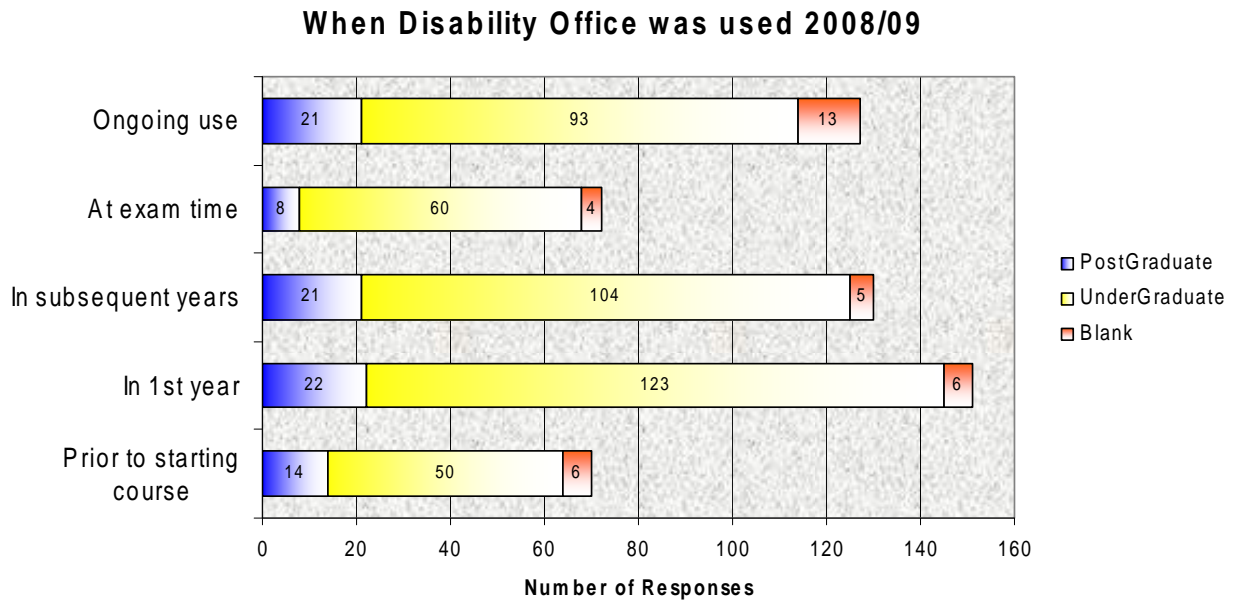


Figure 7: When students used the service

2.2.3 Which parts of the service did you use?

The breakdown of support provided by the Disability Office is given in Figure 8. Learning Profile which was a new service last year has shown to be the most popular service in 2008/09 being used by 75% of the respondents. This is closely followed by Exam Arrangements (73%). The next three services were all used by between 20% and 55% of the users, they are: DSA Application (54%), SpLD Assessment (46%) and IT equipment advice (28%). The remaining services were all utilised by less than 20% of respondents

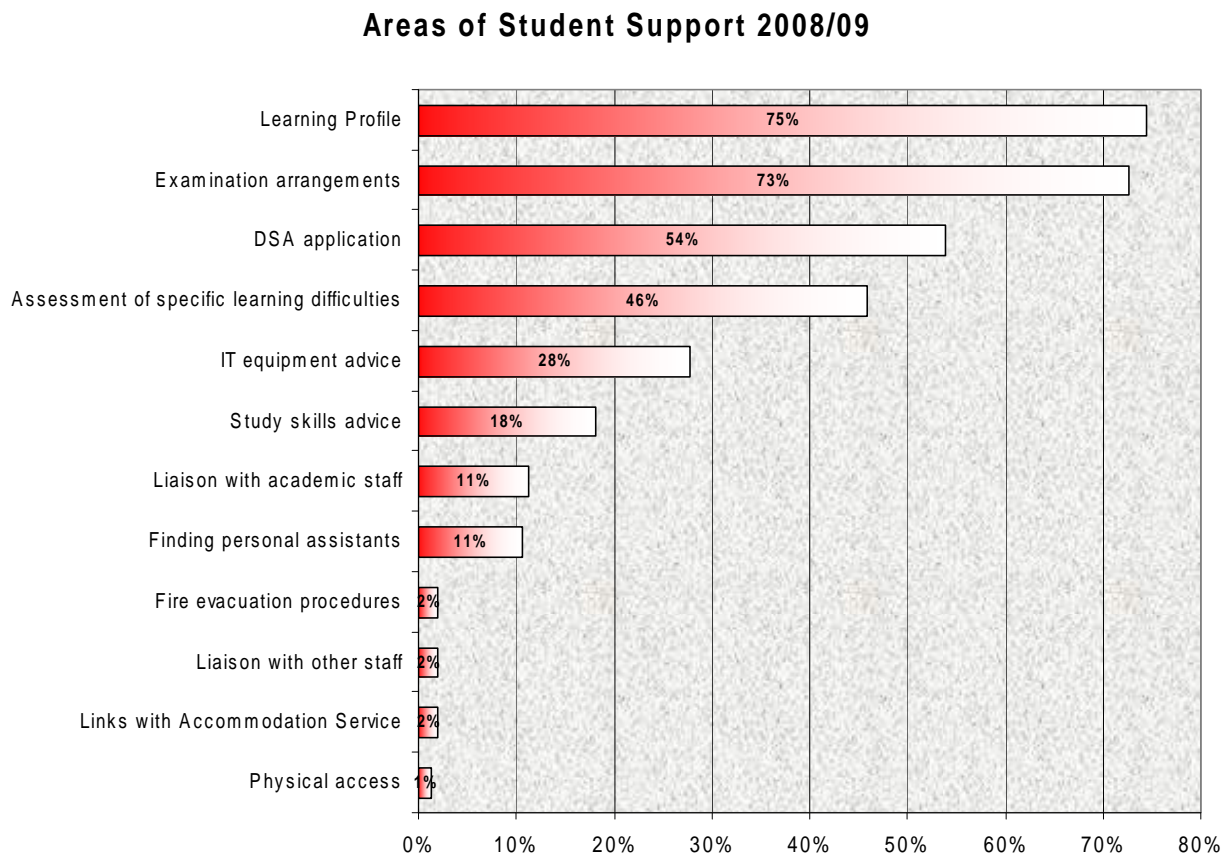


Figure 8: Areas of student support (percentage values)

2.3 Importance of, and Satisfaction with, Services received

This question is the nucleus of the survey and the respondents were asked to rate 14 different aspects of the service, including three mandatory questions: 'accuracy of information'; 'ease of initial contact' and 'availability of advisory staff', for both importance of, and satisfaction with, each relevant aspect.

Tables 4 and 5 show the results for 2008/09 with each table summarising every question as follows:

- Number of responses (N)
- Average value on a 1-5 scale
- Rank of the item
- Percentage of responses in each category.

The tables are sorted in ascending ranked order and the labels used in the table are cross referenced to the full question wording in Appendix 1.

2.3.1 Importance of Services received

	Number of respondents	Average	Rank	% Very Important	% Important	% Neutral	% Unimportant	% Very Unimportant
Importance 2008/09								
Examination arrangements	217	4.75	1	79.72	15.67	4.15	0.46	0.00
Finding Personal Assistants	31	4.74	2	77.42	19.35	3.23	0.00	0.00
Assessment of SpLD	135	4.67	3	69.63	28.15	2.22	0.00	0.00
DSA Application	160	4.59	4	67.50	24.38	8.13	0.00	0.00
Ease of initial contact with the DO	290	4.50	5	54.48	41.38	4.14	0.00	0.00
Liaison with other staff	6	4.50	6	50.00	50.00	0.00	0.00	0.00
Physical access	4	4.50	7	50.00	50.00	0.00	0.00	0.00
Accuracy of information given to you	290	4.50	8	56.21	37.59	5.86	0.34	0.00
Availability of advisory staff when needed	288	4.39	9	47.22	44.79	7.64	0.35	0.00
Liaison with academic staff	35	4.37	10	48.57	40.00	11.43	0.00	0.00
Study skills advice	52	4.37	11	48.08	40.38	11.54	0.00	0.00
Links with Accom. Services	6	4.33	12	33.33	66.67	0.00	0.00	0.00
IT equip. advice	84	4.24	13	40.48	44.05	14.29	1.19	0.00
Fire Evacuation procedures	6	3.83	14	33.33	33.33	16.67	16.67	0.00

Table 4: Summary of Importance ranking and rating

2.3.2 Satisfaction with Services received

Satisfaction 2008/09	Number of respondents		Rank					
		Average		% Very Satisfied	% Satisfied	% Neutral	% Unsatisfied	% Very Unsatisfied
Examination arrangements	215	4.54	1	69.30	21.86	4.65	2.33	1.86
SpLD Assessment	133	4.47	2	60.90	30.08	5.26	3.01	0.75
DSA Application	160	4.26	3	56.88	26.25	8.13	3.75	5.00
Ease of initial contact with the DO	291	4.17	4	50.17	29.21	12.71	3.09	4.81
IT equip. advice	84	4.15	5	46.43	34.52	10.71	4.76	3.57
Accuracy of information given to you	290	4.15	6	40.00	44.48	8.97	3.79	2.76
Availability of advisory staff when needed	289	4.03	7	38.41	35.29	19.03	5.19	2.08
Finding Support Assistants	31	3.90	8	45.16	22.58	16.13	9.68	6.45
Study skills advice	52	3.81	9	34.62	32.69	15.38	13.46	3.85
Liaison with academic staff	34	3.68	10	29.41	32.35	14.71	23.53	0.00
Fire Evacuation procedures	6	3.50	11	16.67	33.33	33.33	16.67	0.00
Links with Accom. Services	6	3.00	12	0.00	66.67	0.00	0.00	33.33
Physical access	4	3.00	13	0.00	50.00	25.00	0.00	25.00
Liaison with other staff	6	3.00	14	16.67	33.33	0.00	33.33	16.67

Table 5: Summary of Satisfaction ranking and rating for 2007/08

2.3.3 Most and least important and satisfactory items

Top 3 items by **importance** rating (1-5 scale: 1 Very unimportant – 5 Very important)

1	Examination arrangements	4.75
2	Finding Personal Assistants	4.74
3	Assessment of SpLD	4.67

Bottom 3 items by **importance** rating (1-5 scale)

12	Links with Accom. Services	4.33
13	IT equip. advice	4.24
14	Fire Evacuation procedures	3.83

Top 3 items by **satisfaction** rating (1-5 scale: 1 Very unsatisfied – 5 Very satisfied)

1	Examination arrangements	4.54
2	SpLD Assessment	4.47
3	DSA Application	4.26

Bottom 3 items by **satisfaction** rating (1-5 scale)

12	Links with Accom. Services	3.00
13	Physical access	3.00
14	Liaison with other staff	3.00

The students are generally happy with the services provided; 9 of the 14 services have been rated, on average, greater than 3.8. The lowest average rating of satisfaction was 3 (neutral), shared by Links with Accommodation Services, Physical Access and Liaison with other Staff.

It is encouraging to see from table 5 that the students are, on average, very satisfied with two of the DO services that they identified as being of top importance this semester i.e. Examination Arrangements (4.75) and Assessment of SpLD (4.67). They are however not entirely satisfied with Finding Personal Assistants (3.9) which they rated as second most important service (4.74).

2.4 Reasonable Adjustments (Learning Profile)

The Adjustments process, introduced in 2005/06, is viewed as a major part of the Disability Office’s work and so it is vitally important to assess feedback from its users.

There were two questions asked: “Did you receive the adjustments recommended in your learning Profile?” and “Were you satisfied with the Adjustments?” The wording of these questions may be adjusted in order to include this service in the analysis of importance and satisfaction in future.

2.4.1 Did you receive the recommended Adjustments?

Figure 9 shows that only 2% of those assigned a Learning Profile did not receive the recommended adjustments, while a further 4% don’t know if they did or did not. The remaining 94% all received at least some of their adjustments with the majority of students (54%) receiving all adjustments in all pertinent courses.

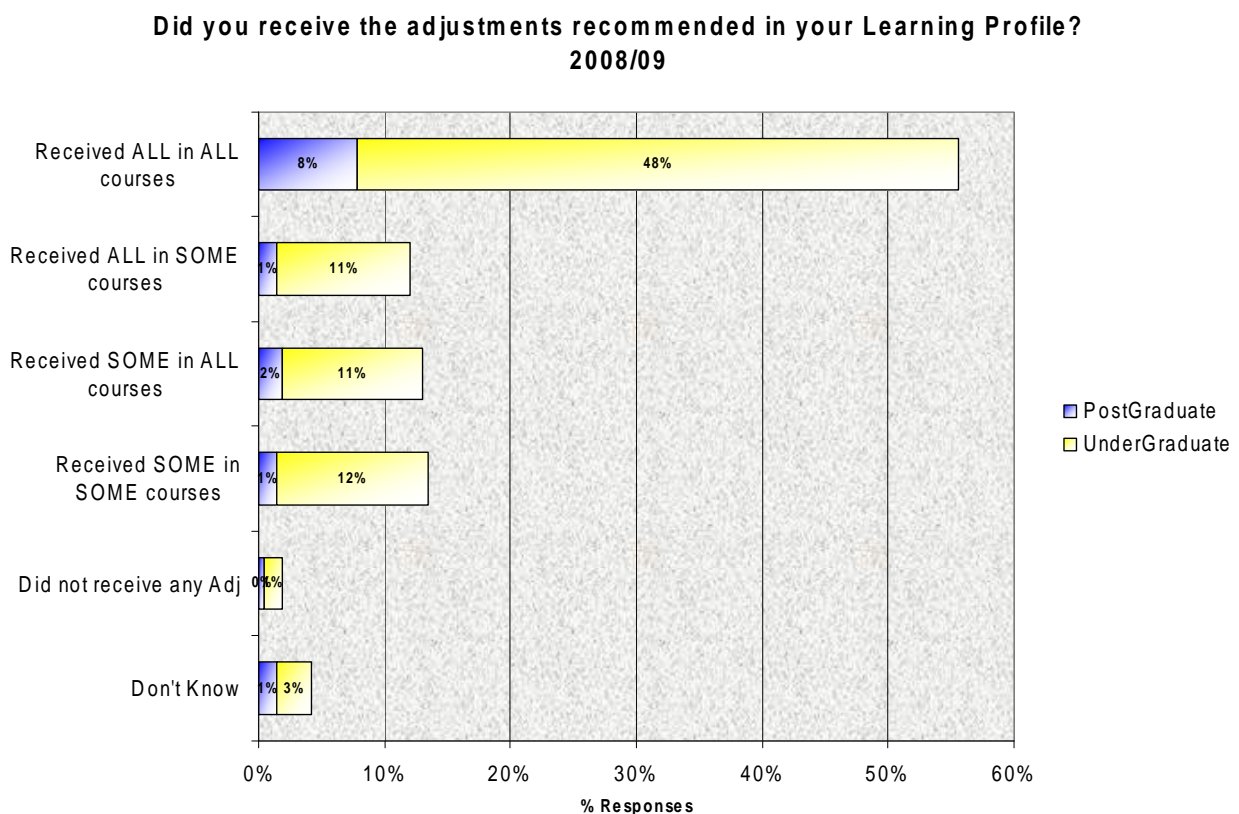


Figure 9: Did you receive recommended adjustments?

2.4.2 Were you satisfied with the Adjustments?

As illustrated in Figure 10 77% of respondents were either very satisfied (41%) or satisfied (36%) with the adjustments they received and 9% were either unsatisfied (8%) or very unsatisfied (1%). The remaining 14% of students were neutral.

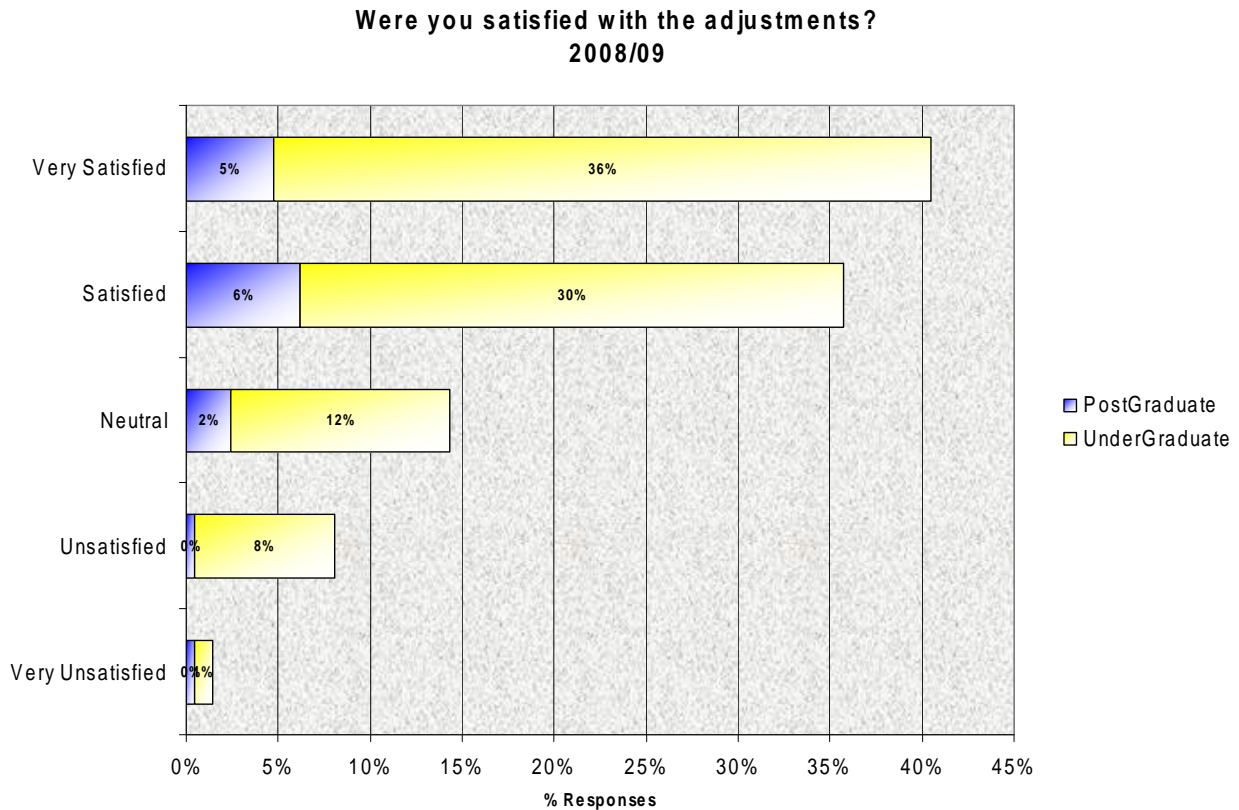


Figure 10: Were you satisfied with the adjustments?

2.5 Overall Satisfaction

Two open and three closed questions were asked in this section. These responses are summarised in Figures 11 to 16.

2.5.1 Contribution to Educational Experience

Figure 15 shows the response to whether the respondents felt the Disability Office had made a positive contribution to their educational experience. There was strong agreement from 87% of students, while 5% either disagreed (1%) or strongly disagreed (4%).

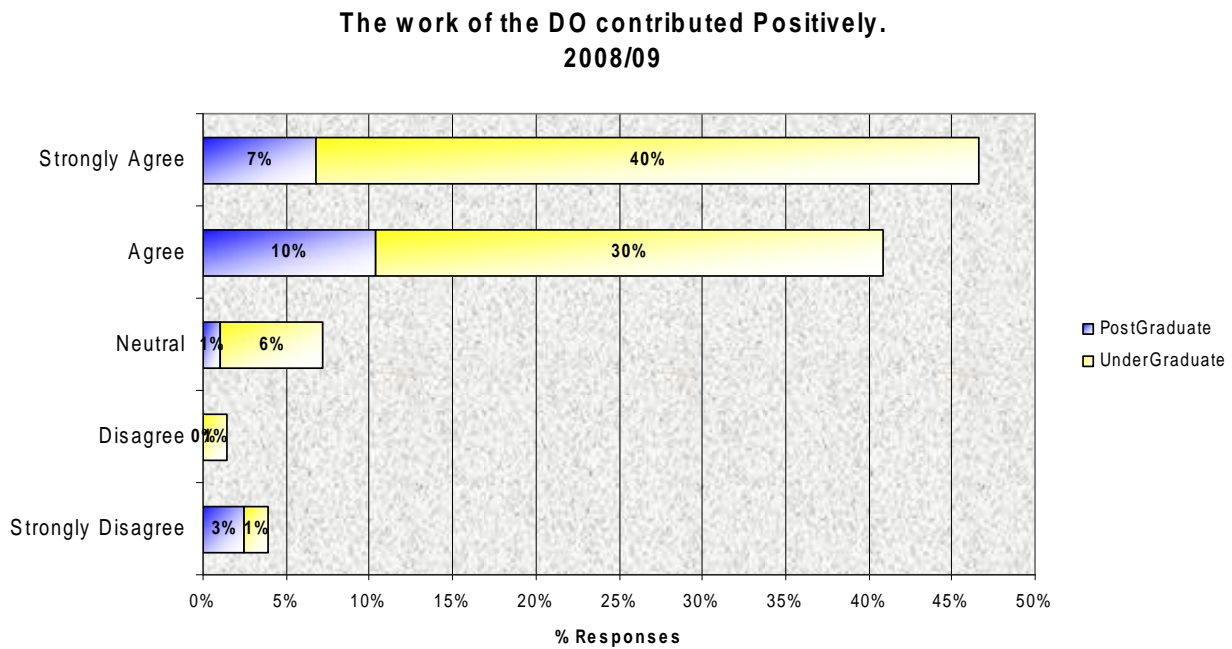


Figure 11: Disability Office contribution to educational experience

2.5.2 Overall Satisfaction

The overall satisfaction rating shows that 86% percent of respondents are either very satisfied (42.4%) or satisfied (43.5%) and that only 8% (21 students) are unsatisfied with the Disability Office services overall. The graph shows that while there is a similar spread among most categories for both Undergraduate and Postgraduate Users, Post graduate students are more likely to state an opinion than to remain neutral.

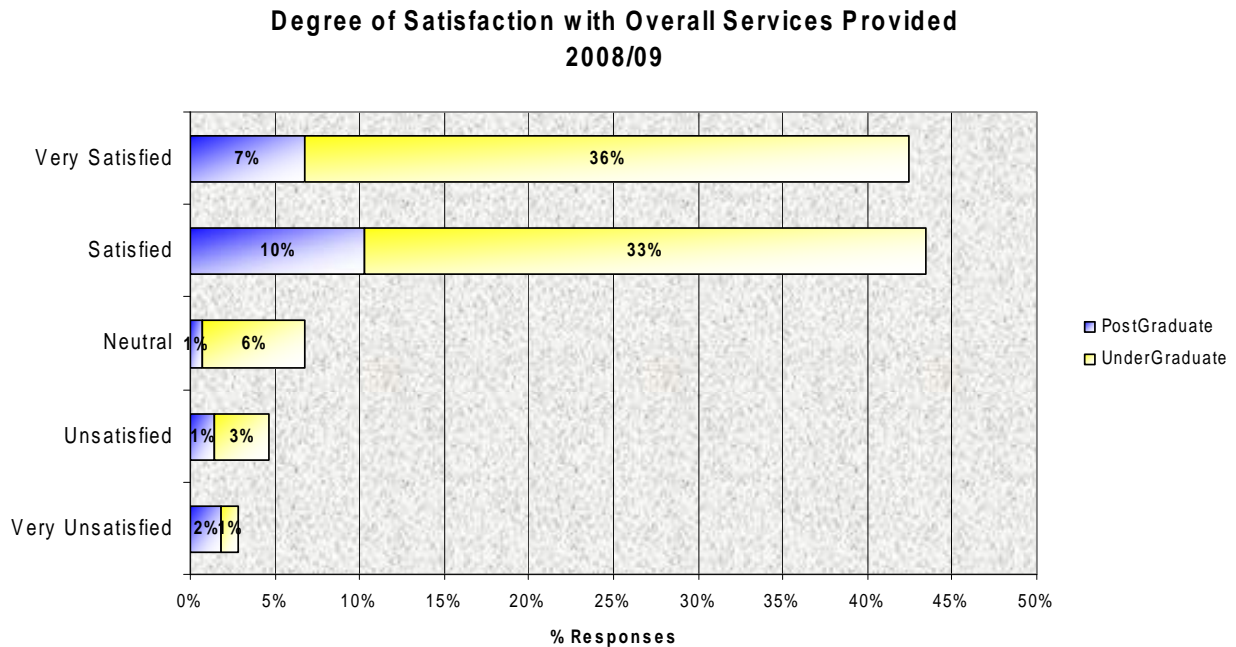


Figure 12: Overall satisfaction

2.5.3 Complaint handling

Students were asked how complaints were handled and the results are shown in Figure 13. The majority (57%) of respondents did not complain and so found this question 'not applicable'. The remaining 43% was split into 28% who agreed, 10% who are neutral and 5% (13 people) who disagreed.

Once again the pattern is similar for Undergraduates and Postgraduates.

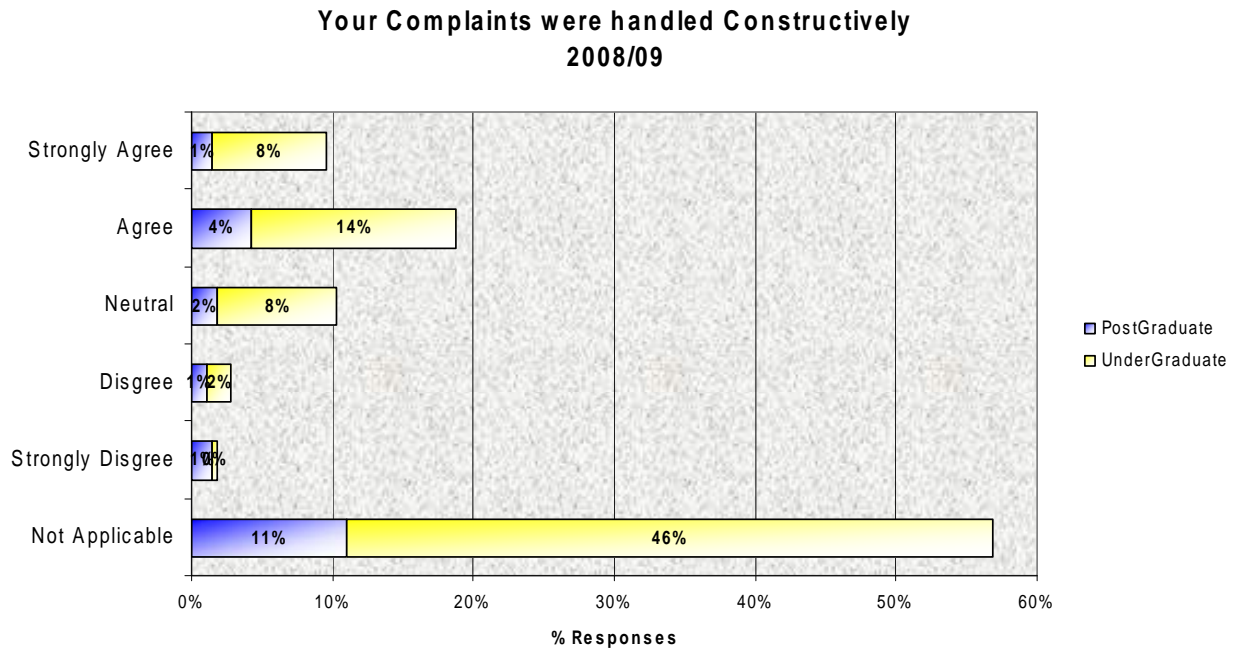


Figure 13: Complaint handling

2.5.4 Positive Statements

Respondents were asked to make a positive statement about the Disability Office. A total of 310 students answered this question with 220 positive comments made. Figure 14 shows the pattern of replies.

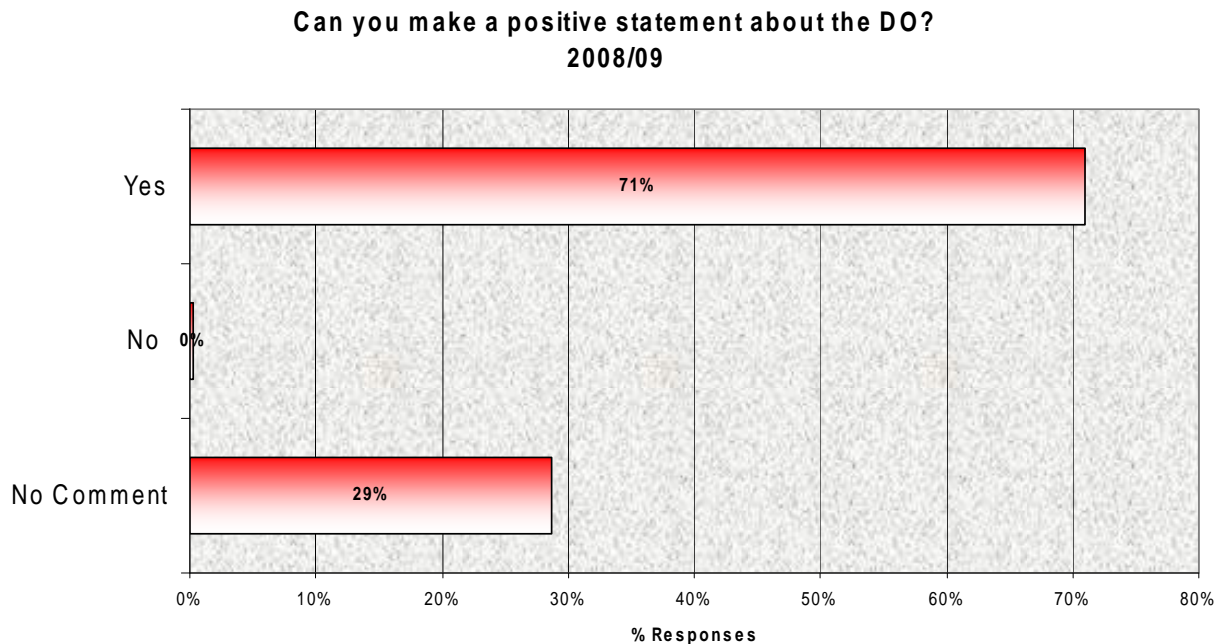


Figure 14: Positive Statement about Disability Office

Similar to previous years the focus of the answers was mainly concerned with the positive attitudes and capabilities of the staff. Once again the words “helpful, friendly, dedicated, efficient, supportive, caring, approachable, organised and positive” were frequently used. Here follows a few quotes from the 220 made:

“Clear communication throughout my degree, helpful notices emailed to myself, and lectures about needs. Always kept informed in regard to exams and adjustment and timetables, took the stress out of so many aspects of university life”

“A high effort was made to ensure that the requirements for my exams were in place prior to my exams, which was much appreciated.”

“For me it is the best and most useful service of Edinburgh University. A part of my huge progress on my studies is due to the service I use in the Disability office.”

“Without this service or more importantly without the actual people offering the service, those with learning difficulties, such as myself would not be able to cope with university work. People from the disability office are always going that extra mile.”

2.5.5 Suggestions about how the Disability Office could improve its service.

As in previous years respondents were asked to suggest improvements. Figure 15 below shows the results of the question.

The top ten most common answers were:-

- 15 requests for Liaising with other university staff/services including: enforcing agreements, raising awareness of various disabilities.
- 15 users requested more helpful and/or friendly front desk staff.
- 11 requests for a system that automatically follows up on the progress of students once registered with the DO.
- 11 users requested an improved appointment system for meeting with DO staff.
- 10 users felt that the DO currently does not advertise all of their services.
- 7 users have suggested that there is no improvement needed.
- 6 users have requested that the DO be clearer when giving advice.
- 5 requests for more advisors.
- 4 users have requested that the DO be more focussed on new students' needs.
- 4 users see a benefit in the DO offering seminars on specific disabilities.

Suggested Areas for Improvement 2008/09

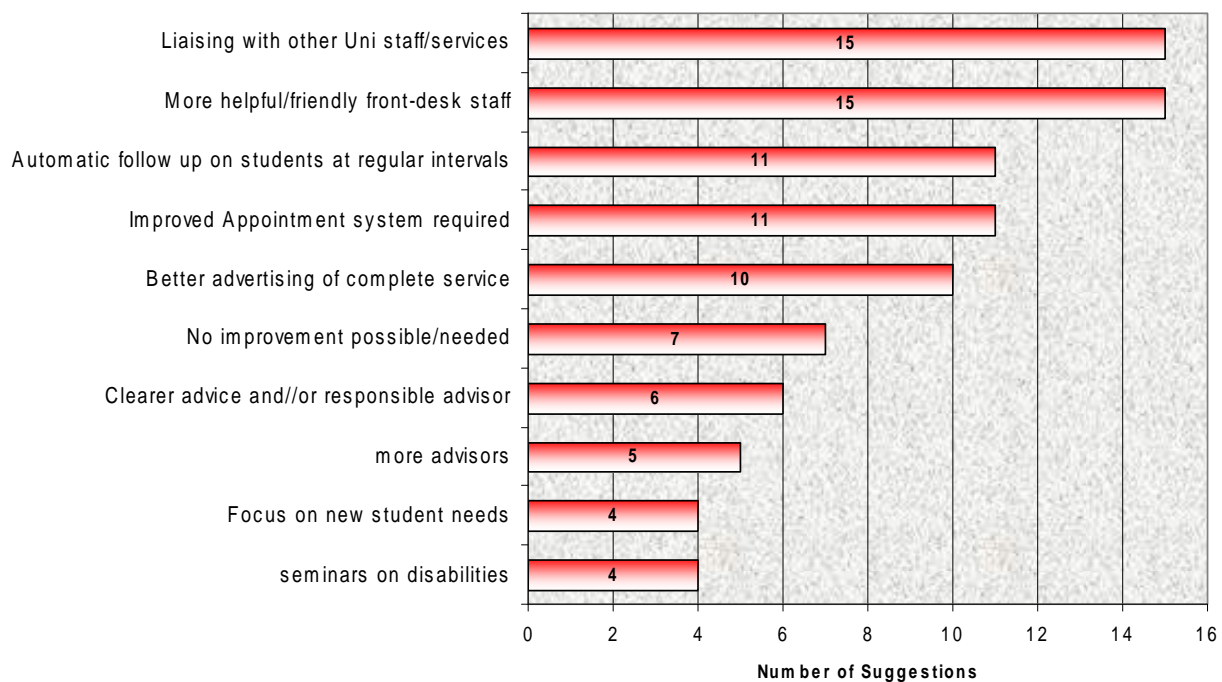


Figure 15: Areas suggested for improvement

2.5.6 Specific quotes concerning the top 4 suggestions for improvement

2.5.6.1 Liaising with other Uni staff/services

There is a thread running through the various quotes that indicates concern with some Lecturers not completely appreciating the problems associated with the various disabilities and/or the importance of implementing fully the learning adjustments.

"I think that my course (medicine) is not used to having diabetic students, and didn't really know how to handle me (!) and the disability office didn't really make it clear to them that it's not that big a deal."

"I think that the disability office should do more to enforce the adjustments that are made for disabled students (outside of exams, those are handled very well). It is all very well having a schedule of adjustments but more pressure should be put on lecturers."

"Information leaflets on the various disabilities people may have (I say this every year). Informing academic staff about various disabilities. There are others apart from dyslexia."

"Although I imagine this would take forever, I think it's important to check if any lecturers are actually following up on what is asked of them. i.e. not one lecturer ever kept me notes/handouts for the days I missed at university"

2.5.6.2 More helpful/friendly front desk staff

15 complaints were focussed on the staff, with the majority centred on the front desk staff.

"A more welcoming and helpful front desk. On more than one occasion I was made to feel a bit of a hindrance on first arrival to the office."

"The people who work on the desk and very unwelcoming and is the reason i do not like coming in."

"The service at reception is not very friendly or helpful - you always feel like you are interrupting something when you go in the door."

"The reception staff can be very unfriendly and one in particular gives very disapproving looks and I wonder what she thinks of users of the service."

2.5.6.3 Automatic follow up on students at regular intervals

"Follow up on students. Requests are forgotten about unless you keep badgering staff so maybe a system put into place to follow up on students and check how they are doing from time to time would be useful."

"greater contact with students and what is available to them. Annual check up meeting or some form of regular contact."

"Keep contact with students who do not actively keep contact themselves - like a 'check up'. Some people tend to suffer in silence."

"Maybe follow up on cases. For example, I was informed I would be given a proof reader for my work as soon as one was matched to me, and I was never contacted again after this (I became so busy with uni work that I did not have the time to chase up myself) "

2.5.7 Improved Appointment System

“More evening slots at the start of the academic year as fitting in appointments around lectures can prove difficult for those with 'fuller' timetables.

“It would be better if it was possible to book appointments as I have spend many a time waiting in the waiting room (once for an hour and a half) to be seen by an advisor in order to sort out DSA. It made the whole process a lot slower and meant that I end”

“Have some more scheduled slots for people to go through phsycological repts, as as useful as a drop in service is, the waiting time, especially around exam time to see an advisor is very valuable.”

2.5.7.1 Other useful suggestions

“The disability office could improve by having a small office at kings buildings where people could collect stickers for assesment etc, instead of having to go to george square.”

“the disability officer allocated to student could contact student after a period of time if they have not heard (i.e. 6 months)”

“to have some kind of emergency service so if a student has a piece of equipment that suddenly stops working, have a back up for them in some way. But most importantly students need to have a technical back-up in the main library if the technical help at “

2.6 Suggested improvements to the survey

To further improve the report readability and layout it would be effective to summarise the Learning Profile (reasonable adjustments) data and report on it within the importance and satisfaction tables. To do this effectively the wording of the questions would need to be altered.

It seems pointless for the Disability Office to request feedback from Users and not act upon it, thus forthcoming survey reports would benefit from a section assigned to the Users and their concerns and/or suggestions. This would state any actions undertaken and also progression of the top issues highlighted in previous surveys. This ‘action log’ could also be sent out with the new survey to show students that their comments are not only reviewed but acted upon.

3 Non user survey

A smaller survey of non-users of the Disability Office was carried out consisting of one closed question with 8 options asking why the service had not been used and one open question asking for suggestions on how to make the Disability Office more accessible.

A total of 54 students answered this second questionnaire.

3.1 Reasons for non use of DO service

Respondents were given 8 options and asked to tick as many of the 8 boxes that applied to them. Figure 16 shows the results with Table 5 presenting a cross-reference table to match the graph category to the actual question asked.

While the top reason appears to be that they did not need the service (26 users), 52% (28) of the respondents stated other reasons for not using it, of which 39% (21 users) stated they either had ‘no information’, ‘Tutors not advised’ or ‘Unsure of Support’.

Reasons for not contacting Disability Office 2008/09

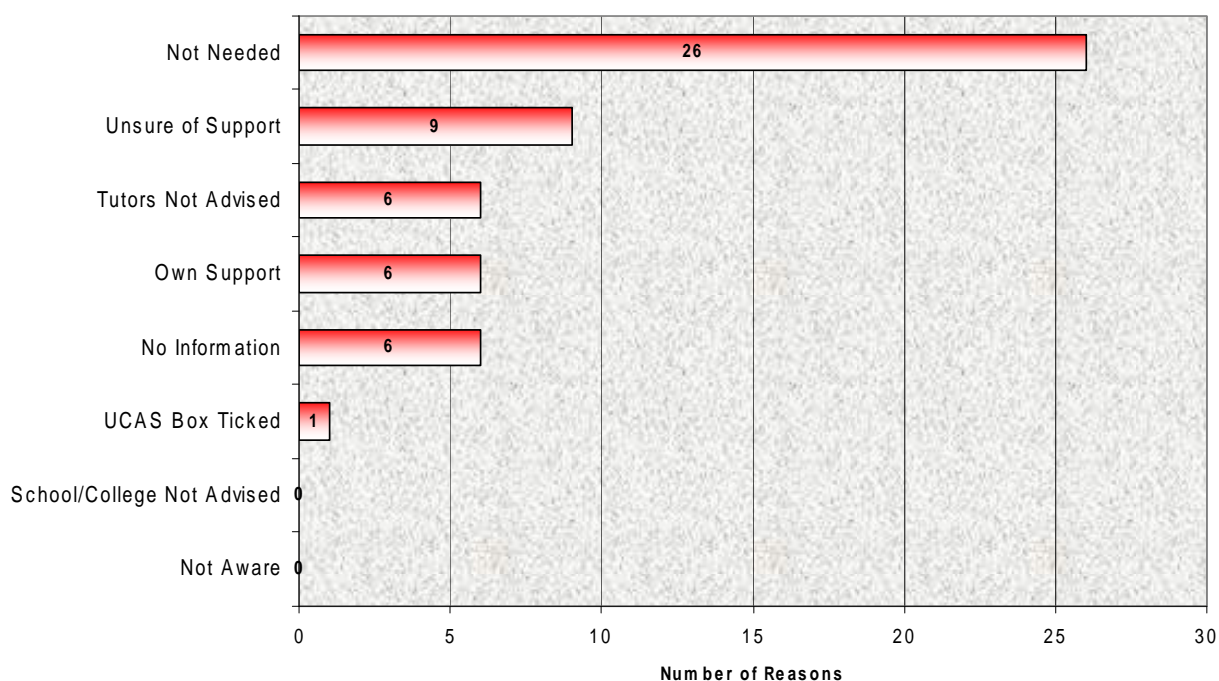


Figure 16: Reasons for non-contact with the Disability Office

Label	Questionnaire wording	No Students
Not Needed	I did not believe that I required support from the Disability Office.	26
Unsure of Support	I was not sure what support was available.	9
Tutors Not Advised	None of my academic tutors advised me to contact the Disability Office.	6
No Information	I have not come across any information about the services offered by the Disability Office.	6
School/College Not Advised	My School/College did not advise me that the Disability Office services would be available.	0
Own Support	I prefer to arrange my own support.	6
UCAS Box Ticked	I ticked the box on the UCAS form and thought the Disability Office would contact me.	1
Not Aware	I was not aware of the existence of the Disability Office.	0

Table 5: Cross-reference for labels for non-contact options.

3.2 Suggestions for making the Disability Office more accessible

7 of the 8 suggestions received, concerned each student's lack of understanding of the services offered within the Disability Office.

Examples of suggestions are:

"Possibly sending information out with admissions packs - postgrad as well as undergrad as I've recieved nothing and knew nothing other than ticking the initial box on the application form"

"Make all students aware of what assistance is available to them."

"would be helpful to be reminded of the help you can provide"

"An application on WebCT would aid in the accessibility of the services providing who to see about what support, when and where."

4 Long term trend

This section, added last year (2007/08), is beneficial for 2 reasons. Firstly it allows the reader to compare the current year's performance to the recent past and secondly, it allows the Disability Office to focus its improvement activity where needed, while assessing the effects of past actions.

For clarity and relevance most of the following trend graphs have been derived from the last three years data.

4.1 Response Rate

Figure 17 shows the response rate for each year plotted on the y-axis and the number of surveys issued on the secondary Y-axis. This gives perspective on the percentages and allows for a more robust analysis.

The response rate for 2008/09 has increased by 2% to 18% this year. There was also an increase in the number of students registering as disabled, with 179 more in 2008/09 than in 2007/08.

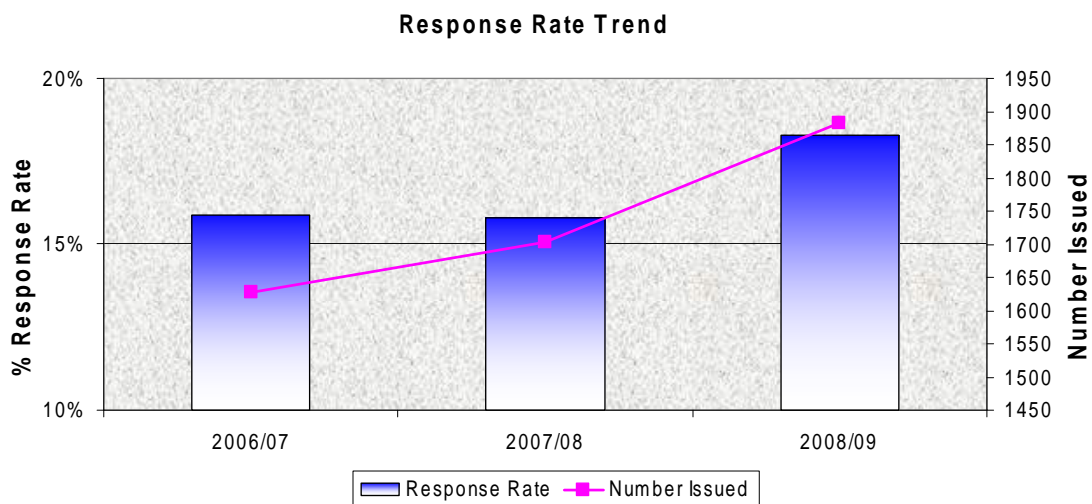


Figure 17: Response Rate Trend

4.2 Pattern of Use

Figure 18 shows the trend in how the Disability Office's services are used over the past three years. The data is presented as a percentage of the total number of DO users for the appropriate year.

The graph shows that there has been a fall in the percentage of students that use the service in each of the five categories. The order of the top 3 of categories remains the same as in 2007/08; however there is a 16% minimum drop in the percentage use. This is worth investigating to determine if this is a positive trend, with for example the students' needs being met more quickly, or alternatively a negative trend, as a result of the second top category reported in section 2.5.5.

When Service was Used

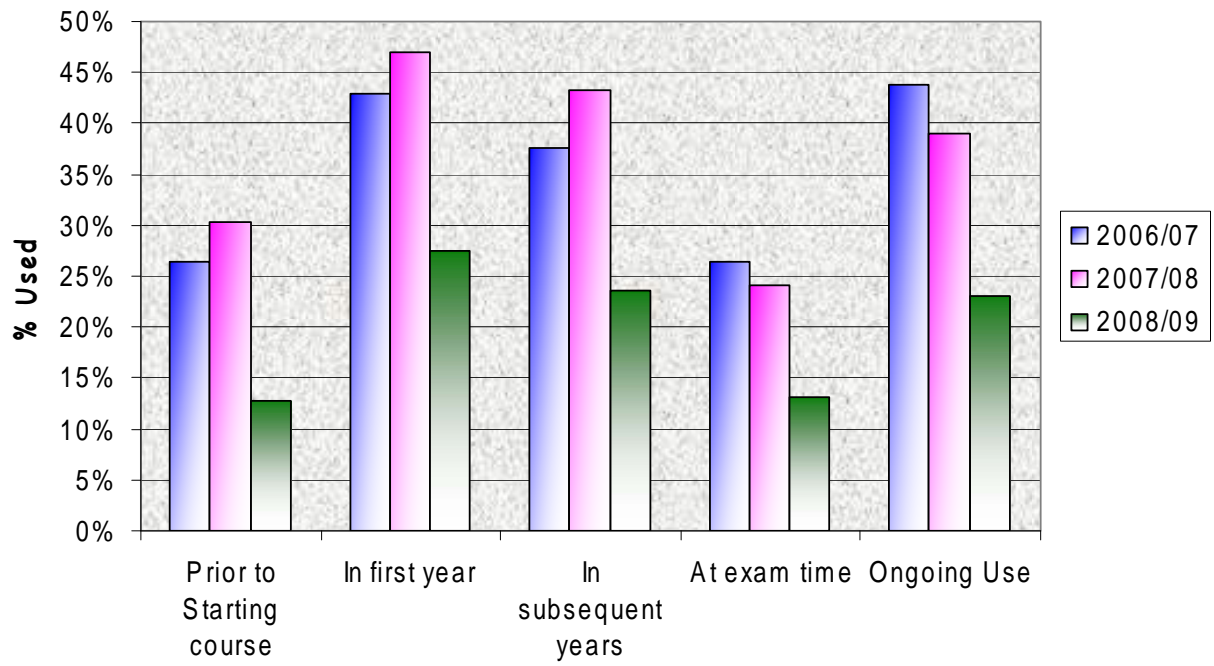


Figure 18: When Service was used

4.3 Use of Services Trend

The Use of Services trend is presented in figure 19. It shows 'Learning Profile', added last year as the most frequently used service, followed by 'Examination Arrangements' which has dropped to second most used service. While most services are being used less than in 2007/08 there are some where the opposite is true namely: 'Learning Profile', 'DSA Application', 'SpLD Assessment' and 'Finding Personal Assistants'.

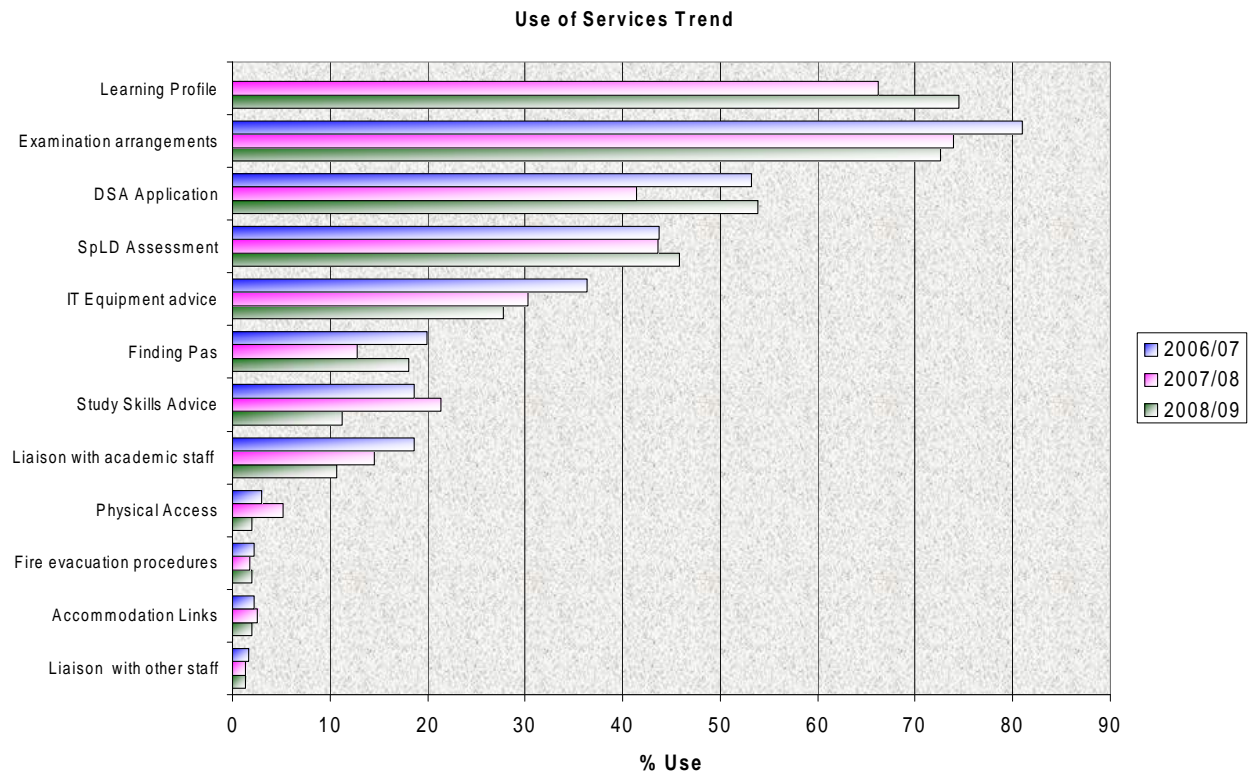


Figure 19: Use of Services Trend

4.4 Trend in Importance and Satisfaction scores

Figures 20 and 21 show the trend in importance and satisfaction scores for each service. They are formatted as follows: 'Average Score' is shown as a line graph and is plotted on the secondary y-axis; 'No of Replies' is in column format and is plotted on the primary y-axis. This is shown to add context when analysing the importance and satisfaction of each service.

The graphs are sorted in descending order of importance/satisfaction, using average score, for the current year (2008/09).

4.4.1 Importance of Services

All of the services in this group are deemed as important by the user. However the top 4 are consistently in the top 5, as a result of being, with the exception of the compulsory questions and 'Finding PAs', the most popular services.

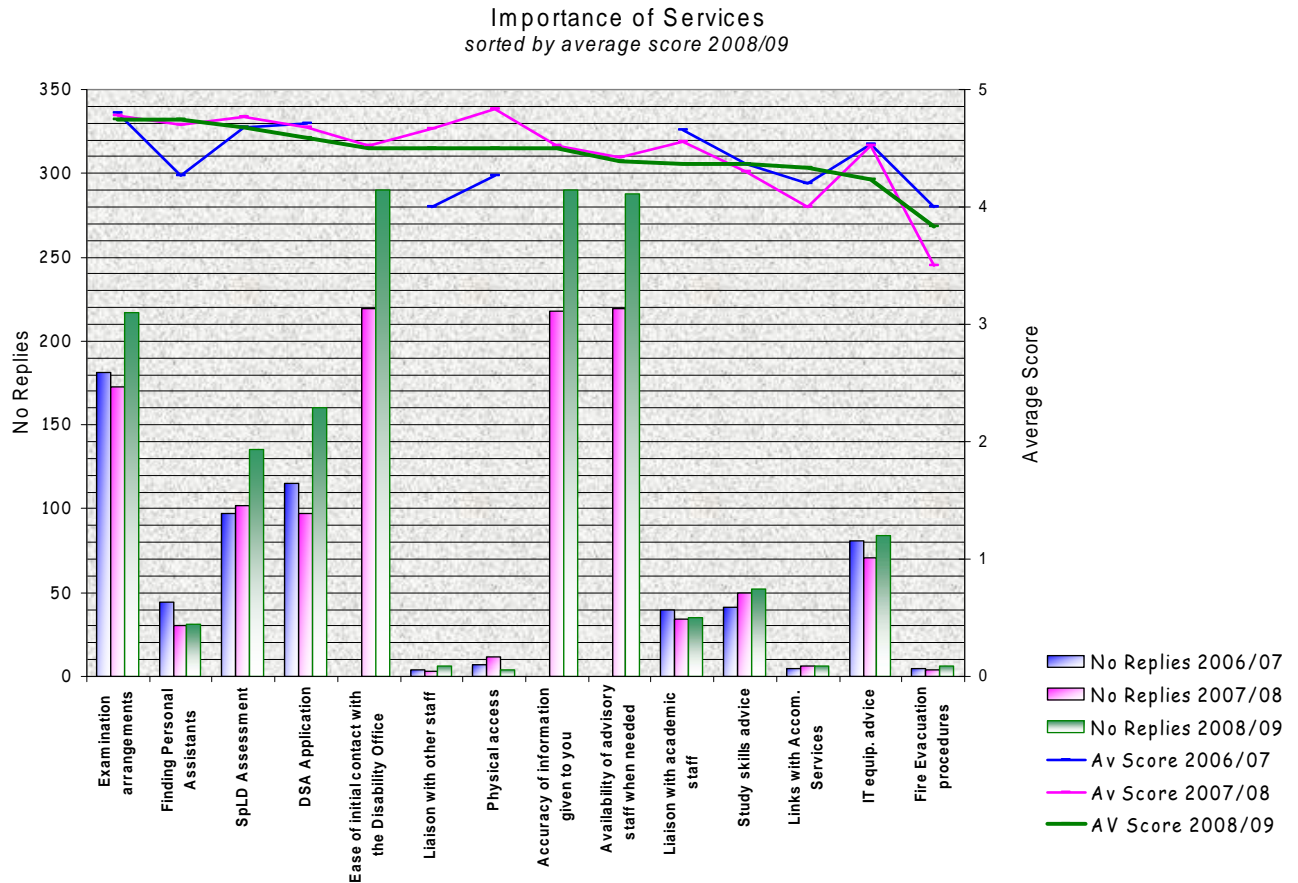


Figure 20: Importance of Services Trend

4.4.2 Satisfaction with Services

Figure 21 shows a more meaningful trend as it rates the satisfaction of the DO services when used, however the closeness of the average scores can make the graph difficult to interpret. Increased satisfaction is evident where the 2008/09 (green) trend-line is above the 2007/08 (pink) line. The graph shows that in most services there has been a decrease in satisfaction scores. One area where there has been slight improvement is in SpLD Assessment where there was an increase of 0.02 in the average score.

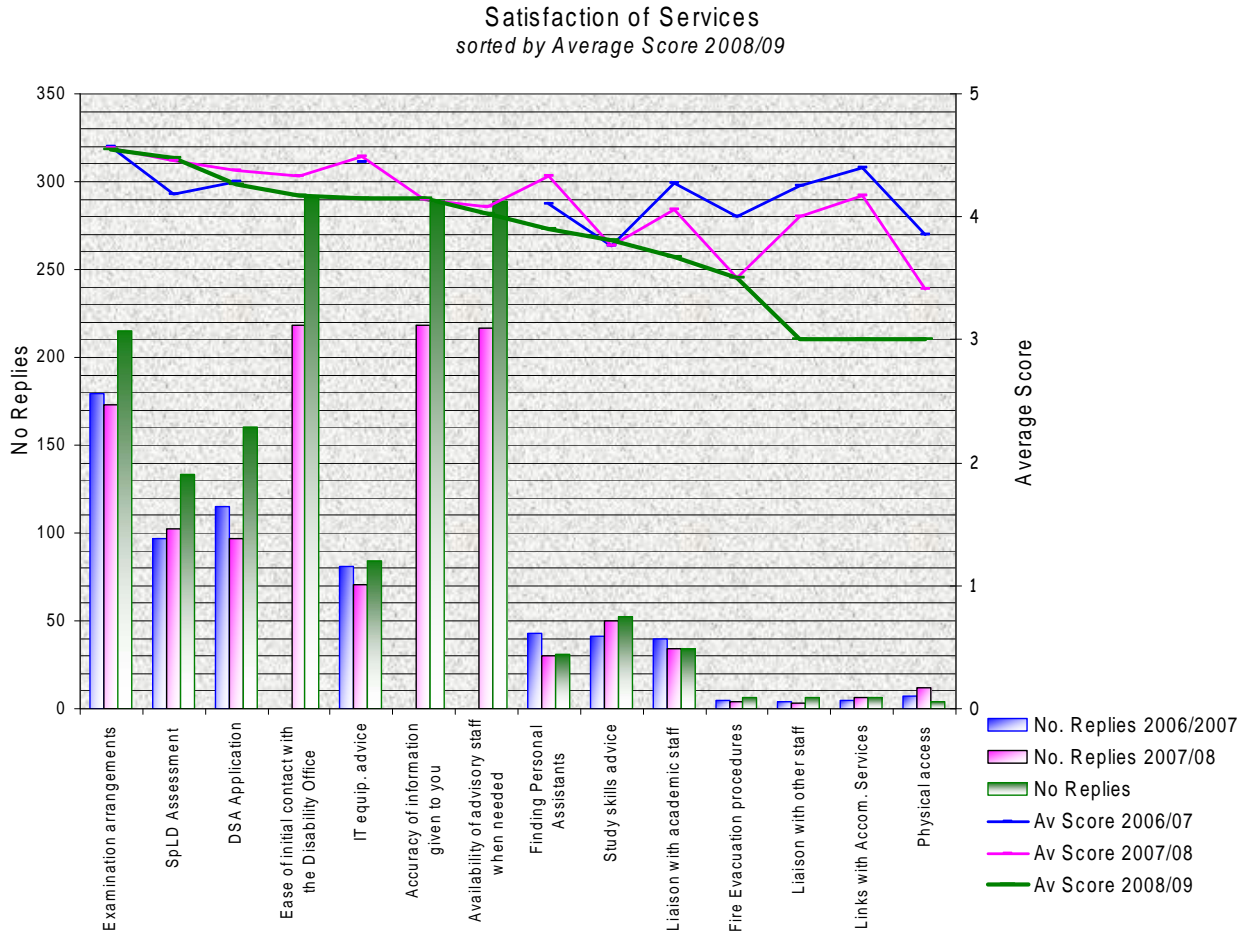


Figure 21: Satisfaction of Services Trend

4.5 Trend in Satisfaction with Learning Profile

Figure 22 introduces a new trend graph for year 2008/09. It tracks the level of satisfaction with the Learning Profile services received (pink line graph plotted on primary y-axis) from year to year and shows the number of respondents (blue bar graph plotted on secondary y-axis) to aid interpretation.

The graph shows that while there has been an increase in the number of replies from 2007/08 to 2008/09 there has been a decreased level of satisfaction with the average score dropping from 4.68 (2007/08) to 4.07 (2008/09).

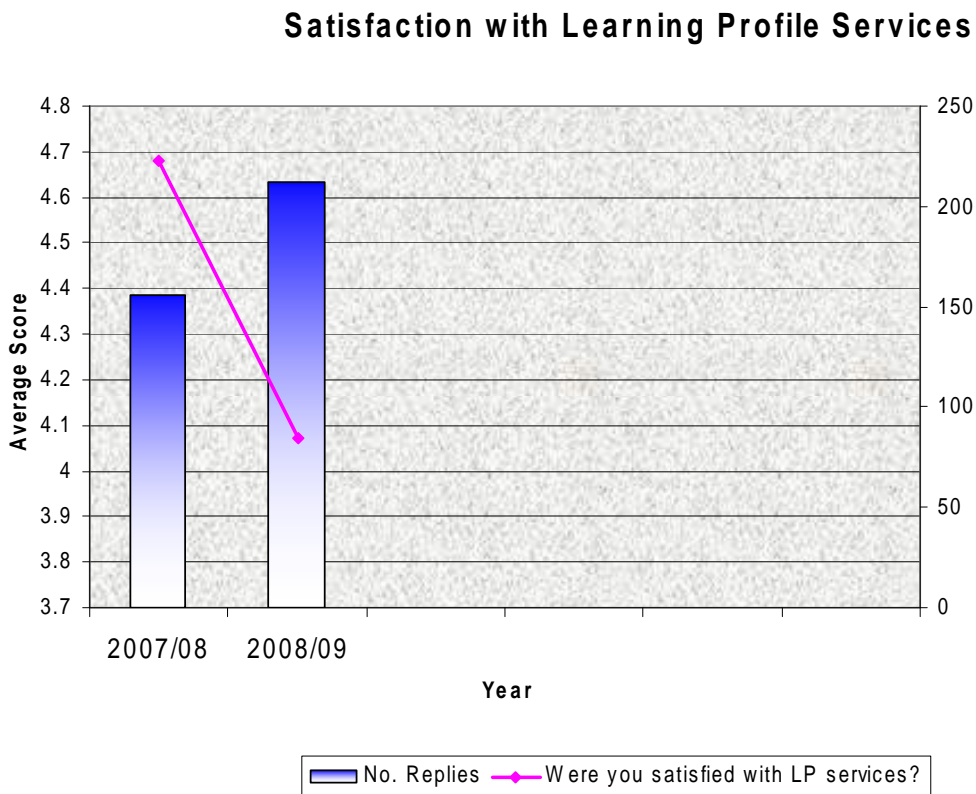


Figure 22: Trend in Satisfaction with Learning Profile

4.6 Trend in Overall DO Satisfaction

Figure 23 shows a 3 year trend for the percentage of students who state they are either satisfied or very satisfied with the overall services of the Disability Office. The third trend-line is a combined satisfaction score which is simply a summation of these two categories.

The combined overall satisfaction score for 2008/09 at 85.9% is an increase of 0.8% from 2007/08 (85.1%). This is derived from a 7.7% increase in the number of students who are satisfied with the performance of the DO and a 6.9% decrease in the number of students who are very satisfied.

14.1% of students are neutral, unsatisfied or very unsatisfied with the services

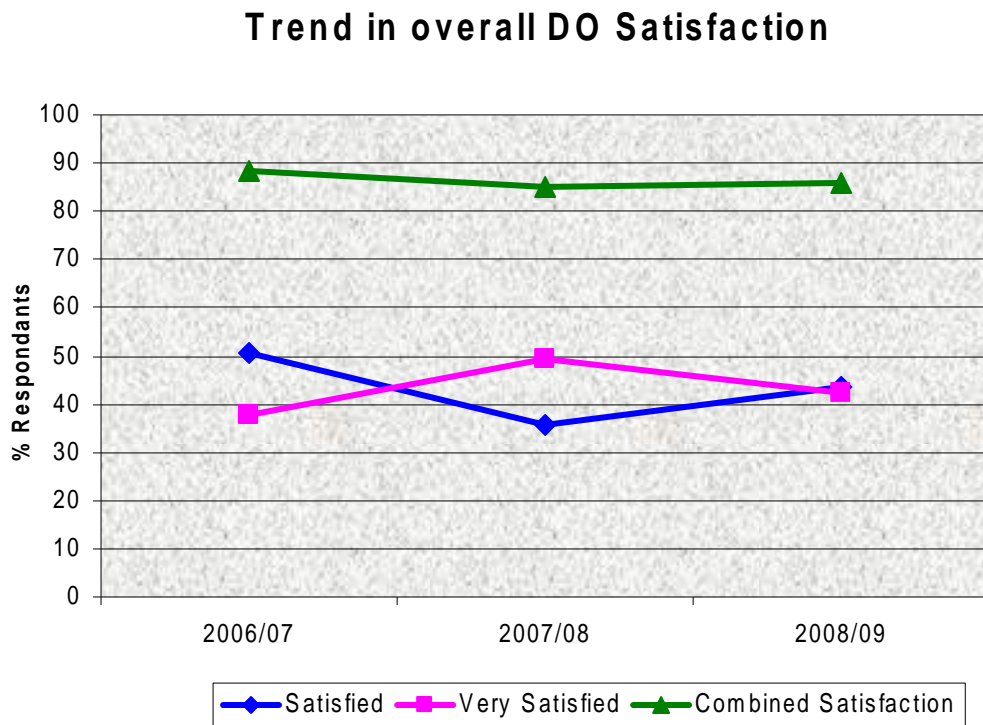


Figure 22: Trend in Overall Satisfaction

Appendix 1: Questions in User Questionnaire.

Part 1 of 4: Use of service

1. How often have you used the services of the Disability Office?

More than 15 times	More than 15 times
11 – 15 times	Between 11 and 15 times
6 – 10 times	Between 6 and 10 times
2 – 5 times	Between 2 and 5 times
Once only	Once only

2. When did you use our service? (tick as many boxes as appropriate)

Prior to starting	Prior to starting your course;
In first year	In first year;
After 1st year	In subsequent years;
Exam time	At exam time;
Ongoing	Ongoing

3. In what ways were you supported?

Learning Profile	With recommended adjustments
Exam arrangements	Examination arrangements;
DSA application	DSA application;
SLD assessment	Assessment of specific learning difficulties;
Study skills advice	Study skills advice
Accommodation links	Links with Accommodation Services;
IT equipment advice	IT equipment advice
Physical access	Physical access;
Finding PAs	Finding personal assistants (e.g. note takers);
Liaison with academic staff	Liaison with academic staff;
Liaison with other staff	Liaison with other staff (e.g. parking).
Fire evacuation procedures	Fire evacuation procedures

Part 2 of 4 Importance and Satisfaction

How important and how satisfied were you with each of the services you received? Choose your answers from the drop-down menu.

Learning Profile	Implementation of Recommended Adjustments
Exam arrangements	Examination arrangements
DSA application	DSA application
SLD assessment	Assessment of specific learning difficulties
Study skills advice	Study skills advice
Accommodation links	Links with Accommodation Services
IT equipment advice	IT equipment advice
Physical access	Physical access
Finding PAs	Finding personal assistants (e.g. note takers)
Liaison with academic staff	Liaison with academic staff
Liaison with other staff	Liaison with other staff (e.g. library, Parking Office)
Fire evacuation procedures	Fire evacuation procedures

Mandatory Questions

- 1 Accuracy of information given to you
 - 2 Ease of initial contact with the Disability Office
 - 3 Availability of advisory staff when you needed them
-

Part 3 of 4 - Overall Satisfaction

- 1 The work of the Disability Office contributed positively to my educational experience at the University of Edinburgh.
- 2 Please indicate your degree of **satisfaction** with the overall services provided by the Disability Office.
- 3 Your complaints were constructively handled.
- 4 Can you make a positive statement about the Disability Office?
- 5 We would be grateful if you would make suggestions about how the Disability Office could improve its service.

Part 4 of 4 - About You

School:

Age:

Undergraduate/Postgraduate:

Year of study:

Appendix 2: Options to the question School – Enter School

Management School and Economics
Royal (Dick) School of Veterinary Studies
Arts, Culture and Environment
Biological Sciences
Chemistry
Clinical Sciences and Community Health
Divinity
Engineering and Electronics
GeoSciences
Health in Social Science
History and Classics
Informatics
Law
Literatures, Languages and Cultures
Mathematics
Philosophy, Psychology and Language Sciences
Physics
Social and Political Studies
Moray House School of Education
Biomedical and Clinical Laboratory Sciences
Molecular and Clinical Medicine