



Disabled Student Learning Support Model 2020/21

| Support Mode | Digital Learning Mode 2019/20 | 2020/21 Digital Learning Mode | 2020/21 On Campus Mode |
|--|--|---|--|
| One-to-one Specialist Mentoring (Mental Health / Autistic Spectrum Condition (ASC)) | | | |
| Strategy support (additional learning support; scheduled outside of curriculum timetable) | Telephone, MS Teams, email, Skype for Business and Google Hangouts, depending on student preference. | Telephone, MS Teams, email, possibly other platforms depending on student preference and what the mentor and student are working on. | Not available. Course Director and Disability Adviser to discuss individual student scenarios on a case-by case basis to determine a COVID-secure solution, where possible. |
| Specialist Study Skills (Specific Learning Difficulties / ASC) | | | |
| Tuition to support study skills development (additional learning support; scheduled outside of curriculum timetable) | Telephone, MS Teams, email, Skype and Google Hangouts, depending on student preference. | MS Teams (classroom and community Teams), telephone, email, possibly Skype and Google Hangouts, depending on student preference. Group writing workshop-type sessions. | Not available. Course Director and Disability Adviser to discuss individual student scenarios on a case-by case basis to determine a COVID-secure solution, where possible. |
| Study Assistant | | | |
| In class behavioural / study support (in person) | Not provided since move to digital learning. | It is anticipated that Study Assistants for behavioural support are less | Not available. |

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| | | likely to be required in digital learning contexts. Where disability-related need for this type of support is established, S.A.s to be added to relevant VLE modules and participate in synchronous online lectures / tutorials and / or provide asynchronous online support before / after taught sessions. | Course Director and Disability Adviser to discuss individual student scenarios on a case-by case basis to determine a COVID-secure solution, where possible. |
| Practical Support | | | |
| Notetaking, readers, scribes | Not provided since move to remote learning. | Technical solutions should be appropriate in most instances, e.g. the captioning and recording functions of Panopto, MS Teams, Google Meetings, Adobe Connect. Where these solutions are not adequate to mitigate the impact of disability, notetakers to be added VLE modules and included in synchronous online delivery. | Not available. Course Director and Disability Adviser to discuss individual student scenarios on a case-by case basis to determine a COVID-secure solution, where possible. |
| Specialist support | | | |
| Sighted Guide, Sign Language Interpreting, Specialist Notetaking (generally recommended for students with visual / hearing impairments) | Not provided since move to remote learning. | School-aligned Disability Adviser will contact Course Directors to discuss individual students requiring this support by 30 July 2020. | |

Contact details

Disability Advice team

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| <i>Disability Adviser School Alignment 2020/21</i> | |
|--|---|
| School | Adviser |
| School of Health and Community Studies | Neal John |
| Leeds Law School | Philippa Kerin |
| Leeds School of Arts | Neal John / Sara Cookland / Kate Walker |
| School of Social Sciences | Emma Porter |
| Cultural Studies and Humanities | Emma Porter |
| Leeds Business School | Emma Porter |
| School of Built Environment, Engineering and Computing | Kate Walker |
| Carnegie School of Education | Kate Walker |
| Carnegie School of Sport | Kate Walker |
| School of Clinical and Applied Sciences | Sara Cookland |
| School of Events, Tourism and Hospitality Management | Sara Cookland |
| Department of Languages | Sara Cookland |