# Reasonable Adjustments commonly recommended by the Disability and Dyslexia Service (DDS)

## Humanities and Social Sciences

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| **Adjustment** | **Notes** |
| Advice for the School regarding evidence for Extenuating Circumstances (EC) applications | A note for Schools asking them to process standard EC claims without the student providing supporting medical evidence |
| Attendance | Schools are requested to contact DDS before issuing sanctions associated with poor attendance |
| [ClaroRead](https://www.texthelp.com/en-gb/solutions/dsa/claroread/) | Text-to-speech software available on all QMUL computers |
| [Examination Access Arrangements](https://www.qmul.ac.uk/disability-and-dyslexia-service/exams/) | Includes:   * Additional time * Use of separate room * Use of a smaller room away from the main cohort of students * Use of computer * Use of assistive software (text-to-speech) * Use of noise-cancelling ear plugs (student to provide) * Use of coloured overlay (student to provide) * Scrap paper for planning * Ergonomic equipment * Access to Medical equipment (student to provide) * Access to quiet food / drink / or medication (student to provide) * Preferential seating * May need to move around / stretch due to physical condition. * Provide exam papers in alternative format e.g., large print / large print on A3. * Timetabling adjustments e.g., morning/ afternoon exams where possible |
| Leaving Taught Sessions | A note for teaching staff that students may need to arrive to a session late, leave early or take a brief break |
| Lecture Notes in Advance | The provision of lecture notes at least 24 hours before the session to which they relate |
| [SensusAccess](https://www.qmul.ac.uk/disability-and-dyslexia-service/disability/sensusaccess/) | File conversion software for which QMUL has a licence – this can take inaccessible (or difficult to access materials and convert them into formats students find more accessible. |
| Specific Learning Differences cover note | Cover note to be submitted with coursework which provides advice and guidance for markers. |
| Use of a Digital Recorder | Permission for the student to record lectures outside of rooms where Q-Review is used |
| [Timetabling adjustments](https://www.qmul.ac.uk/disability-and-dyslexia-service/disability/support-whilst-you-are-here/" \l "d.en.1161475) | * Step free access * Earlier / later teaching sessions where possible * Time to travel between sessions. * Additional Space for carer / note-taker, etc. |
| Communication adjustments (commonly listed as ‘other support’ or ‘access to teaching spaces’) | * Preferential seating i.e. at front of lecture / near to front of seminar or tutorial leader * Teaching staff wearing microphones in lecture theatres with induction loops / remote microphones. * Offering a range of participation modes – asking questions / using chat functions / smaller group discussion sessions * Written follow-up/summary of meeting discussion * Avoid on the spot questioning - allow students to volunteer their contributions (including via chat function etc as well) * Establishing collective community ground rules during group discussions. * MS Teams camera can be turned off. * Students enabled to communication using the medium most effective, e.g. in writing on devices/paper. |
| Presentation adjustments | * Where possible, permission to present to a smaller group or to the tutor. * Permission to record a presentation. * Consideration of alternative assessment if a core competency is not being assessed. * Extra time for Q&A where relevant (i.e., if student has processing difficulties) * Permission to make notes or refer to brief notes / flashcards during Q&As * Questions to be provided in writing as well as orally asked. * To use unambiguous language if possible (technical terminology is still expected to be used) * To break down information into manageable chunks * To keep questions short and ask follow-up questions if further elaboration is required. A two- or three-part question may be very challenging. * To expand or clarify a question if necessary. * Allow repetition/clarification of information/questions. * To allow students to jot down notes/ideas whilst a question is being asked to act as a memory aid |
| Groupwork | * Where possible, consideration of peer group / partner allocation in advance * Allow the student to change tutorial groups so that they can work with a s supportive friend. * Where possible, consideration of assigning roles beforehand (for example, assigning a research role to students with presentation anxieties) * Permission to work solo if group work is not a competency standard |
| Digital accessibility | Providing core materials in an accessible format and providing these materials in advance ([see guidance on accessible formats](https://www.qmul.ac.uk/disability-and-dyslexia-service/inclusive-practice/staffinfo/#d.en.514578)) |
| Alternative formats | Providing materials in an alternative format – for example paper materials in large print for visually-impaired students / use of overlays for dyslexic students. |
| Field trip support | * Organising and supporting arrangements for any non-campus-based learning/networking activities. * Sharing trip itinerary in advance * Assistance in arranging non-specialist human support. * Other bespoke field trip related support |
| Support worker access | Ensuring support workers (e.g., British Sign Language interpreters) are provided with timely and appropriate access to learning spaces and materials. This includes access to lecture / seminar spaces as well as relevant QM Plus permissions. |
| Viva cover note for students with Specific Learning Difference (e.g., dyslexia) or an Autistic Spectrum Condition |  |

## Medicine and Dentistry

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| **Adjustment** | **Notes** |
| Advice for the School regarding evidence for Extenuating Circumstances (EC) applications | A note for Schools asking them to process standard EC claims without the student providing supporting medical evidence |
| Attendance | Schools are requested to contact DDS before issuing sanctions associated with poor attendance |
| Exceptional Circumstances Affecting Placements (ECAP) process | Students who require adjustments to placements should apply for Exceptional Circumstances Affecting Placements separately. ECAP applications are administered directly by the Faculty of Medicine and Dentistry. |
| [ClaroRead](https://www.texthelp.com/en-gb/solutions/dsa/claroread/) | Text-to-speech software available on all QMUL computers |
| [Examination Access Arrangements](https://www.qmul.ac.uk/disability-and-dyslexia-service/exams/) | Includes:   * Additional time * Use of separate room * Use of a smaller room away from the main cohort of students * Use of computer * Use of assistive software (text-to-speech) * Use of noise-cancelling ear plugs (student to provide) * Use of coloured overlay (student to provide) * Scrap paper for planning * Ergonomic equipment * Access to Medical equipment (student to provide) * Access to quiet food / drink / or medication (student to provide) * Preferential seating * May need to move around / stretch due to physical condition. * Provide exam papers in alternative format e.g., large print / large print on A3. * Timetabling adjustments e.g., morning/ afternoon exams where possible |
| IoD student: excused from didactic live lectures |  |
| Leaving Taught Sessions | A note for teaching staff that students may need to arrive to a session late, leave early or take a brief break |
| Lecture Notes in Advance | The provision of lecture notes at least 24 hours before the session to which they relate |
| Viva cover note for students with Specific Learning Difference (e.g., dyslexia) or an Autistic Spectrum Condition |  |
| [SensusAccess](https://www.qmul.ac.uk/disability-and-dyslexia-service/disability/sensusaccess/) | File conversion software for which QMUL has a licence – this can take inaccessible (or difficult to access materials and convert them into formats students find more accessible. |
| Specific Learning Differences cover note | Cover note to be submitted with coursework which provides advice and guidance for markers. |
| Use of a Digital Recorder | Permission for the student to record lectures outside of rooms where Q-Review is used |
| [Timetabling adjustments](https://www.qmul.ac.uk/disability-and-dyslexia-service/disability/support-whilst-you-are-here/#d.en.1161475) | * Step free access * Earlier / later teaching sessions where possible * Time to travel between sessions. * Additional Space for carer / note-taker, etc. |
| Communication adjustments (commonly listed as ‘other support’ or ‘access to teaching spaces’) | * Preferential seating i.e., at front of lecture / near to front of seminar or tutorial leader * Teaching staff wearing microphones in lecture theatres with induction loops / remote microphones. * Offering a range of participation modes – asking questions / using chat functions / smaller group discussion sessions * Written follow-up/summary of meeting discussion * Avoid on the spot questioning - allow students to volunteer their contributions (including via chat function etc as well) * Establishing collective community ground rules during group discussions. * MS Teams camera can be turned off. * Students enabled to communication using the medium most effective, e.g. in writing on devices/paper. |
| Presentation adjustments | * Where possible, permission to present to a smaller group or to the tutor. * Permission to record a presentation. * Consideration of alternative assessment if a core competency is not being assessed. * Extra time for Q&A where relevant (i.e. if student has processing difficulties) * Permission to make notes or refer to brief notes / flashcards during Q&As * Questions to be provided in writing as well as orally asked. * To use unambiguous language if possible (technical terminology is still expected to be used) * To break down information into manageable chunks * To keep questions short and ask follow-up questions if further elaboration is required. A two- or three-part question may be very challenging. * To expand or clarify a question if necessary. * Allow repetition/clarification of information/questions. * To allow students to jot down notes/ideas whilst a question is being asked to act as a memory aid |
| Groupwork | * Where possible, consideration of peer group / partner allocation in advance * Allow the student to change tutorial groups so that they can work with a s supportive friend. * Where possible, consideration of assigning roles beforehand (for example, assigning a research role to students with presentation anxieties) * Permission to work solo if group work is not a competency standard |
| Digital accessibility | Providing core materials in an accessible format and providing these materials in advance ([see guidance on accessible formats](https://www.qmul.ac.uk/disability-and-dyslexia-service/inclusive-practice/staffinfo/#d.en.514578)) |
| Alternative formats | Providing materials in an alternative format – for example paper materials in large print for visually-impaired students / use of overlays for dyslexic students. |
| Field trip support | * Organising and supporting arrangements for any non-campus-based learning/networking activities. * Sharing trip itinerary in advance * Assistance in arranging non-specialist human support. * Other bespoke field trip related support |
| Support worker access | Ensuring support workers (e.g., British Sign Language interpreters) are provided with timely and appropriate access to learning spaces and materials. This includes access to lecture / seminar spaces as well as relevant QM Plus permissions. |
| Referral to the [Faculty’s Student Support Office](https://www.qmul.ac.uk/fmd/study/undergraduate/london/support/) |  |
| Labs | * Establishing a low stimulation/distraction area within the lab if possible. E.g. A bench near an exit, no one working behind the student. * Use noise reducing earplugs/headphones where appropriate, in discussion with module lead. * Access to chair or seat * Permission to take regular breaks |

## Science and Engineering

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| Support worker access | Ensuring support workers (e.g., British Sign Language interpreters) are provided with timely and appropriate access to learning spaces and materials. This includes access to lecture / seminar spaces as well as relevant QM Plus permissions. |
| Labs | * Establishing a low stimulation/distraction area within the lab. E.g., A bench near an exit, no one working behind the student. * Use noise reducing earplugs/headphones. Pagers provided to alert in the instance of an emergency. * To have tablets available to support with regulatory strategies (to avoid contamination/health and safety regulations). * Access to chair or seat * Height adjustable desk * Permission to take regular breaks and provision of a quiet space. * Opportunities to familiarise themselves within the lab environment during quiet periods. * Increasing the staff to student ratio, e.g., additional lab technicians allocated to support. * Students enabled to communication using the medium most effective, e.g., in writing on devices/paper. |

## Postgraduate Research students

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| [SensusAccess](https://www.qmul.ac.uk/disability-and-dyslexia-service/disability/sensusaccess/) | File conversion software for which QMUL has a licence – this can take inaccessible (or difficult to access materials and convert them into formats students find more accessible. |
| Recording of Supervisions | Allow students to record audio/teams calls with supervisors to aid memory and sense of any notes they make. |
| Specific Learning Differences cover note | Cover note to be submitted with written submissions which provides advice and guidance for markers. |
| Viva cover note for students an Autistic Spectrum Condition (ASC) |  |
| Viva cover note for students with Specific Learning Difference (e.g., dyslexia) |  |
| Consider permanent office seating arrangements |  |