Final report to the Inclusive Practice Panel

‘Disability - the Student Voices’
- Feedback from disabled students
on the University of London International Programmes

Ormond Simpson
- recently Visiting Fellow, Centre for Distance Education
University of London International Programmes
ormond.simpson@gmail.com
www.ormond.simpson.com

Contents
1. Executive Summary..................................................................................................................2
2. Introduction, background, literature survey.........................................................................4
3. Questionnaire results and discussion...................................................................................11
4. Conclusions.............................................................................................................................34
5. Acknowledgements..................................................................................................................41
6. References...............................................................................................................................42
7. Appendix 1 - The Questionnaire............................................................................................44
8. Appendix 2 - Students Responses Complete........................................................................50

April 2018
The Student Voices
- Feedback from disabled students
on the University of London International Programmes (UoLIP)

Executive Summary

Overall findings
The Inclusive Practice Panel of the University of London International Programmes (UoLIP) commissioned this report, wishing to explore three areas of the disabled student experience in the International Programmes:

1. Students' experience of International Programmes study and their consequent retention.
Main finding - disabled student experience in the International Programmes was found to be reassuringly positive, although further research should be undertaken with dormant or dropped withdrawn students.

Further analysis should also be made of the retention of disabled students in the Programmes, especially as evidence from other institutions suggests their dropout rates may be markedly higher than for non-disabled students.

2. The challenges, benefits and disadvantages of their studies compared with conventional students.
Main findings - the challenges of students' studies are very varied and depend on the very different disabilities experienced by students. A number of students experience more than one disability which increases their challenge even more. The benefits of distance education are the flexibility and ability to study from home without needing to travel. The disadvantages are their isolation from other students and their teachers and the institution itself. It would be helpful if UoLIP could find ways of diminishing that isolation.

3. What factors they take into account when choosing to study - are they different from conventional students?
Main finding - Around 20% of disabled students state that their disability was the main factor in choosing the International Programmes. But even for them the brand of London University and the choice of appropriate courses were still very important.

Recommendations from the survey
Arising from the survey I would make the following recommendations:

Recognition
It is important to ‘recognise’ disabled students and the problems they face more clearly, through more regular contact, possibly via mini feedback surveys, newsletters and online forums devoted to specific disabilities, all leading to greater ‘personalisation’ of the University.
There may be a need to raise the profile of disability in the University and help staff ‘buy into’ the needs of students perhaps via workshops, especially around the topic of exams.

**Promotion and recruitment**

There appears to be very little reference to disability at the front end of the UoLIP website. There should be encouragement for disabled students to sign up to increase the numbers of such students which appear to be lower in the Programmes than at the UK Open University (UKOU) and in UK higher education nationally.

**Ongoing support**

*Materitals* - if not available already there should be disability support materials on the UoLIP website for the most common disabilities, particularly dyslexia. It might be possible to modify existing UKOU materials for that purpose.

*Teaching support* - where possible there should be more video and audio recordings of lectures with subtitles where necessary.

*Support from other students* - UoLIP should look at ways of delivering more personal support to disabled students via mentors

*Support from Teaching Institutions* - there is some criticism from students at teaching institutions of lack of support from their institutions. There may be a case for investigating whether teaching institutions could give better support to disabled students

*Exam support* - arrangement appear to work reasonably well but there may be a case for making the criteria and procedures clearer.

*Exam centres* - worked well on the whole but the links between UoLIP, teaching institutions and exam centres need speeding up in some cases.

*The VLE* - this appeared to well-designed for most disabled students although there may be ways in which its use could be encouraged - perhaps via a video explaining how it can be used most effectively.

*Families and Friends* - arising from research elsewhere it might be useful to explore ways in which families and friends of students could be involved in the support of ‘their’ students - perhaps through a ‘How to help your student’ website.

*Other forms of support* - students suggested an out-of-hours phone line, lists of tutors available for private support and a specialised learning advisor for the most common learning disability, dyslexia.

**Future work**

*Disabled student data* - the question of retention of disabled students has not been addressed in this report as it needs access to UoLIP data and analysis skills, neither of which I have. But such data is absolutely required on a number of questions such as do disabled students have lower success rates than non-disabled students? 

*Interviews* - is it worth undertaking interviews with some of the students who have volunteered to be contacted?

*Action research* - what actions could be taken to increase disabled students success?
Introduction and literature survey

Jane Seal asks in her book, *E-learning and Disability in Higher Education: Accessibility Research and Practice* ‘What are the silences?’, ‘Which perspectives haven’t we heard from?’ and in particular ‘Where are the student voices?’ This report is the result of a survey of UoLIP students identifying themselves as either disabled or having special circumstances of some kind and is an attempt to explore her last question for disabled students of the International Programmes.

Background

Like all UK universities UoLIP are committed to the UK Equalities Act (2010) which requires institutions to make ‘reasonable accommodation’ for disabilities. That commitment has been placed in the terms of reference of the Inclusive Practice Panel of UoLIP who are charged ‘to monitor University of London International Programmes policies, procedures and practices and recommend changes in order to ensure that students with disabilities and/or specific access requirements are not disadvantaged’.

The Panel is therefore interested in the experience of UoLIP disabled students and in particular:

1. their experience of International Programmes study and their consequent retention
2. the challenges, benefits and disadvantages of their studies compared with conventional students
3. and what factors they take into account when choosing to study - are they different from conventional students?

Thus the Panel commissioned a survey of disabled students in the UoLIP to be carried out by the author of this report.

Disabled students in distance and online education

There is a substantial literature dealing with disability in higher education from its earliest days, see for example Fuller et al (2009). There has been less attention to disabled distance students even though it was realised that such education could allow access to students who could not otherwise study. Substantial efforts have been made over a number of years by distance education institutions to make this a reality.

But as Kent (2015) noted, there are still barriers to distance and online study for disabled students. From the start disabled students are often reluctant to disclose their disability, and although technology has been hugely helpful to such students they can still experience difficulties due to:
‘... the accessibility of websites and learning management systems, the accessibility of digital audio and video content and alternatives, inflexible time limits built into online exams, the accessibility of PowerPoint presentations, and also course material in inaccessible PDF formats and the lack of access to needed adaptive technologies. Also there are problems with the inaccessibility of online chatrooms and particularly the incompatibility of screen readers with these forums for students with vision impairments’ (Kent, 2015).

So it is not surprising that:

- disabled students are underrepresented in higher education in UK and elsewhere, and that distance education is no different in that respect
- disabled students are generally less successful in higher education - although there are differences between different types of disability (DIUS, 2009).

The UKOU - Amongst distance universities the UKOU has the some of the clearest data on disability. It has found that the number of students declaring a disability has grown substantially in recent years - from 4% of intake in 2010 to 16% in 2015. It is not clear why this has been the case, but it has been accompanied by an increase in the completion gap between disabled and abled students from 6% to 11% with disabled students doing worse. In addition disabled students have a general lower level of satisfaction with their learning experience (CICP OU Report, 2016).

A more detailed investigation of UKOU disabled students found that students with mental health difficulties showed poorer course completion than non-disabled students. Students with restricted mobility and students with other disabilities showed lower pass rates than non-disabled students. Students with dyslexia or other specific learning difficulties showed lower pass rates and poorer grades than non-disabled students. Finally, students with multiple disabilities showed poorer course completion, lower pass rates and poorer grades than non-disabled students (Richardson, 2010).

A similar picture has emerged at Athabasca University -the principle distance institution in Canada - where there has been similar growth in the past and a corresponding gap in attainment (Moisey, 2004).

I am not aware if there are similar figures for corresponding gaps in attainment amongst UoLIP disabled students, but such students comprise a much lower percentage of the overall student body - I estimate it may be somewhat less than 2% - suggesting the potential for considerable growth.

UNESCO - Such a record recently prompted UNESCO to look for a higher educational institution delivering Open and Distance Learning (ODL), in order to pilot and localize its document “Learning for All: Guidelines on the Inclusion of Learner with Disabilities in Open and Distance Learning” (UNESCO, 2016). It is expected that the final deliverable will be a detailed Plan of Action for making higher education delivering ODL more inclusive for learners with disabilities. The final delivery date for this Plan was in November 2017, but it has apparently not yet been published.

Distance education graduation rates - However while distance education may be accessible for disabled students it is important to remember that distance education often has markedly lower success rates than conventional education as measured by graduation rates - see Figure 1 (over).
The difference between conventional graduation rates is especially noticeable at UoLIP where the same programmes are delivered in two modes - using face-to-face support via approved institutions (in effect a blended or hybrid mode) and purely at a distance. The difference in graduation rates is 61.5% versus 15.7%. So if distance education is deemed to be more suitable for disabled students it becomes critically important that it is not inherently a second best version.

Equally it is important that any modifications made to distance courses to make them more accessible for disabled students do not reduce their effectiveness for able students. Fortunately there is evidence that improving accessibility for disabled students promotes best practice for all students (Kinash et al 2010). As Coughlan notes ‘...these benefits are not just limited to students with a disability; accommodations made for accessible course design help all students’ (Coughlan et al. 2017).

**Competition**

Another important element for taking particular note of the needs of disabled students is competition. Rivalry for students in the UK appears to be growing as a consequence of the Government allowing increasing competition from private providers such as the new Arden University (authorised in August 2015). Like Arden University many of these new providers will be online institutions and therefore direct rivals with UK established distance providers such as the UKOU and the UoLIP.

Initially competition is likely to rely heavily on branding; private institutions will take a long time to achieve the recognition levels of the UKOU and UoLIP. But such institutions rely on recruiting students to make profits and will be willing to spend substantial sums on advertising to achieve those ends.

Thus it will be important for distance institutions to ensure that no market is neglected. Clearly one such market is disabled students who, as noted earlier, are under-represented in higher education (DIUS, 2009 op.cit.) and especially at UoLIP.
Legal aspects in Higher Education

The increasing privatisation of higher education in the UK has led to suggestion that more students will consider suing their institution if teaching and support do not live up to the standards to which they feel entitled. This has already happened in the recent case of an Oxford graduate who sued Oxford University for £1 million for only obtaining a 2:1, a fact he put down to inadequate teaching. He lost the case, but as the judge remarked ‘the quality of education will undoubtedly come under greater scrutiny as students run up debt...’ Disabled students who feel that ‘reasonable adjustments’ have not been made for them may possibly take to litigation.

Disabled students in conventional education

There are research findings from conventional face-to-face (f2f) education which might be relevant to distance education online. For example Jacklin and Robinson (2007) investigated the question of what kinds of support were important to disabled f2f students. These were (quote):

- ‘Someone to talk to generally, about programme expectations or workload’
- ‘A listening ear when feeling stressed about workload’
- ‘A listening ear when feeling stressed about personal matters’
- ‘Reassurance that you are capable of doing the work’
- ‘Someone to motivate you to do the work’
- ‘Help with essay writing’
- ‘Financial advice’
- ‘Advice about university procedures, for example, if an essay was going to be late’
- ‘Practical support, for example, with everyday jobs.’

Jacklin and Robinson found that overwhelmingly it was personal and interpersonal aspects of support that emerged as being of most importance to the majority of students. Other kinds of support (such as practical help) although important, were less frequently mentioned. When specifically asked who or what provided each of these kinds of support, the responses were as follows (percentages indicating the strength of response based on the number of times the source of support was mentioned):

- Friends on the course (30%)
- Friends not on the course (16.1%)
- Friends (generally) (5.4%)
- Family/parents/partner (24.9%)
- Personal tutor (1.6%)
- Seminar tutors/subject tutors/course tutors/topic tutors (1.5%)
- Tutorials/tutors (4.0%)
- Lecturers/lectures (1.7%)
• Other university staff (9.2%)
• Student support unit (0.1%)
• Personal advisor/advice service/student advisor (1.5%)
• Mentors (either student-mentors or work-placement mentors) (1.0%)
• Handbook/website/intranet (0.7%)
• Other (e.g., student representatives/student union) (0.6%)
• Self (1.9%)

Overall, friends (51.5%) were most frequently mentioned as the most important source of support. This was still true for almost all of the different kinds of support identified above, the exception being ‘advice about university procedures’, where students tended to identify university-based sources. In a survey carried out at the UKOU, Asbee et.al. (1998) found similarly that students rated support from family and friends more highly than support from tutors and other students.

Jacklin and Robinson concluded that structures which ignore the interactional and relational aspects of support may be creating systems where support may be available but not accessible. For example, in the institution where the research took place the support structure was based on the dual aims of professionalising non-academic support and embedding academic support within teaching and learning frameworks. Their findings showed that support structures were most effective where:

• Informal interaction between students, as well as between staff and students, was built into more structured academic and non-academic contexts.

• Academic and non-academic staff took time to engage with students in unstructured, as well as structured contexts.

• Interaction between academic and non-academic staff occurred and the dual aims were not seen as creating separate systems of support.

Clearly in the distance education situation such informal and unstructured interactions are likely to be missing to a greater or lesser extent, which may be a partial explanation of the difference between f2f and distance graduation rates.

Case study - the UK Open University and Disability

The UK Open University has attracted students with disabilities since its foundation in 1971. It currently has around 24,000 students who declare a disability out of some 150,000 current students, a proportion of around 16%. It is worth a brief case study as it has developed comprehensive support system for disabled distance students.

From its ‘Help Centre’ Home page there is a link from ‘Disabled Student Support’ to the following pages - see Figure 2 (over).
The first of these links leads to a page with topics like

- Arranging your support
- Course elements and examples of adjustments
- Finding an assessor for specific learning difficulties
- Specific learning difficulties - diagnostic assessments
- Your needs assessment

- and so on.

There are some 66 further links altogether. There is also a further webpage:

‘Overcoming barriers to study if you have a disability or health condition’

https://help.open.ac.uk/overcoming-barriers-to-study-if-you-have-a-disability-or-health-condition

which leads to another set of links - see Figure 3.
The last link leads to a series of publications:

- Studying with Dyslexia booklet
- Studying and Staying Mentally Healthy booklet
- Studying when you are deaf booklet
- Studying with Little or No Sight booklet

There is also a Facebook discussion page

https://www.facebook.com/askusaboutstudyingwithadditionalneeds/

where students are invited to leave comments and queries which can be accessed by other students and are monitored by staff.

In addition there are a number of case studies where students reported how they managed their disability.

Information about disability on the UoLIP website.

Whilst all this is impressive, a visitor to the UKOU website may well find it somewhat overwhelming in its complexity and size. However it does compare with the with UoLIP front pages where a search on ‘disability’ leads only to two pages:

- Info about the DSA for UK students
- The Disability Suite in Senate House and its pc’s with assistive technology software

There will of course be more information behind the login student pages, but for a general disabled enquirer there seems little to encourage further exploration. This should be a topic for further discussion.
Questionnaire, results and discussion

Design

The difficulties of gaining meaningful feedback from such a heterogeneous group of students given the variety of disabilities and the differing impacts on their studies can be considerable. Whilst there is value to the structured feedback provided by a Likert scale approach, it seems more likely that the open comments provided by students would be of more value. But, as other workers have noted:

‘Open comment feedback, especially when received at scale, is difficult to analyse and therefore to act upon. Manually reading large numbers of comments, or identifying relevant or actionable information from these, is a challenge’ (Coughlan op.cit.).

Thus there are challenges to this study from the outset. In order to try and reduce these, the questionnaire design was based on previously tested questionnaires notably from Curtin University and the UK Open University. The questionnaire went through seven drafts with many helpful comments from a number of UoLIP staff - their names are in the acknowledgements.

Cultural attitudes

One specific comment was that the majority of UoLIP students are from the developing world, many from Asia, and that there may well be different cultural attitudes towards disability. Thus for example there might be some prejudice about disclosing disability although this is a complex issue and difficult to find hard facts. There is certainly evidence from various sources that disabled students do not always disclose although it is difficult to get exact data (Yuknis et al 2017). So in this questionnaire the term ‘your disability or medical condition’ was used throughout to try to avoid any suggestion of shame. In the event the largest number of responses were from Singapore, Pakistan and Malaysia which might suggest that the stigma is relatively slight.

Despatch

The questionnaire was formatted into a ‘SurveyMonkey’ e-survey and despatched to 720 students who had registered as having a disability or condition with UoLIP.

Returns

186 replies were received over a three week period and after a reminder. This was a response rate of 26%. Given the dropout rates during the year from Programmes can be as much as 50% or more, it may well be that many of the surveys were sent to withdrawn students who were always likely to not respond. However I believe that this percentage is enough to give a fair sample of the experience of active disabled students in UoLIP.

Most students responded to questions with extra comments, sometimes quite detailed. There were more than 1200 individual comments in total - certainly illustrating Coughlan’s quote - and the principal difficulty in writing this report has indeed been the challenge of trying to draw helpful conclusions from such a wealth of data.

Format of this report

The section numbers in the report refer to the question sections and numbers in the survey. There are summaries of the findings under each question, but it seemed useful to record the complete student responses which are in Appendix 2 for possible further analysis. In most cases there is a hyperlink from the summary findings to the complete responses.
I have also included a few direct student responses in some summaries where they often gave a vivid picture of the responses overall. These are verbatim with only very minor editing where meanings were not clear.

Questionnaire findings - basic data

Total responses 186 out of 720 sent (26%)

A. Personal information

A1. Programmes represented in responses

<table>
<thead>
<tr>
<th>Programmes</th>
<th>No. of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLB</td>
<td>36</td>
</tr>
<tr>
<td>BSc’s- miscellaneous</td>
<td>17</td>
</tr>
<tr>
<td>MSc’s miscellaneous</td>
<td>16</td>
</tr>
<tr>
<td>Graduate Diplomas - miscellaneous</td>
<td>14</td>
</tr>
<tr>
<td>Not identifiable</td>
<td>14</td>
</tr>
<tr>
<td>BA’s - miscellaneous</td>
<td>13</td>
</tr>
<tr>
<td>BSc International Relations</td>
<td>12</td>
</tr>
<tr>
<td>BSc Economics</td>
<td>11</td>
</tr>
<tr>
<td>BSc Accounting and Finance</td>
<td>9</td>
</tr>
<tr>
<td>MSc Epidemiology</td>
<td>8</td>
</tr>
<tr>
<td>Postgraduate Certificates miscellaneous</td>
<td>8</td>
</tr>
<tr>
<td>MSc Public Health</td>
<td>5</td>
</tr>
<tr>
<td>MA Refugee Protection and Forced Migration</td>
<td>4</td>
</tr>
<tr>
<td>MSc Information Security</td>
<td>3</td>
</tr>
<tr>
<td>MSc Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>MA’s miscellaneous</td>
<td>3</td>
</tr>
<tr>
<td>MSc Global Health Policy</td>
<td>2</td>
</tr>
<tr>
<td>MSc Clinical Trials</td>
<td>2</td>
</tr>
<tr>
<td>BA Theology</td>
<td>2</td>
</tr>
<tr>
<td>BSc Business admin</td>
<td>2</td>
</tr>
<tr>
<td>B. Divinity</td>
<td>2</td>
</tr>
</tbody>
</table>

Number of programmes represented in survey = 21
A2a. Age distribution in responses

![Number of students in each age band](image)

A2b. Years with University

![No. of students at each year](image)

A2c. Sex distribution

![Male, Female, Prefer not to say](image)

A2d. Countries of origin in survey

<table>
<thead>
<tr>
<th>Country</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK</td>
<td>31</td>
</tr>
<tr>
<td>Singapore</td>
<td>24</td>
</tr>
<tr>
<td>Pakistan</td>
<td>16</td>
</tr>
<tr>
<td>Malaysia</td>
<td>10</td>
</tr>
<tr>
<td>UAE</td>
<td>2</td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
</tr>
<tr>
<td>Egypt</td>
<td>1</td>
</tr>
<tr>
<td>Finland</td>
<td>1</td>
</tr>
<tr>
<td>Country</td>
<td>No. of students</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>USA</td>
<td>10</td>
</tr>
<tr>
<td>Canada</td>
<td>9</td>
</tr>
<tr>
<td>Trinidad and Tobago</td>
<td>8</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>7</td>
</tr>
<tr>
<td>India</td>
<td>5</td>
</tr>
<tr>
<td>Belgium</td>
<td>4</td>
</tr>
<tr>
<td>Germany</td>
<td>4</td>
</tr>
<tr>
<td>Ghana</td>
<td>4</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>4</td>
</tr>
<tr>
<td>South Africa</td>
<td>4</td>
</tr>
<tr>
<td>Kenya</td>
<td>3</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>3</td>
</tr>
<tr>
<td>Italy</td>
<td>2</td>
</tr>
<tr>
<td>Mauritius</td>
<td>2</td>
</tr>
</tbody>
</table>

**A2e. Type of student**

- **Institution-based students:** 0%
- **Web supported students:** 10%
- **Independent students:** 50%

**A2f. Institutions represented**

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of students</th>
<th>Institution</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore Institute of Management</td>
<td>11</td>
<td>Crescendo International College</td>
<td>1</td>
</tr>
<tr>
<td>ITC School of Laws</td>
<td>3</td>
<td>Podar World College Mumbai</td>
<td>1</td>
</tr>
<tr>
<td>Royal Institute of Colombo</td>
<td>3</td>
<td>Imperial College Healthcare NHS Trust</td>
<td>1</td>
</tr>
<tr>
<td>Russell Square International College, Mumbai</td>
<td>3</td>
<td>Institute of Law and Academic Studies</td>
<td>1</td>
</tr>
<tr>
<td>Zenith University College, Accra, Ghana</td>
<td>3</td>
<td>Lagos Defence International Degree Programme</td>
<td>1</td>
</tr>
<tr>
<td>Academy of Tertiary Studies</td>
<td>2</td>
<td>New College of the Humanities</td>
<td>1</td>
</tr>
<tr>
<td>Advance Tertiary College Penang</td>
<td>2</td>
<td>Pakistan College of Law</td>
<td>1</td>
</tr>
<tr>
<td>Brickfields Asia college</td>
<td>2</td>
<td>Roots Ivy International University Islamabad</td>
<td>1</td>
</tr>
</tbody>
</table>

Disability - the Student Voices Page 14 of 98
Overall there appeared to be a wide group of students responding in the survey, who also appeared to be reasonably representative of the disabled student body as a whole.

A3. The main factors in choosing the UoLIP for study (52 responses)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>HKU SPACE</td>
<td>2</td>
</tr>
<tr>
<td>Millennium University College</td>
<td>2</td>
</tr>
<tr>
<td>Islamabad</td>
<td></td>
</tr>
<tr>
<td>University College Lahore</td>
<td>2</td>
</tr>
<tr>
<td>AFRICAN PRISONS PROJECT</td>
<td>1</td>
</tr>
<tr>
<td>Cilex</td>
<td>1</td>
</tr>
<tr>
<td>CLBS</td>
<td>1</td>
</tr>
<tr>
<td>SOAS</td>
<td>1</td>
</tr>
<tr>
<td>Szabist Karachi</td>
<td>1</td>
</tr>
<tr>
<td>The Hong Kong Polytechnic University</td>
<td>1</td>
</tr>
<tr>
<td>Themis School of Law</td>
<td>1</td>
</tr>
<tr>
<td>UCC</td>
<td>1</td>
</tr>
<tr>
<td>Universidad Del Pacifico</td>
<td>1</td>
</tr>
</tbody>
</table>

Total number of institutions represented = 28

Key:
1. The subjects were the most relevant for my work
2. I could study from home
3. The flexibility of study
4. There were no time restrictions on the module or course
5. The cost of study
6. Most suited for my condition or disability

The majority of reasons for choosing UoLIP were concerned with the reputation of the University of London, the appropriateness of its courses to the students’ ambitions and the flexibility of the study methods.

However a minority of students - around 20% - did note that their disability was an important factor in their choice. These students commented:

- ‘Flexibility to fit around health conditions, hospital treatment and household commitments.’
• ‘I would not have been able to consistently attend in-class lectures due to frequent illness and doctor appointments’
• ‘I have an anxiety disorder and have battled depression since the time I was doing my A-levels. I’m disciplined and believe that I can do anything I set my brain to but anxiety often makes me irritated and blurs mind and decisions making ability. It drains me emotionally and makes me physically exhausted sooner than a normal person of my age shall. Hence, I needed flexible class timings and courses. I want to study comfortably instead worrying about attendance issues and making myself feel like a “loser” that would eventually lead me to a vicious life-sucking cycle of depression. I wanted to progress and I’m willing to put in the hard work worrying about time and other issues restricted me from focusing happily and actually learning to achieve success. I wanted to be proud of myself’
• ‘I can use a computer to write my answer in the exam’.
• ‘A distance learning program better fits my need as a student with permanent learning disability because I can study from written study materials. My note taking ability may be compromised by this disability.’
• ‘I am a considerable hearing loss so that it is not appropriate to attend same scale of ordinary class.’
• ‘University of London helped me a lot, provided me five minutes pen down break during my every exams and guide me where I was wrong and given me a chance for resit whenever I had health issues’

The responses suggest that their disability is only an important factor in choosing UoLIP for about 20% of disabled students. Nevertheless this is enough to suggest that disability should have a higher profile at the front of the UoLIP recruitment webpages - see the conclusions.

Complete student responses to this question - bookmark choice_factors

B About your condition or disability

In an attempt to gain as much detailed information as possible there were four questions (B4.1 to B4.4) aimed at elucidating students’ various disabilities. Students appeared to keen to give detailed explanations of their condition or disabilities and as a result there was some duplication of information. Additionally, information sometimes appeared under two or more questions or under an inappropriate question. This was a basic fault in my questionnaire design and has made analysis a little more difficult. I have therefore recorded all the responses to all the questions in Appendix 2.

The range of physical and mental disabilities experienced by UoLIP students is very varied. They have reported the following amongst others:

Blind or partially sighted; Deaf or hard of hearing; Mobility impairment/wheelchair user; Physical coordination impairment (e.g. muscular, manual dexterity or upper limb disorder); Speech impairment; Specific learning difficulty (e.g. dyslexia); Mental health condition (e.g. depression, phobias, ADHD etc.); Autistic Spectrum condition; Long-term and/or chronic medical condition or unseen disability (e.g. diabetes, epilepsy, HIV positive).
Some students experience more than one condition. As Richardson (op.cit.) notes this can predispose them to a higher risk of study failure.

B4.1 Which of the following medical conditions or disabilities have you experienced?

There were a hundred detailed answers to this question. Four students noted pregnancy which although not offered as an option in the questionnaire can clearly greatly affect study, even if it is only a temporary condition.

The most common conditions reported (around 40% of total responses) were mobility and physical coordination problems which appear to arise in several ways - manual dexterity or mobility problems due to previous injuries, tendinitis, or repetitive strain injury, or congenital conditions like Ehler Danloss Syndrome (a connective tissue disorder) as well as muscular dystrophy, cerebral palsy, osteoporosis, and other conditions.

The specific learning difficulties referred mainly to dyslexia, but included problems due to brain injury, ADHD, mild autism and general stress arising sometimes from other conditions.

Some selected student comments:

- ‘Meniere's disease - military injury.’
- ‘Current major injury to right shoulder and right arm affecting ability to type and write.’
- ‘Muscular dystrophy.’
- ‘Wheelchair-bound with minimal hand movement.’
- ‘Osteoporosis: numerous bone fractures (fingers, toes, etc.) which limits mobility’
- ‘Dyslexia: slow reader and writer, no short term memory, therefore I need a long time to absorb the material so it goes into my long term memory. Distance learning permits this’.
- ‘I’m suffering from a condition called Nystagmus Specific permanent learning disability: deficit in working memory, phonological decoding skills, and visual processing speed’.
- ‘Diabetic retinopathy hypertension heart condition surgery’
• ‘I am considered totally blind and am unable to read print or see visual representations such as graphs and charts. I used Braille and screen reading software to use technology.’
• ‘Bilateral hearing loss, cochlear implant on the right’.
• ‘Schizophrenia with fishy smell on a runaway fashion.’
• ‘I was diagnosed with dyslexia at the age of 4 but never received any special support while studying in Spain where I graduated from university. Only while studying my master at SOAS, I found it was possible to receive extra time so I was tested again and granted 15 extra minutes per hour of examination.’
• ‘Multiple Sclerosis I suffer from Autism Spectrum Disorder (ASD), Generalised Anxiety Disorder (GAD), Non-Verbal Learning Disorder (NVLD), Sensorial sensitivity, Depression and Poor coordination of Major and Minor motor skills.’
• ‘Focal dystonia - pain, cramping and lack of control in right arm when writing using pen and paper’.

The overall impression is of very considerable disabilities which are often both severe and multiple.

Complete student responses to this question - bookmark disability_experienced

B4.2 Other mental health issues

This question was trying to elucidate any mental conditions not covered in the previous question. There were some misunderstandings and duplicate answers and some students indicated conditions which were not mental health issues. Nevertheless there were a small number of specific conditions not mentioned elsewhere such as anorexia, undiagnosed bipolar disorder, and OCD (obsessive compulsive disorder). There were frequent reports of general depression both treated and untreated.

Some selected student comments:

• ‘I am suffering from juvenile myoclonic epilepsy for which i am taking drugs that cause drowsiness. The drugs are epival, lerace, rivotril and triptol.’
• ‘Bipolar Disorder (hard to say before a proper diagnosis’
‘I don’t know’ would be more accurate. It seems fairly likely that I have OCPD (Obsessive-compulsive personality disorder - Ed.) or something similar. I have never been diagnosed though. But I am and have always been very perfectionistic. I struggle to move on from a sentence if I feel it’s not as good as it could be. This also, of course, slows me down a lot when I’m writing to write. At Cambridge, doing my BA, each exam (with, I think, one exception) required me to write 3 essays. I never managed more than two. Which automatically cost me a huge 33.3% of the mark’.

‘Severe anxiety and OCD that leads to a state of dissociation and heavily affects cognition as such.’

‘PTDS, a result of directly partaking in numerous combat operation’s’

‘I have anorexic when I initially got diagnosed with depression and anxiety but I’ve overcome it’.

‘Long-term depression and anxiety caused, and exasperated, by my ASD (Autism spectrum disorder - Ed.) which was misdiagnosed until my late twenties’.

‘Poorer memory. That is a given as one gets older’. Harder to memorise text, and harder to recollect stuff during an exam’.

Complete student responses to this question - bookmark mental_health

B4.3. Long term and unseen disabilities

Again this question attracted a number of duplicate responses but there were also a number of conditions that had not been indicated previously such as Post Herpetic Neuralgia (PHN) - twice, Irritable bowel syndrome (IBS), Chronic myeloid leukaemia (CML) - twice, type 1 diabetes - several times, prostate cancer and other general conditions.

Some selected student comments:

‘I contracted ophthalmic shingles during the course of my studies in 2013 and I am left with Post Herpetic Neuralgia (PHN), which is a neurological disorder associated with pain management.’

‘I am a prostate cancer patient’

‘Autoimmune Degenerative Disease- Rheumatoid Arthritis’
• ‘I note that hearing impairment is an invisible disability yet a very big disability as if you can’t hear in a typical classroom surroundings you cannot comprehend and remain dependent on additional tuitions’
• ‘I have been a type 1 diabetic since 1985. I have to inject insulin and test my blood glucose levels regularly.’
• ‘Esophagitis (an inflammation of the epiglottis - Ed.)’
• ‘I have Ehlers Danlos Syndrome/Joint Hypermobility Syndrome and Chronic Fatigue Syndrome. As part of these conditions, I suffer from intense joint and muscle pains and fatigue among other symptoms’
• ‘Metastatic colon cancer, stage IV’

Complete student responses to this question - bookmark long_term

B4.4 Other medical conditions or disabilities

![Chart showing do you have any other medical conditions or disabilities?]

Do you have any other medical conditions or disabilities?

Again this was an attempt to catch any other conditions not mentioned previously and again it picked up some duplication. There were also some conditions not mentioned before such as Budd–Chiari syndrome (a liver disorder), Tarsal tunnel syndrome (a painful foot problem), colostomy, achondroplasia (dwarfism), Gastro Oesophageal Reflux Disease (GERD), and prostate problems. Some selected student comments:

• ‘Colostomy Irritated Bowel Syndrome (IBS). Lactose intake, Dehydration, Stress and anxiety trigger it often and aggravate my IBS pains. I become bloated and full of gas and my blood pressure drops. I often have to be rushed to Shifa International Hospital, Islamabad. Exam stress gets to me a lot because I developed these medical conditions in my A-levels.’
• ‘Along with dyslexia I also have dysgraphia.’
• ‘Eczema. Under control with antihistamine. However, will try not to take as it makes one drowsy’
• ‘Slipped disc + Ankylosing spondylitis’
• ‘Irritable Bowel Syndrome (IBS) and Gastro Esophageal Reflux Disease (GERD) Chronic sinusitis’,

Disability - the Student Voices  Page 20 of 98
- ‘gastrointestinal issues (associated with Ehlers Danlos Syndrome/Joint Hypermobility Syndrome)’
- ‘Asthma’

Complete student responses to this question - bookmark other_conditions

C Effects of disability on study

C5a. How does your condition or disability affect your studies?

The biggest effect by some margin - and much as expected - was on students’ exams, when stress exacerbates most disabilities. Assignments were also affected but not to the same extent, and - as reading is the essential activity of all students - that also rated highly. Reading online occurred less frequently as a problem but that may be because it is a less recurrent activity for students.

The main problems indicated in exams were pain, fatigue, and medication affecting performance, all leading to not being able to write fast enough. Neurological conditions were mentioned, but not to anywhere near the same extent.

Some selected student comments:

- ‘Audio recordings are really hard to study with. Would be a lot easier if transcribed.’
- ‘There were many times when I had a lot of difficulty reading online and using the computer because I have severe light sensitivity. Even turning the computer screen light to the lowest setting and wearing solar shield sunglasses hurt my eyes’.
- ‘My condition affects my studies as ADHD often affects one’s ability to function in day-to-day life. It is not about an inability to focus (for me), so much as difficulty with time management, realistic goal setting, and the ability to allocate proper amounts of schoolwork to myself’
- ‘I have tension in my hand muscles which means I write very slowly. Thus, to complete my exams to the best of my ability, I have requested for and been granted a scribe and extra time by the University’
- ‘As employee of Armed Forces, I’m subject to unpredictable deployments in areas where security conditions don’t allow to attend exams’
• ‘My psychiatric doctor insists me to take antipsychotic drugs day and night despite the fact that examination is on. That drugs with withdrawal symptoms on affecting my examination performance.’

• ‘If I have a well-constructed video this would have been an excellent way to adopt Knowledge. It would have increased the knowledge adoption of every student I believe and deferentially would have almost closed the gap between dyslexic and typical (non-dyslexic) person,’

• ‘It is the institutions role to know how these disabilities et al impact students. Hire a professional to advise you, this survey is bizarre and should not be necessary’

• ‘As a blind student I need to have easy access to online resources and accessibility is of prime importance or else it would not be possible to complete my studies. I need more time to access online resources and do my research’

• ‘It is often hard to hear the online lectures. I need subtitles.’

Complete student responses to this question - bookmark effects_disability

CSb. Other ways your condition or disability affects your studies

The responses here reflected the comments made before and there were few new ways in which disability affected studies mentioned. Among these is disruption of study due to intermittent illness and medical treatment. There was one student who noted ‘Now, with a baby, she affects my studies in many ways :-)’.

Some selected student comments:

• ‘Sometimes my health conditions and treatment disrupt being able to study for periods of time. For example I’ve had about 18 hospital/medical appointments in the last two months.’

• ‘Because my disability dictates my daily schedule I am never in a position to contact anyone in London regarding what is required in the way of documentation for my disability and the testing conditions it necessitates’.

• ‘Twelve years ago I broke my neck, leaving me in a wheelchair. There is no affiliated diagnosis.’

• ‘And in no year, did I attempt more than three courses,... which extended the time to complete the programme’

• ‘Take much longer to read. L4 was good with supported seminars but L5 doesn't have that and I didn't know it was going to be so unsupported’

• ‘My disability is Dyspraxia, ‘difficulties with reading text’ is like saying to a wheelchair bound person... ‘difficulties with walking’, it’s not even close’.

• ‘Limited sense of progression within the year. No affirmation’.

• ‘I cannot study for more than 4 hours a day, my amblyopic eye gets exhausted and it triggers my brain with mix signals with regards to my sight. That is, my brain cannot choose between which sight is the good one and I start to have very blurry vision’.

Complete student responses to this question - bookmark other_ways
C6. VLE - overall use and proportion having problems

Overall about 65% of students in the survey had made some use of the VLE. Of those using it around 15% had had some problems. Those problems appeared to be mostly non-specific to particular components so probably represented a general difficulty with accessing the VLE effectively, sometimes because of poor internet connections. Only 19 problematic or non-users left comments which were mostly broad-based.

Overall it appears that the UoLIP VLE is reasonably accessible to disabled students, at least to those with good internet connections.

Some selected student comments:

- ‘Layout of page makes it difficult to follow who’s replying to who/hierarchy in messages
- not a user friendly interface, difficult to view on smart phone and tablet, difficult page layout to read long chapters of text with scrolling etc.’
- ‘Navigation complexity because of the number of paths to get to information. Could use an on-line coach.’
- ‘I cannot find the course materials which should be on there’
- ‘Are there other formats available? For Visually and Hearing impaired’?
- ‘I often found myself not knowing how to make comments on these forums although I might be able to access them. I am also hesitant to make my own comments on these forums for fear of how my lecturers, or any others who visit the forum, might respond to my ineptitude...’
- ‘The forums were sent to me in a digest which makes it very difficult to respond.’
- ‘I live in a poor country which has very poor internet access so sometimes it took me weeks to be able to sign in to the VLE’.

Complete student responses to this question - bookmark VLE_use
D Help and Support

D7 Have you ever requested any special arrangements for your condition to help with your studies?

A majority of students responding - 75% - had requested help of some kind. This was most frequently in connection with exams such as:

- Additional time
- Breaks including time to stand and stretch and for toilet visits
- Use of a computer
- Ability to take food and drink and insulin into the exam room to cope with digestive orders and diabetes
- Differing formats for the exam paper including large print, bold fonts and audio versions (this last was not authorised)
- Separate quiet rooms

Apart from exams there were requests for help with administrative tasks, deferment of final projects and additional tutor support.

Some selected student comments:

- ‘I had requested for extra time from the University of London, from 2014-2015 they gave me 5 minutes per hour which was insufficient which hindered my performance in the exams, then in Jan 2016 and a detailed psychologists report had been couriered to the university alongside my O&A level special arrangement letters that granted me 25 % extra time ,after sending the hardcopies the university accepted to give me 25 %extra time and I am very grateful to them as it has had a positive impact on my performance and my grades are a proof of it’
- ‘I was helped by a brilliant, young lady at the Student Advice Centre to register and pay my fees.’
- ‘Exam special arrangements: computer use because of back and neck pains even though I have vision problems I am under a 3 hour time constraint and as a former professional pianist I do type faster than I write. I required breaks to rest my eyes, and brought food and medication with me bold font for exams, this was forgotten once by the university but they had the paper printed and I started an hour after the other students. I didn’t mind.’
• ‘I started the process for requesting special arrangements however the University required certification of my dyslexia from a doctor that I did not have access to at the time of exam registration so could not submit it on time.’

• ‘Materials in alternative formats when necessary, such as Braille materials. Extra time for examinations. Doing my examination in soft copy. Scribe during examination’.

• ‘Separate room for taking exam, opportunity to wear ear plugs, wear hat bc of air movements, turning off lights. My medical professional requested the PDFs to be put in audio form. This was not done (I can understand why). He also requested extra time and a private classroom to take my examinations in. These requests were granted.’

• ‘Nb; I did not request because i was told by some colleagues that if i do that could affect my final grading of getting a good class which will eventually affect my chances of entering the Ghana law school to prepares students to be called to the bar.’

• ‘On a side note, I would really like to request that the University provide more recordings of lectures that have taken place to facilitate my understanding of the course material. (like those provided for the Public Law Module I completed) Furthermore, it would be nice if I could ask my professors questions and perhaps obtain some of their valuable feedback for the activities I attempt…’

• ‘I have not requested anything else, as there is no conversation/ guidance from with any person/ office/ department about what is possible to know what else to request. Very poor interactions with Student services whenever I attempted this conversation, so much so I feel they were adversarial’

Complete student responses to this question - bookmark requests asked

D8. Ever received any special arrangements to help with your studies?

A substantial number of students - around 35% - have apparently not received any special arrangements for their disability. It is not clear if this is because they asked and were not able to be helped, or did not ask, or were unaware of what support might be available. It would be helpful to clarify the answers to this question through some kind if follow-up.

Again the overwhelming number of requests was in connection with exams.
Some selected student comments:

- ‘Additional help from Profs and tutors. I have paid tutors separately for individual help. Longer test and exam times.’
- ‘Different tests that do not rely on “current memory” as opposed to long-term memory.’
- ‘Alternative assignments in place of exams.’
- ‘Yes, study material provided in PDF format. Was allowed to take blood glucose meter, glucose tablets and insulin into exams’.
- ‘1. 20 pts large-print exam papers.
  2. Use of my laptop to write down exam answers.
  3. Use of my laptop’s embedded calculator to perform calculations.’
- ‘Anxiety: Yes, but less extra time than I previously had in my medical degree.’
- ‘Pregnancy: They will not move exams and no response after several months on if my study period can be extended.’

Complete student responses to this question - bookmark special_received

D9. Did the special arrangements help?

![Bar chart showing 100% of students responded Yes to the question of whether the special arrangements helped.]

The answers here were fairly positive with the majority of students responding that the special arrangements they had received had been helpful. Again most of the comments related to extra help in the exams.

Some selected student comments:

- ‘Without being able to type my exams I simply would not be able to complete them and the MSc would be impossible for me’.
• ‘I was not able to manage my time properly and found it difficult to add content of my choice on the exam sheet when I had 5 minutes per hour extra, but ever since I have gotten 15 minutes per hour my performance has improved tremendously and with that my confidence level too’
• ‘The writing assistance provided by the scribe has enabled me to focus more on the thought process, crafting and structuring a good response to the question, which has reduced the amount of stress I experience during the exam. I believed that this has allowed me to do my utmost best for every module’.
• ‘Yes - I would have been unable to complete my project when it was first due as I was still acutely affected by my concussion and the extra time in examinations was helpful as I could take short brain breaks and also I was thinking slower than usual.’
• ‘It helped in a minor way. I was glad that my condition my acknowledged, at least
• Having the 10 minutes extra reading time did help while writing the exam but it would have more beneficial if I could have gotten the extra time while I was actually writing answers because that’s when the muscular spams occur at its most.’
• ‘N/a I didn’t get it as no psych report’
• ‘They encouraged me. And I signed up for a second Undergrad in Law. It was all because of the accessible arrangements during my exams and special arrangements made for me.
• ‘Yes they did - however, the exam centre (external exam centre, not UoL) was not aware of my extra time in the last exam I took, despite them being informed. This was quite distressing as I had to sort it out immediately before taking my exam.’
• ‘They helped partially. Although the doctor said frequent toilet breaks would be required, no extra time was given, and thus toilet breaks were included in my exam time. Unfortunately the International Programmes did not take into account that students write in different venues, and sometimes the walk to the toilet can be 10-15min! So they need to think a bit more about that and how to deal with it’.
• ‘I was able to test my blood glucose level in the middle of the exam and inject insulin as my glucose levels were high (probably due to exam stress). It would have been helpful to have additional time added to the exam in order to allow me to this, however’.
• ‘Well, I would have done even worse without them’.

Complete student responses to this question - bookmark special_helped

D10. Any financial support received?
In the UK students with recognised disability can receive a Disabled Student Allowance (DSA) which can be spent in various ways - on special dyslexia support tutors for example. I wondered if such help might be available elsewhere as there could be substantial resources for UoLIP to direct students towards. However clearly there is very little available outside the UK, and even in the UK DSA is apparently only available to students taking out Student Finance Company loans.

Complete student responses to this question - bookmark financial_support

**D11. For institution-based students - have you had any help from your institution?**

![Bar chart showing response distribution](image)

Less than 20% of institution-based students received help from their institution. Where help was received it appeared to be particularly welcome and effective, presumably because help near at hand is likely to be more immediate and effective than help from a distance. However the fact that 80% of students say they did not receive help from their institution suggests that there may be some initiatives that UoLIP could explore with approved institutions.

Some selected student comments:

- ‘Nothing at all from Royal Institute of Colombo. Not a single effort from the institute at all’
- ‘While I was attending an institution last year, the faculty members who I specifically came across personally since they taught me, were particularly very empathetic and warm once they got to know me and my condition, and how it affects me in my daily life. They were caring, reached out to me, and ensured that I knew that they’d be there for me as teachers and above all, human beings’.
  ‘Having said that, that was more of a personal thing, to do more with how they are as people and not because of the institution itself. Our system direly needs to incorporate serious consideration of the needs of people surviving with mental health issues’.
- ‘My teachers and my institute have been of great support to me. I have been provided separate desks in class on which i can make my notes much easily and they give me extra time to write in class assignments and mock exams.’
- ‘Lecturers are understanding and willing to help outside of class if I am unable to attend class due the condition’
• ‘More interaction on a one-to-one basis, focusing on learning development and progression with the support in place.’
• ‘They are not really willing to offer help’
• ‘My institution does not care about students’ well fair’
• ‘Not really. But would be great if you can reach out to them and ask them on how they can assist their students. Because for a very long time I didn’t even know if you would be willing to accommodate me in my special needs’.
• ‘My teachers and my institute have been of great support to me. I have been provided separate desks in class on which i can make my notes much easily and they give me extra time to write in class assignments and mock exams’.

Complete student responses to this question - bookmark institution_support

D12. Overall how could the International Programmes help you better?

There was a clear demand for better information as to what support was available to disabled students, as well as earlier confirmation of what support had actually been authorised, especially with respect to exams. There was a suggestion that that staff running external examinations be better briefed about disability issues. Some students also wanted greater clarity about what evidence or documentation UoLIP required for certain kinds of support. There was some criticism of the need for students to three-way liaise between UoLIP, their institution and their exam centre.

There was also a demand - repeated in earlier responses - for recorded lectures and videos, along with transcripts and subtitles to some videos. It was suggested that students should be encouraged to use the VLE, perhaps by having a video showing how to use it.

I also detected pleas for more general support, such as an out-of-hours phone support at certain times such as at exam times. But of course with students around the globe this would mean a 24/ hour service over the exam period which implies considerable cost. There was also a request for mentoring support from more senior students and tutors. Indeed there were some indications that students wanted a more personal connection with UoLIP. But overall the feedback was quite positive with a number of students indicating gratitude for the support they had received.

Some selected student comments:

• ‘It is indispensable to have checks throughout the academic year such as assignments, essays, coursework, mid-year exams, dissertation, to name a few, actively regulated and conducted by the University. Needless to say, this will certainly ensure that individuals living with disabilities are not disadvantaged and have a fair chance of proving themselves and perform much, much better.’
• ‘Could do with more confirmation that exam arrangements are in place. I had to chase that up last year and am going to have to again this year; the exam arrangements had all been improved and sorted out but I’d not had much in the way of confirmation. Had to send two emails last year just to check I didn’t have to do anything else to make sure the arrangements were in place for a London exam (first email had just gone a couple of months without a response).’
• ‘Have more examiners reports, especially for recent papers.’
• ‘Yes, more interactive study materials would be helpful’.
• ‘Give support on getting psych report. Should have given me more help and support not a dismissive template email over and over again!’
• ‘Provide more feedback and encouragement to use VLE if it is very useful, show how it can be used despite unpopularity’

Complete student responses to this question - bookmark helped_better

D13. Examples of educational experiences (either with the University of London International Programmes or another provider) where you felt your study needs were particularly well met?

This question and the next were somewhat shots in the dark. I was hoping that there might be ideas from elsewhere that might be both useful and useable to benchmark UoLIP strategies for both good and bad practice.

In fact UoLIP came out quite well with a number of compliments. Again there were a number of responses about examinations - students commenting that they had 50% more time at Cambridge and a separate room at Groningen for example. There were suggestions that there should be more feedback through quizzes and assignments and that video recordings would be greatly appreciated. There were also positive comments about the UoLIP study guides and packs.

Some selected student comments:

• ‘UoLIP special arrangements team is fast in response’
• ‘I can only speak with reference to my observations regarding the local programmes here. In the semester system, or even the annual systems that exist here, they are efficiently broken down into terms, separated by mid-year exams, quizzes and assignments. I strongly believe this is a very affective measure. The University of London should really look into this!’
• ‘University in Groningen provided a good environment for my disability by providing me with more time (15min per hour of exams) to complete my exams, but also giving me a separate room so my concentration was not broken when other students doing the same exam finished earlier.’
• ‘Generally it was. The opportunity to write and get quick feedback on problems that I was facing was really refreshing. The courteous nature of the responses from the Programme...
Director and others showed that the university is second to none. You can express my thanks.’

- ‘When I sent, via email, pictures of myself to North Western University’s Accessible NU office in response to their request for documentation of my disability and these were accepted.’
- ‘University of Kent and Nottingham Trent’s law schools provided their students with recorded lectures. It would be great if UOL could do the same’

Complete student responses to this question - bookmark good_examples

D14. Examples of educational experiences (either with the International Programmes or another provider) where you felt your study needs were not well met

This question did not elicit anything very new except there were some problems from occasional slow responses from UoLIP and occasional system failures. Suggestions for some form of continuous assessment and access to study groups were reiterated.

Some selected student comments:

- ‘I’ve tried to take part-time courses at local colleges (and even when I was at secondary school) and exam arrangements have been a constant battle even after they’ve already been approved with last minute changes and requests for new evidence etc. (days before an exam in one case). It’s often felt like the provider was mainly interested in trying to avoid providing support to save their resources…’
  ‘…The OU and London International Programmes have been about the only institutions for which this HASN’T been the case which I would commend you for.’
- ‘I have received no accommodation for my pregnancy with the University of London. I am due to give birth 1 week before exams.’
- ‘One critic I may say claim of the program is that it fails to engage students with each other. Phi U app did a good model but Uol has potential to be far better due to the scope’.
- ‘Implementation of exam arrangements’
- ‘My learning condition was only diagnosed while I was at SOAS. Although I was tested in the past I was told that I likely had a learning condition but it could not be diagnosed because the science had not matured enough to diagnose me. After being diagnosed I reached out to SOAS for learning tips because I lost my health insurance and could not afford to see a professional. When my emails were not responded to I was very upset.’
- ‘Implementation of exam arrangements’

Complete student responses to this question - bookmark poor_examples
D15. Willing to be interviewed by our researcher by phone, Skype or email?

![Pie chart showing distribution of responses to D15 question]

Around two thirds of students said they would be willing to be further interviewed, which may be an indication of student commitment to the International Programmes. I have omitted their email addresses from this report for security reasons, but can make them available as required.

D16. Anything else you’d like to add?

I was hoping that this might give students space to add things that previous questions had not allowed for. In the event there were some repetitions of previous ideas, but mainly the responses indicated two things:
- gratitude for the opportunity to express their opinions through a questionnaire
- gratitude to the International Programmes for the opportunity to study and for the support they had received.

At the same time there were still concerns expressed. One student (possibly studying law) drew attention to wording quoted below which appears in the student handbook and also the university website's page on Mitigating Circumstances:

"... Circumstances where action may not be taken include but are not limited to:
- Ongoing medical conditions (unless they suddenly become worse)."

He or she suggested that the last line is concerning and contradictory to health and disability law, policy and the intention of making allowance for medical issues generally.

He or she said:

“If an on-going health issue is deemed to affect a student’s physical and academic performance, to the point that special circumstances are noted and accepted, then it makes no sense to not take action where these conditions continually apply, regardless of whether the condition is perceived to have got worse.

“There either is or there is not a medical issue affecting the student in such cases. “Medical decisions should be respected regarding this and arbitrary medical decisions being made by academic (and not medical) staff should be avoided.

“In light of the above point, the above quoted line appears to be unnecessarily aggravating, and is potentially challengeable under health and disability law. Therefore, it is strongly advised that this line should either be removed or amended from the university’s websites, guide notes, policies, handbooks and public notes.”

Given a possible future propensity mentioned earlier for students to go to law to exert what they believe to be their rights it may be worth looking at this wording at some point.
Another student wanted UoLIP to be more positive about disability, writing:

‘Let’s talk soon and make empowering of people with disabilities a big reality. If we can enrol even 1000 people with disabilities in your program in 1 year, I can assure you that this would be the best thing ever and it’s doable and it is my mission to become the Ambassador for International Programmes and encourage people with disabilities to pursue their studies if institutes in their countries are not accessible.’

Some selected student comments:

- ‘I hope I am finally graduating. It has been an extremely difficult yet rewarding several years with UoLIP, but it will remain as an important part of my life that I will keep close to my heart. Thank you’.
- ‘Overall, I am still satisfied with the way my learning disability has been handled by the school so far.’
- ‘I think it is great University of London takes this seriously.’
- ‘Thank you for asking about my experience with this. As an individual forced to give up a professional career due to a vision limitation, this educational experience has allowed me to regain a sense of purpose, to acquire knowledge that has changed my understanding of ‘how the world actually works’ and to interact with a broad range of very accomplished individuals. Thank you.’
- ‘Overall, I am still satisfied with the way my learning disability has been handled by the school so far.’
- ‘Be more flexible in allowing students to do one paper through research and dissertation as it also helps the student to work on topic that may be applicable to needs and job.’

Complete student responses to this question - bookmark final_additions

Finally one student wrote in capitals, and possibly ambiguously,

‘FOR NOW I FEEL MUCH HAS EXHAUSTED IN THE SURVEY’,

- a sentiment that certainly chimes with this author and quite possibly with its readers. Nevertheless I remain impressed by the effort and thoughtfulness displayed by UoLIP disabled students in taking the considerable time to complete this survey.
Conclusions

Caveat:

I am not involved in the day to day working of the International Programmes which means that I can hopefully bring a fresh eye to its characteristics and achievements. At the same time it can also mean that I may have missed or misunderstood some aspects of the Programmes that might make something I say irrelevant or mistaken. I can only apologise for any such.

The remit for this research

The Inclusive Practice Panel of the University of London International Programmes was interested in the experience of UoLIP disabled students and wished to know more about three areas in particular:

1. Students’ experience of International Programmes study and their consequent retention.

My overall impression from reading more than 1200 individual students’ comments is that the International Programmes should be proud of the efforts it has made to support disabled students, especially in connection with exams. Generally disabled students’ experience of the International Programmes is good and many students in the survey expressed real appreciation of the support they’d received:

- ‘As an individual forced to give up a professional career due to a vision limitation, this educational experience has allowed me to regain a sense of purpose, to acquire knowledge that has changed my understanding of ’how the world actually works’ and to interact with a broad range of very accomplished individuals.
  Thank you. R’.

Of course this impression is based on a 26% response rate which will have come largely from students currently studying. A survey that reached students who have dropout out or become dormant may well produce more negative results, and that should be the next step in any further research. But for the moment this is the best data we have.

I have not attempted any analysis of the consequent retention of disabled students as this requires access to detailed internal UoLIP statistics. However it is likely that UoLIP disabled student retention will follow the same pattern as other distance education providers and be markedly lower than non-disabled students. In the UKOU for example there is a completion gap between them and ordinary students of around 11% points (CiCP OU, 2017 op.cit). Thus as a follow up to this study it will be most important to undertake that analysis and compare retention rates of disabled and ordinary students in UoLIP.

2. The challenges, benefits and disadvantages of their studies compared with conventional students.

The challenges experienced by UoLIP disabled students are very varied in type and intensity and depend on their particular disabilities. I have been impressed by the very considerable effort and commitment shown by students and have attempted to give some indication of the challenges they face in the body of this report. The challenges are even greater for students who are experiencing more than one disability.
The benefits of studying with UoLIP are the classic ones of being able to study at home - especially for the physically disabled - and the flexibility for students who experiences irregular effects from their disabilities. The disadvantages are those of isolation from other students, their teachers and the Institution itself, all of which contribute to what Moore (1990) calls ‘Transactional Distance’. It is critically important for the UoLIP to find ways of reducing that isolation and ‘personalising’ the University to its students.

Recently in a Brookings e-newsletter last February Ben Wildavsky, a director of higher education studies at the Rockefeller Institute of Government in New York, wrote an article entitled ‘The Open University at 45: What can we learn from Britain’s distance education pioneer?’ Professor Wildavsky identified a number of critical UKOU innovations, but the one he picked out as “the OU’s biggest accomplishment” was “combining scale with personalization”. He noted that “for many students... this personal relationship with an instructor is the key”. The OU is now moving steadily away from this position of personal relationships with its students to more distant interactions, with what may be a consequent reduction of its graduation rate to near 13%.

3. What factors they take into account when choosing to study - are they different from conventional students?

For roughly 20% of students their disability was an important factor for choosing the International Programmes. For the remaining 80% the main factors in their choice were the London University ‘brand’- its reputation - and the particular courses available. However even for the students for whom their disability was the most important factor, the brand and course choice were still vitally important.

But see below for recommendations about growing the number of disabled students in the Programmes.

Recommendations

Arising from the feedback from the survey I have therefore made some tentative recommendations. They are tentative in part because I have not had access to the student portal at UoLIP, so it may be that some of my recommendations may refer to systems and information that is available deeper in the UoLIP webpages.

I have taken the liberty of drawing on the conclusions of other surveys - notably from the UKOU and Kent’s conclusions (op.cit.) from the Curtin survey as well as the work of Jacklin and Robinson (op.cit.). To a large extent my conclusions mirror those of Jacklin and Robinson but with different emphases due to the distance situation. I have made it clear where my conclusions derive from elsewhere other than the findings of the UoLIP survey.

Recognition of disability

The questionnaire elicited a very positive feeling by many disabled students that they were being recognised in some way. I wondered if that recognition of their special status could be more developed by - for example - an occasional e-newsletter about disability developments. Or alternatively, one of the recommendations of a recent retention project in the Programmes (Inkelaar
et. al. 2015) was for regular short requests for feedback from students through short ‘Survey Monkey’ surveys - ‘mini feedback surveys’. Although not responded to individually, these would at least give students a feeling that they had some kind of voice during a course apart from the Student Experience Survey at the end of a course. The surveys would be analysed to spot possible trends and might pick up problems when it may be possible to fix them, rather when it is too late.

**Raising Institutional awareness of disability.** As a caveat to the positive responses there was also an occasional opinion, expressed by some students, that a few academic staff and administrative had not always fully ‘bought in’ to the needs of disabled students, especially around the topic of exams. There may be a case for raising the profile of disability in the International Programmes in some way, perhaps using this report as a starting point in a series of workshops in the different Institutions of the Programmes.

**Promotion and Recruitment**

I could find no mention of disability anywhere on the public internet faces of UoLIP. Of course I may have missed references, but if I did so then many casual disabled enquirers may have done so as well.

While only 20% of students indicated that their disability was an important factor in choosing UoLIP they still represent a considerable number of students. And I wonder if more would be recruited if the public face of the University made specific mention of disability as not being a barrier to study. At the moment from the data in this questionnaire I estimate that disabled students only comprise around 2% of UoLIP students, compared with 16% at the UKOU and around 11% in full-time UK higher education. In addition the number of disabled UK students nationally has been increasing substantially in the last few years, by nearly 500% in the UKOU since 2006 and by 56% full-time since 2010 (HEFCE, 2017). The growth in full time students experiencing mental health problems has been even greater with 220% increase since 2010.

Of course the data for UK disabled students does not fairly represent the potential number of disabled students in the developing world population from which UoLIP draws the large majority (around 90%) of its students. I have not been able to find figures for the number of disabled people in countries such as Singapore, Pakistan, and Malaysia who might be prospective UoLIP students. It is not unreasonable to suppose that these figures will be markedly less than the UK figure as people with disabilities in these countries may be unlikely to gain the qualifications for university entry, even if - as may be likely - the number in the population is greater due to lower access to support.

Nevertheless I note that there may be increasing interest in these countries in disabled students. For example the largest number of students in this survey are from Singapore where the National Technological University (which is moving into distance education) has a substantial web entry on Accessible Education [http://www.ntu.edu.sg/SAO/OurServices/Integration/AccessibleEducation/Pages/index.aspx](http://www.ntu.edu.sg/SAO/OurServices/Integration/AccessibleEducation/Pages/index.aspx)

Thus I would argue that UoLIP is missing out in both absolute numbers of disabled students, as well as some significant recent growth. It could be also be argued that as one of the leading international distance universities UoLIP should be playing a more prominent role in the education of disabled students, although that is beyond the remit of this report.
A UoLIP public webpage on disability could include case studies of successful disabled graduates of course, but would also contain some information as to the support available to intending disabled students. It might also contain freely downloadable specific support material - see below.

**Ongoing support**

Even if the Programmes do not bring in substantially more disabled students in the near future, it is committed to supporting those it has in the most effective ways possible. As noted earlier, it is noticeable that despite the relatively intensive support for disabled students provided by the UKOU there is still a completion gap between them and ordinary students of around 11% points (CiCP OU, 2017 op. cit). We may assume that such a completion gap is likely to exist in UoLIP. Given the much lower graduation rates in the online programme that gap is most likely to be greatest there.

There are various ways in which that support can be given - for example from the web, through teaching developments, through institutions and from other sources.

**- Support materials on the web**

I have not seen the content of the UoLIP Study Skills Guide so I do not know if it contains resources relating to specific disabilities. If not then I would suggest that UoLIP follows the lead of the UKOU and develops such specific online and freely downloadable materials. This may not need to be from scratch; the UKOU licenses the use of much of its material and its resources - for say dyslexia - may need only minor adjustments to suit the UoLIP situation.

I would suggest materials for at least the following specific disabilities if not already available in some form:

- General introduction to what UoLIP can do for disabled students
- Dyslexia
- Mental health
- Deafness
- Visually handicap

The UKOU also offers a Facebook page where disabled students can link up, but which is monitored by staff. I understand that some International Programmes have used Facebook for various purposes. Monitoring Facebook can be a high resource activity and might not necessarily be suitable for UoLIP. Neither would I suggest developing further webpages along the same lines as the UKOU, whose website on disability strikes me as so large as to be intimidating and almost too complex to be helpful.

**- Teaching support.**

There was a clear and consistent request from many students for better teaching support during courses. This was mainly in the form of video and audio materials such as recordings of lectures, with subtitles on existing videos. Some disabled students find such materials easier to use than large amounts of text. There were also requests for feedback from exams for disabled students and for there to be more coursework with feedback during courses.
- Support from other students

Other forms of support suggested were to use mentors - either ‘Senior Students’ or alumni\(^1\). This has been shown to increase retention in distance education (Boyle et al 2010).

There were also requests to allow more sharing between students in the form of study groups although again I understand there are Facebook groups existing already.

- Support from teaching institutions

This was the only question in the survey which elicited substantial negative comments, with disabled students at approved institutions complaining that their institutions gave them very little support and showed little interest in them. There would seem to be a prima facie case for investigating this further to see if UoLIP could influence institutions to be more supportive and also provide suitable briefing materials for them.

- Exam support

Exam arrangements appeared to work well for much of the time and there was appreciation expressed by many students. Some students asked for exam feedback specifically for disabled students and for the possibility of a resit option.

There were some concerns expressed that requests for extra time were not always met or not met in full. Some students felt that the criteria were not always clear and it may be that UoLIP should be more transparent about how it made decisions. As a recent report noted ‘...the onus is always on a Higher Education Provider to justify (and evidence where necessary) its approach to reasonable adjustments, rather than on individuals justifying the need for an adjustment.’ (Disabled Students Sector Leadership Group report to DfE 2017).

- Support at Exam Centres

The only other area where concerns were expressed to any extent was that links between UoLIP, teaching institutions and exam centres were complex and occasionally slow, leading to last minute difficulties.

- The VLE

Whilst the VLE appears to be well designed for disabled student use it is apparently still intimidating to others. There is a suggestion that there should be a video on how best to access and exploit it which might encourage its greater use. In addition some students would like alt formats for graphs and formulae. There was also a call for forums to be more actively monitored to remove out of date material.

- Families and friends.

As Jacklin et al (op.cit.) suggested the most important support for any students often comes from friends and families. The UKOU has a webpage for families and friends suggesting ways in which families and friends could be more supportive which students can pass to them. Whilst it is not possible to assess the value of this, such a page for UoLIP could be a very economical resource especially for disabled students.

\(^1\) I understand that there is a facility for inviting alumni to be mentors although applications are not currently being accepted. It may be useful to reactivate this specifically for disabled students.
- Other forms of support

There were requests for other forms of support from students such as an out-of-hours phone contact and providing lists of tutors available to give extra support. It was also suggested that a specialised learner support advisor was needed given that the single biggest disability appears to be forms of learning disability, especially dyslexia.
Future work

There is clearly considerable scope for further activity and research into disabled students in UoLIP.

**Disabled student data**

There is a need to examine the data around disabled students in UoLIP in terms of their progress. Do they have lower success rates than non-disabled students? We know that institutional-supported students have a much greater success rate then independent students - is this also true for disabled students? At what stage do disabled students withdraw? Do different programmes have different retention rates for disabled students? I suggest that an examination of the data would be a very helpful companion to this report.

**Interviews**

A number of students in this study have indicated that they would welcome the chance to be interviewed about their experience with UoLIP. It’s obviously not possible to say how valuable this would be and it would be extremely intensive work and difficult to evaluate. But such interviews could reveal evidence that would be very difficult to obtain in any other ways.

**Action research**

At the same time knowing more about disabled students will not be sufficient in itself to enhance their success. What kinds of changes in the Programmes will enhance their success? What interventions would increase their retention? Such changes and interventions would almost certainly increase the chances of success of non-disabled students as well. So I would recommend a programme of research into retention projects aimed specifically at retention. As a simple example I would suggest the project carried out by Tom Inkelaar and myself (Inkelaar et al (2015) - a simple, easily costed email intervention with UoLIP students which made a small but significant profit.

So one final definite recommendation is to continue researching - perhaps through further surveys of discontinuing students, which may well produce a more critical view of the support they have or haven’t received. Getting feedback from such students will need a challenging research design but as Einstein may have said ‘If we knew what we were doing, it wouldn’t be called research, would it?’

Ormond Simpson

March 2018
Acknowledgments

I am very grateful to many people for most helpful advice in developing this survey. Any errors and omissions in the final report are of course mine alone.

From UoLIP

Dr Linda Amrane-Cooper (Director of Strategic Projects, International Programmes),
Mark Beesley (Administrator, Centre for Distance Education)
Dr Nic Charlton (Learning Technologist, International Programmes),
Beatrice Hyams (Head of Programme Management, International Programmes),
Diana Maniati (Inclusive Practice Manager, International Programmes),
Huw Morgan Jones (Student Affairs Manager Quality, Standards and Governance)
Tim Wade (Director of Student Services, UoL Worldwide)
- and 186 UoLIP students

From the UKOU

Jitse van Ameijde (Senior Learning and Teaching Development Manager - Learning Design)
References

Disabled Students Sector Leadership Group report to DfE January (2017) Inclusive Teaching and Learning in Higher Education as a route to Excellence
Kinash, S. Crichton, S. Kim-Rupnow, W. (2010) Literature at the Intersection of Online Learning and Disability American Journal of Distance Education Vol. 18 , Iss. 1 http://dx.doi.org/10.1207/s15389286ajde1801_2
Moisey, S. (2004) Students with Disabilities in Distance Education: Characteristics, Course Enrollment and Completion, and Support Services. Journal Of Distance Education Vol. 19, No 1, 73-91
Moore, M (1990) ‘Recent contributions to the theory of distance education’ Open Learning 5 3
Simpson, O. (2013) ‘Supporting Students for Success in Online and Distance Education’ Routledge

UNESCO (2016) Learning for All: Guidelines on the Inclusion of Learners with Disabilities in Open and Distance Learning ‘Inclusive Teaching and Learning in Higher Education as a route to Excellence’
http://unesdoc.unesco.org/images/0024/002443/244355e.pdf

Wildavsky, B. ‘The Open University at 45: What can we learn from Britain’s distance education pioneer?’ https://www.brookings.edu/blog/brown-center-chalkboard/2016/02/01/the-open-university-at-45-what-can-we-learn-from-britains-distance-education-pioneer/

Dear University of London International Programmes Student

We’re writing to you as you have indicated to the University that you have a medical condition or disability of some kind. The University wants to conduct a survey to find out how it might better support students with such conditions and we would be most grateful if you could help us by completing the questionnaire attached.

The questionnaire is completely and strictly confidential and only anonymised data will be fed back to the University. We expect the questionnaire to take around 15 minutes to complete depending on the level of detail you give. Your reply will really help the University improve its services to all students, not just those who have a medical condition or disability.

Please let us have as much detail as you can - only in this way can we understand how you feel, how you are treated and what would make your student experience better.

All good wishes for your studies and very grateful thanks for anything you can tell us!

Ormond Simpson

Visiting Fellow, Centre for Distance Education, University of London International Programmes
QUESTIONNAIRE

Please provide as much detail as you can to all questions. None are compulsory, so if you do not wish to provide an answer to any question you can still complete the others.

A. Personal information

1. Your name (please leave blank if you wish) _____________________________________________
   Your Programme______________________________________________________________

2. Your personal details (please leave any items blank if you wish):
   How long have you been studying with us? ☐ Years  ☐ Years
   Your Age ☐
   Your Sex (tick one) ☐ male  ☐ female  ☐ prefer not to say
   Country where you are studying ________________________________________________
   Are you (tick one):
   - an Institution-based student? ☐
   - a web supported student (eg online tutor support) ☐
   - an independent student studying without support ☐
   If you are an institution based student please give the name of the institution (if happy to do so):
   __________________________________________________________________________

3. What were the main factors in your choosing the University of London International Programmes for your studies? Please tick a box for each factor:

<table>
<thead>
<tr>
<th>Choice factors</th>
<th>Very important</th>
<th>Less important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>The subjects were the most relevant for my work, goals or professional development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I could study from home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The flexibility of study was important to me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There were no time restrictions on the module or course studied</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The cost of study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most suited for my condition or disability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other factors that were important to you (please state)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. About your condition or disability

4. Which of the following medical conditions or disabilities have you experienced? Tick any that might apply and please give any details that might be appropriate.

☐ Blind or partially sighted

Details

☐ Deaf or hard of hearing

Details

☐ Mobility impairment/wheelchair user

Details

☐ Physical coordination impairment (e.g. muscular, manual dexterity or upper limb disorder)

Details

☐ Speech impairment

Details

☐ Specific learning difficulty (e.g. dyslexia)

Details

☐ Mental health condition (e.g. depression, phobias, ADHD etc)

Details

☐ Autistic Spectrum condition

Details

☐ Other mental health issue

*Please say what your condition is and give details if you can*

☐ Long-term and/or chronic medical condition or unseen disability (e.g. diabetes, epilepsy, HIV positive)

*Please say which and give details if you can*

☐ Other medical conditions or disabilities

*Please state and give details if you are able*
C. The effects of your condition or disability

5. How does your condition or disability affect your studies? Tick any that might apply and please give details if you can.

- difficulties with reading texts
- difficulties with reading online
- difficulties with assignments
- difficulties with accessing online resources - eg videos, audio, interactive media
- difficulties with exams
- other ways your condition or disability affects your studies - please state and give details if you can

6. The VLE. Please tell us whether you use or didn’t use any of the following VLE content? If so did you have any problems accessing or using any of them?

<table>
<thead>
<tr>
<th>VLE content</th>
<th>Used</th>
<th>Not used</th>
<th>No problems</th>
<th>Some problems - please say what</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forums</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PDF documents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online coursework and submission</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Images, graphs or figures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other VLE content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you experienced any problems using the VLE how might we have helped?
D. Help and Support

7. Requests - have you ever requested any special arrangements for your condition to help with your studies?
   - Yes  No
   If yes what did you request?

8. Received - have you ever received any special arrangements for your condition to help with your studies?
   - Yes  No
   If yes what special arrangements did you receive?

9. Did you find these special arrangements help you with your studies? (please tick as appropriate)
   - Yes  No
   Please state details

10. Are you in receipt of any special financial or other support for your condition (such as for UK students the Disabled Student Allowance)? (please tick as appropriate)
    - Yes  No
    If yes, how have you used it?

11. If you are an institution-based student have you had any help with your condition from your institution? (please tick as appropriate)
    - Yes  No
    If yes, what kind of help have you been given?
12. Overall how could the International Programmes help you better?

13. If you can, please give an example of an educational experience (either with the University of London International Programmes or another provider) where you felt your study needs were particularly well met.

14. If you can, please give an example of an educational experience (either with the International Programmes or another provider) where you felt your study needs were not well met.

15. Would you be willing to be interviewed by our researcher by phone, Skype or email? Again we would ensure anonymity. Please tick as appropriate.

Yes  [ ]  No  [ ]

If yes, please give your email address: ________________________________

If we want to follow up with you then I will contact you by email to arrange a convenient time and method for the interview.

16. Is there anything else you’d like to add?

Thank you so much for your time! If you would like to see the final report (which will be anonymised of course) please contact me at ormond.simpson@gmail.com

Ormond Simpson
Visiting Fellow, Centre for Distance Education, University of London International Programmes
Appendix 2 - Students Responses complete

Numbers refer to the questionnaire items.

**A3. The main factors in choosing the UoLIP for study**

<table>
<thead>
<tr>
<th>Factors that were important to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the best MSc programmes in Public Health</td>
</tr>
<tr>
<td>The opportunity to obtain an internationally recognized degree.</td>
</tr>
<tr>
<td>Flexibility to fit around health conditions, hospital treatment and household commitments.</td>
</tr>
<tr>
<td>Online resources</td>
</tr>
<tr>
<td>Degree has a good recognition, but is costly and very difficult for a student like me who does not belong to a very wealthy family but as I had already started CIMA my subjects matched with this course that’s one of the biggest reason i chose UOL bachelors in accounting and finance.</td>
</tr>
<tr>
<td>I work for UK company in international law so UK-based programme best route for me. Suggested by my Line Manager.</td>
</tr>
<tr>
<td>Reference in introduction material for having adapted materials to countries where there is slow internet, and the flexibility in exam centres</td>
</tr>
<tr>
<td>The flexibility and the choice to change course/degree if I did not like one.</td>
</tr>
<tr>
<td>Reputation of university</td>
</tr>
<tr>
<td>MBA degree conferment</td>
</tr>
<tr>
<td>Reputable institution</td>
</tr>
<tr>
<td>I chose this correspondence program because of my disability. I would not have been able to consistently attend in-class lectures due to frequent illness and doctor appointments. Although the LL.B. Program does not have time restrictions to complete its modules, in order for this program to be recognized by Canadian bar requirements, there is in fact a time restriction.</td>
</tr>
<tr>
<td>The fact that it would greatly contribute to my development as it represented a challenge I wanted to engage in.</td>
</tr>
<tr>
<td>Hope for a continued interesting and active life.</td>
</tr>
<tr>
<td>Special arrangements in place that would enable me to study effectively</td>
</tr>
<tr>
<td>EASE OF ACCESS TO EXAMINATION CENTERS</td>
</tr>
<tr>
<td>Reputable institution</td>
</tr>
<tr>
<td>I have an anxiety disorder and have battled depression since the time I was doing my A-levels. I'm disciplined and believe that I can do anything I set my brain to but anxiety often makes me irritated and blurs mind and decisions making ability. It drains me emotionally and makes me physically exhausted sooner than a normal person of my age shall. Hence, I needed flexible class timings and courses. I want to study comfortably instead worrying about attendance issues and making myself feel like a &quot;loser&quot; that would eventually lead me to a vicious life-sucking cycle of depression. I wanted to progress and I'm willing to put in the hard work worrying about time and other issues restricted me from focusing happily and actually learning to achieve success. I wanted to be proud of myself</td>
</tr>
<tr>
<td>The high level of tuition and the good reputation of the university.</td>
</tr>
<tr>
<td>The African prisons project is an organisations which deals with prisoners in Kenyan prisons hence the course is very relevant</td>
</tr>
<tr>
<td>Ability to take exams in Hong Kong and Vientiane at partner institutions</td>
</tr>
<tr>
<td>Fascination with the subject matter and the prestige of being at a worldwide renowned Institution</td>
</tr>
<tr>
<td>I can use a computer to write my answer in the exam.</td>
</tr>
<tr>
<td>I can take my time</td>
</tr>
<tr>
<td>The University of London is highly reputable</td>
</tr>
</tbody>
</table>
LSHTM DL Epidemiology program was the best one I have ever seen so far. Also a distance learning program better fits my need as a student with permanent learning disability because I can study from written study materials. My note taking ability may be compromised by this disability.

It would have been easier if the modules are not charged on itself, it would have been better to pay accordingly based on continuing registration fees. For a Malaysian student, we could really feel the pinch with the introduction of the new fees regime.

Home Study

Actually, my problem is that I have a medical related condition that affects my ability to write fast enough to finish any exam at all. I realised later that I had to undertake my examinations by hand writing. This was shocking!

The UOL LLB is very sought after in my country due to its prestige. Also, there aren't many options in terms of a law degree here.

The course wasn't offered anywhere else

There should be no limit on the number of attempts for any module. For seniors (the age for pension in UK is 65, and I qualify for a UK pension), this is important as the stress of taking exams and having to pass them within limited attempts is deleterious to health: heart attack, stroke, increased cancer risk. While nobody will pay an exam fee casually, it is also true that nobody will sit for a paid exam without the stress of the possibility of getting kicked out of the course after the third attempt. There may be non-academic reasons for finding a subject difficult. For example, I find Calvin a particularly obnoxious character. Calvin features in compulsory subjects. I can say the same of Muhammad, but since Muhammad is not in a compulsory paper, I cannot complain. Some extra time should be given to senior candidates, as memory is falls off after a certain age. There are also other handicaps, like posture and handwriting, aches and pains. Eyesight should also qualify for some time allowance after age 65.

I am a considerable hearing loss so that it is not appropriate to attend same scale of ordinary class. ensure QUIET environment for exam or allow ear plugs or allow a separate room at no extra cost.

Time to completion

I have previously study a MSc in SOAS

Respect of British qualifications to disabled students

I needed an international recognised certificate in llb with at least a second class lower to enable me to pursue the barrister at law with the Ghana school of law to be called to the bar by 2019. This could help me become the general manager for my bank (GCB bank ltd) by 2022 as my target.

Reputation of LSHTM. Well-respected institution. Well established online programme.

that last question is ridiculous, students choose a program based on what they would like to study, then the institution supports their condition or disability needs

University of London helped me a lot, provided me five minutes pen down break during my every exams and guide me where I was wrong and given me a chance for resit whenever I had health issues. I am nearly completed my QLD it is a sole purpose of my life, there was a time when I thought my life is finish but the University of London is a life saver. The university doesn’t know how much they helped me but I am very grateful to the university and will be forever. I have a lot of words, at the completion of my degree I am going to write an article about the university how it saved and changed my life

It was a logical next phase of my academic career as the academic pathways in Pakistan are not at all conducive to any student with profound hearing impairment

Reputation of the school

QLD

The ability to communicate with staff at special arrangements and great communication when answering my questions and queries
"Most suited for my condition or disability" - not applicable as I didn’t have focal dystonia at the start of studies but have developed it during the course.

UCL’s reputation

ACCA Exemptions

B4.1 Which of the following medical conditions or disabilities have you experienced?

<table>
<thead>
<tr>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asthma - due to dust or unsanitary conditions</td>
</tr>
<tr>
<td>dyslexia</td>
</tr>
<tr>
<td>Pregnancy is also a medical condition not listed above and not accommodated for. I have suffered intermittently from anxiety and depression.</td>
</tr>
<tr>
<td>I have a rare blood disorder called PNH</td>
</tr>
<tr>
<td>Also a variety of chronic illnesses. My health greatly fluctuates and I have a great deal of hospital appointments so would not be able to commit to undertaking a full time course of study on site (and even part-time would be very difficult). Dyspraxia and my other health conditions also means I cannot write for prolonged periods of time so I have to type my exams on a computer.</td>
</tr>
<tr>
<td>Neurological conditions which results in shorter attention span, and hence require more time in assignments and exams</td>
</tr>
<tr>
<td>Digestive and neuro disorders mainly.</td>
</tr>
<tr>
<td>I have a moderate manual dexterity impairment, which I manage by minimizing my reliance on writing by hand.</td>
</tr>
<tr>
<td>Longer time needed to recall information learnt due to previous brain injury</td>
</tr>
<tr>
<td>I was diagnosed with juvenile myoclonic epilepsy at the age of 16 and I am taking drugs to control it. My epilepsy was difficult to treat so I was treated with multiple drugs till now still I am experiencing occasional fits with episodes of drowsiness and depression.</td>
</tr>
<tr>
<td>Memory omission problem</td>
</tr>
<tr>
<td>Meniere’s disease - military injury. Current major injury to right shoulder and right arm affecting ability to type and write.</td>
</tr>
<tr>
<td>Muscular dystrophy. Wheelchair-bound with minimal hand movement.</td>
</tr>
<tr>
<td>Can not write using a pen for more than 20 minutes.</td>
</tr>
<tr>
<td>Issues writing by hand</td>
</tr>
<tr>
<td>Auditory processing is slow (have to stop and start audios continuously)</td>
</tr>
<tr>
<td>dyslexia</td>
</tr>
<tr>
<td>In simple terms, high brain pressure. It makes me prone to more headaches, blur vision, nausea &amp; hinders my concentration levels. Also studies to add to stress levels, for which I am already seeing a counsellor &amp; psychiatrist. They try to help me to not be too stressed &amp; anxious.</td>
</tr>
<tr>
<td>Cerebral palsy</td>
</tr>
<tr>
<td>I had a back injury during my time as an MSc student and needed to ask for an accommodation during one set of exams as I couldn’t sit down for the full period of the exam without getting up and walking around...</td>
</tr>
<tr>
<td>Full-time wheelchair user.</td>
</tr>
<tr>
<td>extreme mood swings which impact interactions with others, cannot study or will not complete assignments, migraines, sore throats, lack of concentration when exposed to certain external stimuli</td>
</tr>
<tr>
<td>I was pregnant in 2016 (36 weeks at the time of writing my exams) and asked for a small time extension to allow for comfort breaks. I was accommodated beyond expectation which allowed me to relax and not worry about taking breaks during my exams.</td>
</tr>
<tr>
<td>Post concussion syndrome</td>
</tr>
<tr>
<td>Vision impairment, headaches/ migraines, dizziness, stomach problems, chronic vomiting, stomach</td>
</tr>
</tbody>
</table>
pains, depression, anxiety

My family (siblings) have ADHD. I am lucky in that I have been able to develop significant "persistance" skills and have done reasonably well in education. It takes me longer to read, speak, listen, and write. I thus have to repeat a number of times to properly understand. However, once done I usually understand better and can integrate the learning with previous learning and experiences better than most.

A congenital condition, scotoma. My condition was due to an underdeveloped optic nerve. It can be particularly frustrating since the defect is apparent but the cause is not easily determined even by experts. Specialized equipment has to be used. Fortunately the condition does not deteriorate once the persons take general physical care of themselves.

I am hearing impaired on both ears since I was around 4 years old. I use hearing aids which allows me to hear and study regularly.

I am visually impaired, completely blind in the left eye and have partial peripheral vision in the right eye.

I can only move walk with the aid of 2 walking sticks

Tendinitis of the wrist in my writing hand. Difficult to handwrite exams over 2 hours.

Various physical health issues

I am epileptic and experience muscular jumps through out my body at stress times especially.

Last year during the exams I was pregnant, no technically no disabilities.

I have a connective disorder which affects my muscles and joints especially during the writing of the examination. During the exam it is just added stress based on the length of time to write the exam.

Joint problems

Born with cataract on right eye lens

I mainly have depression and an anxiety disorder. Apart from that I have had severe scatia nerve which later radiated to my shoulder, trapezoids, middle back, lower back, glutes, hamstrings and then my last two three toes. It’s also radiated to my elbow, forearm, thumb and palm. Later, it was diagnosed as a cervical issue. My neck sometimes becomes stiff and jaw locks when I’m in stress. During exams, due to sleep deprivation, anxiety and depression, my body becomes stiff and my pain aggravates. It feels like nerve In my arms in tight and is stuck or tangled when I write. My writing speed becomes really slow. I have yet never managed to complete three essays in any of my exams since the last 2 years only due to this issue.

Osteoporosis: numerous bone fractures (fingers, toes, etc.) which limits mobility.

Dyslexia: slow reader and writer, no short term memory, therefore I need a long time to absorb the material so it goes into my long term memory. Distance learning permits this.

I'm suffering from a condition called nystagmus

Inflammation of the wrist tendons that resulted in no strength in the hands thus unable to use the hands to write

I had surgery on my right wrist, which prevented me from handwriting for extended periods. I therefore required the use of a computer for my exam, which the University of London arranged at the Hong Kong Examinations and Assessments Authority (where I took my first exam).

Fatigue

It is difficult for me to comprehend readings quickly and communicate my thoughts written and verbally (not for lack of knowledge or understanding)

Severe mood Swings resulting in Not studying or taking exams, Challenges with concentrating because of classmate eau de Toilette, hvac air movements, and fluorescent lights

osteoarthritis, spine, hips and right knee. osteoporosis

Dyslexic - therefore require more time to go over subjects in depth. Find it easier to read study materials rather than have information dictated in a class situation.
<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stress induced asthma</td>
<td>I have arthrosis of CM joint of my right thumb. Hand writing is difficult for me.</td>
</tr>
<tr>
<td>Dyslexia</td>
<td></td>
</tr>
<tr>
<td>Type 2 Diabetes Mellitus</td>
<td></td>
</tr>
<tr>
<td>ADHD</td>
<td>Right hand median nerve injury effected by RDS which resulted into permanent compression and deformity of the median nerve. My right hand is my dominant hand</td>
</tr>
<tr>
<td></td>
<td>I have mild autism and am under therapy of a certified psychologist in Cambridge UK and have sessions with her online</td>
</tr>
<tr>
<td></td>
<td>Specific permanent learning disability: deficit in working memory, phonological decoding skills, and visual processing speed.</td>
</tr>
<tr>
<td></td>
<td>Assessed for dyslexia at pgce but not psychologist assessment as couldn't afford it</td>
</tr>
<tr>
<td>Cerebral palsy</td>
<td>Back problems and pains as well as my ability to write as fast as possible for exams which leads to swollen and clamped up hands. A severely painful condition onset my vigorous use of the hands</td>
</tr>
<tr>
<td></td>
<td>I had an accident a few years back where i got electrocuted after which my right hand lost mobility and fine movement function due to which I couldn't write from it any longer.</td>
</tr>
<tr>
<td></td>
<td>Diabetic retinopathy hypertension heart condition surgery</td>
</tr>
<tr>
<td></td>
<td>Suffering from an inflammatory joint disease which has limited my movements</td>
</tr>
<tr>
<td></td>
<td>Chronic depression: Can last for days to a week, ability to concentrate is severely affected, losing interest in activities suicidal thoughts can occur.</td>
</tr>
<tr>
<td></td>
<td>Anxiety (less frequent): Loss of appetite, nausea and 'jerky' feeling and repulsion to source.</td>
</tr>
<tr>
<td></td>
<td>I can write at all, mostly when I am stressed or nervous due to side effects of medication that I have taken for most of my life</td>
</tr>
<tr>
<td></td>
<td>I have a weak lower back. This disallows me from sitting for prolonged periods of time. When the pain is severe, I temporarily lose the ability to walk and require a wheelchair</td>
</tr>
<tr>
<td></td>
<td>Diabetes</td>
</tr>
<tr>
<td></td>
<td>I am considered totally blind and am unable to read print or see visual representations such as graphs and charts. I used Braille and screen reading software to use technology.</td>
</tr>
<tr>
<td></td>
<td>I have a pain in my right hand and I have been given 5 min pen down break per hour during my exams.. I find it very useful, because my writing is slow because of my health issue. I really appreciate and thankful to the University of London for considering my situation and giving me an opportunity...</td>
</tr>
<tr>
<td></td>
<td>I find it difficult to read, and write so varying delivery of material/content necessary for the course would be appreciated</td>
</tr>
<tr>
<td></td>
<td>I have a stomach condition that makes being away from home for extended periods of time difficult. With ASD I have specific sensory needs that weren't being met at a traditional institute. With ADHD I am unable to always follow the traditional pace of the classroom.</td>
</tr>
<tr>
<td></td>
<td>I was diagnosed with MS twenty years ago. Since then I have experienced over 10 episodes.</td>
</tr>
<tr>
<td></td>
<td>Rheumatoid Arthritis</td>
</tr>
<tr>
<td></td>
<td>Bilateral hearing loss, cochlear implant on the right.</td>
</tr>
<tr>
<td></td>
<td>Since my writing is slow in speed and my handwriting is bad which is mostly difficult to read to get over it i need laptop and extra time.</td>
</tr>
<tr>
<td></td>
<td>Schizophrenia with fishy smell on a runaway fashion.</td>
</tr>
<tr>
<td></td>
<td>I find it very difficult to walk</td>
</tr>
<tr>
<td></td>
<td>I was diagnosed with dyslexia at the age of 4 but never received any special support while studying in Spain where I graduated from university. Only while studying my master at SOAS, I found it was possible to receive extra time so I was tested again and granted 15 extra minutes per hour of examination.</td>
</tr>
</tbody>
</table>
Irritable Bowel Syndrome and worsened if agitated by environment e.g drilling sound reminds me of canal root treatment/dental surgery which will lead to very severe IBS. Please see memo from dentist. The latter and clinic staff had witnessed very adverse reaction during dental treatment. I was even advised to either go through synopsis or anesthesia.

Repetitive Strain Injury in both hands, depression and Generalized Anxiety Disorder

Multiple Sclerosis

Physically issue

I read and write a lot slower than most people. It makes timed written exams very difficult for me, even with the 25% extra time allowance.

week eye sight with one blind eye

Essential tremor making it difficult/impossible to write w/o a keyboard.

I currently have writers cramp disease which makes it very, very difficult for me to be able to write freely and legibly, I experience very serious pain in the fist when I am writing any competitive exams that requires speed and time and would require that after writing continuously for ten to fifteen minutes I need to relax the fist or hand for another two to three minutes before I can continue or else I would not be able to hold the pen anymore.

I am less able to understand from just reading text compared to a typical person. Even with extra time I could read multiple times the same text and understanding a different thing, meaning that I might miss a word or create a word where doesn’t exists. According to diagnosis I have less short term memory than an average person. This make the acquisition of knowledge hard if this is done just by reading. Motivation for the subject makes it easier but cannot fill the gap. In short I consume disproportional time to achieve the same knowledge as an average person. In writing I do mistakes that don’t make sense (less frequently in numbers), bad hand writing.

I was 30 weeks pregnant during my exams in May 2017 in Singapore. I do not suffer of any physical condition however I have requested assistance during exams (to be seated near to the toilet).

Depression, this problem start when I left Pakistan 7 years ago. There was a big happen with me which changed my life I lost my career and everything. I have a hope I will make my career again after complete my study, I am living alone and miss my family no one here who could understand me. I am doing study while fighting with mental health issues but I am very close to my bright future. Thank you University of London for giving me an opportunity and a lot of help during my 5 years study.

Inability to focus closely. Not able to read ‘hard copy’. Online format allows me to use a larger monitor and to enhance the image as required.

dyspraxia

I have a sensory neural bilateral hearing impairment since birth. My hearing loss is profound. I have been wearing hearing aids in both ears. This year I got a Cochlear Implant surgery done to improve hearing as it was becoming difficult during my practical work as I have started working in the sustainable development sector. I also have speech impairment and my only medium of communication study is English. These are typical issues of hearing impaired children whom their parents attempt to mainstream and provide inclusive education in Pakistan. The educational system and socio-cultural environment is highly discriminatory with no state financial support. In fact my education has been costlier than other children without any disability as my parents had to incur significant out of school/additional tuition fees.

I suffer from a visual impairment due to a bilateral retinochoroiditis caused by a congenital form of toxoplasmosis. This impairment is a complex and ever-changing condition, which affects my work and personal life in many ways.

N/A I have type 1 diabetes

I have a spinal injury due to playing rugby, below my neck all my four limbs were effected. I was completely paralyses and had bladder & bowel issues. With physio therapy & native treatments I have improved to walk with aid, but my body is still having spasm & stiffness in the body & holding my
I suffer from Autism Spectrum Disorder (ASD), Generalised Anxiety Disorder (GAD), Non-Verbal Learning Disorder (NVLD), Sensorial sensitivity, Depression and Poor coordination of Major and Minor motor skills.

I have osteoarthritis of my hands and have difficulty in writing for even short periods of time. Use of a computer during examinations was a very big help indeed.

Using artificial leg on the right leg.

Slipped disc + Ankylosing spondylitis

N/A

Focal dystonia - pain, cramping and lack of control in right arm when writing using pen and paper.

Severe Amblyopia

I am pregnant when I have had exam.

B4.2 Other mental health issues

I am suffering from juvenile myoclonic epilepsy for which i am taking drugs that cause drowsiness. the drugs are epival, lerace, rivotril and triptol.

post-traumatic stress disorder

Not that I'm aware of :) 

Quadriplegic Cerebral Palsy due to pre term birth affects my mobility motor control I am wheel chair bound can walk a little with help of support and crutches writing is difficult and slow

Severe anxiety and OCD that leads to a state of dissociation and heavily affects cognition as such.

PTDS, a result of directly partaking in numerous combat operations

Under exam conditions, I need to focus 100% but there were a number of occasions where I had a lot of difficulty with concentration and focus due to mitigating circumstances that I felt seriously affected my exam performance.

Not that I am yet aware of. I have ADHD and may also be suffering from anxiety now. Would not be unlikely considering ADHD often comes along with anxiety or depression.

I have a condition called FEV are, blind in the left die and partial peripheral vision in the right eye.

n/a

I have anorexic when I initially got diagnosed with depression and anxiety but I've overcome it.

Burnout: unable to concentrate for long periods of time, tire easily, cannot read many pages without losing concentration, memory "blackouts", problems remembering or recalling information, difficulties making decisions.

Anxiety

Since the past year i have been under a lot of stress and have been put on antidepressants by the doctors. I have had multiple health issues because of this such as blurred vision, lack of concentration, jaw and neck pain, shoulder stiffness and many more similar problems.

Bipolar Disorder (hard to say before a proper diagnosis)

Long-term depression and anxiety caused, and exasperated, by my ASD which was misdiagnosed until my late twenties.

Poorer memory. That is a given as one gets older.

Harder to memorise text, and harder to recollect stuff during an exam.

Poor concentration, impairment of memory, shocking fishy smell on and off.

PTSD from combat experiences and bipolar

I just require a quiet environment for exams! I am a certified counselor myself and have worked in a psychiatric clinic handling children and teenagers' mental health cases. I do not believe that requesting for a quiet environment is a symptom of obsession compulsive disorder as in my normal
course of work, I have to negotiate, deal with government affairs and other duties that will require communication but if I were to write a policy paper, I will need work quietly.

I have ADHD and also depression

'I don't know' would be more accurate. It seems fairly likely that I have OCPD or something similar. I have never been diagnosed though. But I am and have always been very perfectionistic. I struggle to move on from a sentence if I feel it's not as good as it could be. This also, of course, slows me down a lot when I'm writing to write. At Cambridge, doing my BA, each exam (with, I think, one exception) required me to write 3 essays. I never managed more than two. Which automatically cost me a huge 33.3% of the mark.

Anxiety, Depression

Epilepsy

But I get depressed as its not easy to get your things done quickly and it takes time & sitting for a longer periods makes my body stiff & spastic.

No other mental health issues have been diagnosed at this point.

Other than what?

Depression

### B4.3 Other mental health issues

I am suffering from juvenile myoclonic epilepsy for which I am taking drugs that cause drowsiness. The drugs are epival, lerace, rivotril and triptol.

post traumatic stress disorder

Not that I'm aware of :)

Quadriplegic Cerebral Palsy due to pre term birth affects my mobility motor control I am wheel chair bound can walk a little with help of support and crutches writing is difficult and slow

PTDS, a result of directly partaking in numerous combat operations

Under exam conditions, I need to focus 100% but there were a number of occasions where I had a lot of difficulty with concentration and focus due to mitigating circumstances that I felt seriously affected my exam performance.

Not that I am yet aware of. I have ADHD and may also be suffering from anxiety now. Would not be unlikely considering ADHD often comes along with anxiety or depression.

I have a condition called FEV are, blind in the left die and partial peripheral vision in the right eye.

I have anorexic when I initially got diagnosed with depression and anxiety but I've overcome it.

Burnout: unable to concentrate for long periods of time, tire easily, cannot read many pages without losing concentration, memory "blackouts", problems remembering or recalling information, difficulties making decisions.

Severe anxiety and OCD that leads to a state of dissociation and heavily affects cognition as such.

Anxiety

Since the past year I have been under a lot of stress and have been put on antidepressants by the doctors. I have had multiple health issues because of this such as blurred vision, lack of concentration, jaw and neck pain, shoulder stiffness and many more similar problems.

Bipolar Disorder (hard to say before a proper diagnosis)

Long-term depression and anxiety caused, and exasperated, by my ASD which was misdiagnosed until my late twenties.

Poorer memory. That is a given as one gets older. Harder to memorise text, and harder to recollect stuff during an exam.

Poor concentration, impairment of memory, shocking fishy smell on and off.

PTSD from combat experiences and bipolar
I just require a quiet environment for exams! I am a certified counsellor myself and have worked in a psychiatric clinic handling children and teenagers' mental health cases. I do not believe that requesting for a quiet environment is a symptom of obsession compulsive disorder as in my normal course of work, I have to negotiate, deal with government affairs and other duties that will require communication but if I were to write a policy paper, I will need work quietly.

I have Adhd and also depression

'I don't know' would be more accurate. It seems fairly likely that I have OCPD or something similar. I have never been diagnosed though. But I am and have always been very perfectionistic. I struggle to move on from a sentence if I feel it's not as good as it could be. This also, of course, slows me down a lot when I'm writing to write. At Cambridge, doing my BA, each exam (with, I think, one exception) required me to write 3 essays. I never managed more than two. Which automatically cost me a huge 33.3% of the mark.

Anxiety, Depression

Epilepsy

No other mental health issues have been diagnosed at this point.

But I get depressed as its not easy to get your things done quickly and it takes time & sitting for a longer periods makes my body stiff & spastic.

Depression

### B4.4 Long term and unseen disabilities

PNH is generally not curable, so I have to live with the condition. Only a successful bone marrow transplant may help; in rare cases the disorder may go into remission on its own. I receive an intravenous treatment called by the scientific name "eculizimab", every other Tuesday.

Chronic Fatigue Syndrome/M.E.
A variety of endocrine dysfunctions
Suspected connective tissue disorder (Probably Ehlers Danlos type 1)
General poor health and too many other minor conditions to list.

Esophagitis

CML

Epilepsy/ fits

epilepsy for 7 years

Diabetes

Meniere's disease and other military service-connected injuries

As stated & described above, I have been diagnosed with Idiopathic Intracranial Hypertension (high brain pressure in simple terms).

Metastatic colon cancer, stage IV

I contracted ophthalmic shingles during the course of my studies in 2013 and I am left with Post Herpetic Neuralgia (PHN), which is a neurological disorder associated with pain management.

Diabetes

I suffer with chronic shoulder/back pain. I am monitored at the hospital for this condition.

n/a

I am a prostate cancer patient

diabetes

epilepsy

I mainly have depression and an anxiety disorder. Apart from that I have had severe scatia nerve
which later radiated to my shoulder, trapezoids, middle back, lower back, glutes, hamstrings and then my last two three toes. It’s also radiated to my elbow, forearm, thumb and palm. Later, it was diagnosed as a cervical issue. My neck sometimes becomes stiff and jaw locks when I’m in stress. During exams, due to sleep deprivation, anxiety and depression, my body becomes stiff and my pain aggravates. It feels like nerve in my arms in tight and is stuck or tangled when I write. My writing speed becomes really slow. I have yet never managed to complete three essays in any of my exams since the last 2 years only due to this issue.

Osteoporosis: as a result of cancer treatment from 2 years ago. I need to be careful as my bones fracture really easily e.g just walking over bumpy ground can cause toe fractures.

I have Ehlers Danlos Syndrome/Joint Hypermobility Syndrome and Chronic Fatigue Syndrome. As part of these conditions, I suffer from intense joint and muscle pains and fatigue among other symptoms.

Hearing loss

Type 2 Diabetes Mellitus

Diabetes failing eyesight hypertension major surgery

Autoimmune Degenerative Disease - Rheumatoid Arthritis

My hand is unstable when I am writing to the extent where I can't keep up with my mind/thinking, and neither is my writing legible. When I am panicking it is worse

A weak lower back as mentioned above

diabetes type 2

I have Thyroid problem...

I have an inflammatory bowel disorder

multiple conditions

MS

Rheumatoid Arthritis

Severe backache. This limits time to look up things on a computer. Painful spasms during sitting at an exam table interfere with performance.

I can not make communication with others without hearing aid.

IBS of which I have produced memos in my previous arrangement for special arrangement. i.e just placed me near the washroom. But normally, it will be very much under control as I would have taken medication. I have developed fibroids for the past year and that makes the condition worse.

Pl note that hearing impairment is an invisible disability yet a very big disability as if you can't hear in a typical classroom surroundings you cannot comprehend and remain dependant on additional tuitions

Epilepsy

1. HBV positive. My levels of circulating antibodies and viral DBA are low, therefore this condition is not a health threat for me at the moment.
2. Chronic bladder stones. I underwent surgery one year ago. Since then I sometimes suffer from light discomfort but I am regularly monitored for this condition.
3. I am allergic to fish.

Type 1 diabetes (insulin-dependent)

not yet, I try to control on my food

Joint hypermobility syndrome

Hypertension

Slipped disc + Ankylosing spondylitis

I have been a type 1 diabetic since 1985. I have to inject insulin and test my blood glucose levels regularly.

Nerve impairment
### B4.5 Other medical conditions or disabilities

<table>
<thead>
<tr>
<th>ADHA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnancy</td>
</tr>
<tr>
<td>Budd Chiari Syndrome</td>
</tr>
<tr>
<td>Tarsal Tunnel Syndrome</td>
</tr>
<tr>
<td>Recently, a scan revealed the presence of a cyst by my right calf bone which is causing painful muscle spasms. As a result I am currently on sick leave and additional medication to help calm the muscles.</td>
</tr>
<tr>
<td>The condition for which I was permitted special measures for my exams was an accidental wrist injury, ideally not a chronic condition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>See above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colostomy</td>
</tr>
<tr>
<td>Irritable Bowel Syndrome (IBS) and Gastro Esophageal Reflux Disease (GERD)</td>
</tr>
<tr>
<td>achondroplasia</td>
</tr>
<tr>
<td>Joint problems which makes it difficult for me to write for long</td>
</tr>
<tr>
<td>Irritated Bowel Syndrome (IBS). Lactose intake, Dehydration, Stress and anxiety trigger it often and aggravate my IBS pains. I become bloated and full of gas and my blood pressure drops. I often have to be rushed to Shifa International Hospital, Islamabad. Exam stress gets to me a lot because I developed these medical conditions in my A-levels.</td>
</tr>
<tr>
<td>Chronic sinusitis, gastrointestinal issues (associated with Ehlers Danlos Syndrome/Joint Hypermobility Syndrome)</td>
</tr>
<tr>
<td>ptsd, because of my partaking in direct Combat</td>
</tr>
<tr>
<td>Hypertension</td>
</tr>
<tr>
<td>I am visually impaired not partially sighted</td>
</tr>
<tr>
<td>Asthma</td>
</tr>
<tr>
<td>Thyroid problem</td>
</tr>
<tr>
<td>Asthma</td>
</tr>
<tr>
<td>Arthritis, which slows down my handwriting, but paradoxically makes it my limited handwriting larger and also more legible.</td>
</tr>
<tr>
<td>Occasional rests needed to counter back spasms and cramps.</td>
</tr>
<tr>
<td>Prostate problems, incontinence, which requires more visits to the toilet during the 3hour exam.</td>
</tr>
</tbody>
</table>

| Along with dyslexia i also have dysgraphia. |
| Schizophrenia with shocking fishy smell that affects poor concentration and impairment of memory. |

<table>
<thead>
<tr>
<th>Dyslexia</th>
</tr>
</thead>
<tbody>
<tr>
<td>eczema. Under control with antihistamine. However, will try not to take as it makes one drowsy. I have contemplated taking my exams in London as I am very much affected by humid weather. Condition worsened in 1993 when I returned to Singapore from Hertford, UK. (National Skin Centre, Singapore will have my records)</td>
</tr>
<tr>
<td>I was pregnant at the time of writing exams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As stated above</th>
</tr>
</thead>
<tbody>
<tr>
<td>I used to be treated for a heart condition but for some time now i haven't received or gone to check on the condition.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diabetes and Hypertension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable.</td>
</tr>
</tbody>
</table>

| not so far |
As a result of my Generalised Anxiety Disorder (GAD), I have a strong aversion towards crowds and foreign places.

Sinusitis. Extreme allergic reactions to dust and pollen.

Slipped disc + Ankylosing spondylitis

### C5.1 Effects of disability on study

Asthma attacks are serious conditions. Medication taken to help can make one nervous and drowsy.

Difficulties with comprehension, spellings and handwriting.

My anxiety peaks with exams. I anticipate difficulties with doing assignments while pregnant and doing exams after just giving birth.

With PNH my energy is limited. So it's sometimes very difficult for me to come home after a long day's work at a bank and have the energy required or that I'd like to have to study effectively. But, I do my best.

I have to type rather than write my exams, which I did in my last exam.

Pain affects my memory and makes me tired.

Longer time needed to recall information learnt previously thus affecting time management in examinations.

I cannot sit on laptop for long duration of time so I cannot study from online helpful lectures. Sleep deprivation aggravates my condition so I cannot study for long hours.

Need time to focus.

Meniere's disease affect ability to hear audio especially if soft-spoken presenter.

Shoulder/arm injury makes it incredibly difficult to write exams for 3 hours. Take multiple breaks to rest arm/shoulder and hand with nerve damage.

Slow reading affects my performance during exams, and stress worsens the condition which makes exams difficult.

Difficulty with flipping pages, moving from one textbook to another, etc.

Difficulties in expressing oneself & difficulties spelling

Difficulty in writing using a pen as I can not write for more than 20 minutes. I do not have any problem with writing using a computer keyboard.

Audio recordings are really hard to study with. Would be a lot easier if transcribed.

Problems with reading texts on a screen is difficult, transcribing ideas coherently is difficult in both course work and exams.

Due to my disability I’m unable to use my left side properly thus making it hard to navigate books and make notes contemporaneously.

Too much information to remember & my memory has deteriorated since the diagnosis. Also, exams do increase stress levels so a lot of times I tend to fall very ill & vomit during exam period which hinders my performance.

Because of muscle tension in my arms, I write very slowly and require assistance to complete my exams.

require minimizing external stimuli during exams

Could be difficult, but not always the case. There are times when immediate access to a bathroom with medical supplies is required.

Need breaks when looking at screens for a long time. Some issues with fuzzy thinking and short term memory. Tire more easily/quickly, need to take frequent breaks.
There were many times when I had a lot of difficulty reading online and using the computer because I have severe light sensitivity. Even turning the computer screen light to the lowest setting and wearing solar shield sunglasses hurt my eyes. When you’re studying it’s not for a few minutes, it’s hours on end, several hours per day, sometimes morning to night, and every single day. Sometimes I’m cramming. It was a huge challenge for me because I desperately wanted to do well and study as much as I could to achieve the best grades possible but then I also felt like it was deteriorating my health. I would try to get through the audio presentation and print out the notes. I would do what I could to just study from the Student Guide and buy my own textbooks. However, sometimes I needed to research online or use the online library, and this aspect of the course was unavoidable.

Exams were particularly problematic because even though I did everything I could to ensure the exam environment would be suitable for me there were always mitigating circumstances that arose in the past. Many exam centres could not adjust the lighting in the exam room and even while wearing sunglasses and taking breaks, the environment was aggravating my medical condition, affecting my exam performance and deteriorating my health.

The condition enables a slower response in terms of reading. A few extra minutes may give equity with the properly sighted.

See question 9.

Everything takes longer to do and frequently I have to repeat the activity to achieve a satisfactory learning result.

My condition affects my studies as ADHD often affects one’s ability to function in day-to-day life. It is not about an inability to focus (for me), so much as difficulty with time management, realistic goal setting, and the ability to allocate proper amounts of schoolwork to myself. This means that I often feel as though I cannot reach my full potential in exams as I have left too much material to the last minute, and/or have not focused on the correct material etc. There are many ways in which a student must be selective with the material at hand that is very difficult for an ADHD student. Since I can also have difficulty with my processing speed, I often run out of time during exams (even though I've been granted 10 mins extra writing time/hour).

I usually experience difficulties when listening to any recorded voice, but it depends on several factors such as pronunciation, speed, etc. Close captioning is a very helpful tool for that matter. Here, in Lima, I am lectured in English and there are not any major difficulties when the person I am listening to is in the same room as I am.

Although I have special arrangements in place, I still find it difficult with the system technology to be able to follow for example spreadsheets and calculations which the lecturer is demonstrating. Cross referencing things can be very time-consuming. Navigating around the VLE and online library is difficult in the sense, I need to know the page layout. And do things more from memory knowing where things are as I use it soon to view material. As for the exam arrangements, I do feel I am limited in what has been agreed, in terms of timing. My disability advisor had mistakenly contacted the LSE Disability advisor/team, and what they were offering in terms of support was much more favourable than what the University of London International programs can offer.

I can do all the above at my own slow pace. Handwriting over long periods of time is difficult -- cannot handwrite long essays. I needed to use a keyboard to write.

During writing exams with the stress and thinking I tend to get more muscular spasms.

Being almost 6 months pregnant, it was a challenge to be two hours without going to the bathroom.

Difficulties writing the exam due to the effect on my muscles and joints.

My left eye works overtime due to my right eye not being able to read properly. It is a lot more
strenuous to work online than out of a textbook

As stated earlier, I have not been able to write fast because of my several medical conditions. Resultantly, I have never been able to complete any of exam questions. It's been two years and I only attempt 2 out of three essay answers because it hurts been and irritates my body. I have never been asked about my issues, never been understood and neither have I ever been granted any extra time as a compensation. My grades continue to suffer and I'm turned, so does my depression.

Reading/concentrating for long periods of time is exhausting, so I need to be careful to take it slowly every day and not to overdo it.

Unable to write during the papers

N/A

Please see earlier answer

I have tension in my hand muscles which means I write very slowly. Thus, to complete my exams to the best of my ability, I have requested for and been granted a scribe and extra time by the University.

Over reactions in Social contexts, sensitivity to lights and smells

none of the above

It takes me a long time to express my ideas when I write.

It is often hard to hear the online lectures. I need subtitles.

Hand writing is difficult.

I need extra time to do the studies. And extra Time in examinations.

I used a magnifier for the books given to me, I don't mind as I'm used to this

N/A

Inability to focus, easily distracted, easily bored, fidgeting

My right hand has become weak after two operations. After five minutes of righting, a dull pain would trigger in my wrist which increases to acute pain the longer I write. I start to lose control over the pen as the web ox my right hand opens automatically.

I have difficulty in understanding my subject material and have difficulty in concentrating on the topics

I am slow in processing information while reading. Also I am slow in writing.

Had panic attack in exam and anxiety the whole week. Wasn't allowed any extra time to read or an overlay or any other support as I can't afford psych exam so you didn't want anything to do with me once I said I haven't got that just kept sending me the same email back saying what I needed which I'd explained I didn't have

I do not have a disability, rather I work for the Canadian Armed forces and will be deployed during exam time. If I could have the exams written on base it would help.

Unable to complete all 4 questions during the exams during to the severe pain on my hands

I have had to learn to write with my left hand now but still it is difficult for me to write a 3 hour exam.

Hand writing sometimes illegible tire easily

Lack of extra time prevents me from resting my affected wrists and therefore prevents me from writing properly. Spinal and back pains makes it hard to sit for long.

Stress tends to elevate symptoms in episodes of depression, tendency is to stop doing any non-comforting activity

I tend to experience pain and stiffness in my back while sitting for my three-hour-long papers.

Difficulties with writing and spelling

yes i have had issues of feeling unwell in exams

As employee of Armed Forces, I'm subject to unpredictable deployments in areas where security conditions don't allow to attend exams

It is difficult to organise myself, despite my best efforts, on what should be done and in what order this causes much frustration and anxiety and leads to me putting things off for extended periods of time which then increases my anxiety and makes me less able to focus.
When I am in pain/ill I cannot do much of anything except sleep which puts me behind and ruins any progress I may have made.

Sometimes no matter how hard I try, I cannot understand what is being asked of me. I think this is made worse because there is the absence of a regular advisor and a way to check concerns or questions without broadcasting them to the whole course.

When reading and writing are the only source of communication, which are an obstical for the learning. Then of course accessibly is an issue.

Difficulty concentrating due to fatigue, difficulty holding books etc due to joint problems and the need to lie flat a lot of the time. Need to take breaks in exams due to fatigue.

Handwriting may not be easy/clear.

As i mentioned above that my writing is slow and bad handwriting so i need a laptop to type my answers along with extra time.

Specifically video. I believe it is preferable for revealing speakers words simultaneously.

My psychiatric doctor insists me to take antipsychotic drugs day and night despite the fact that examination is on. That drugs with withdrawal symptoms on affecting my examination performance.

finding watching video challenging, bc of the low information density; miss non-verbal cues

I do not know if I can travel to the examination centre

I read slowly and it takes me longer to prepare essays and write during exams. I also find it difficult to organise myself and meet deadlines.

Due to my dyslexia the time it takes me to complete/understand tasks is longer than average

Noise or having stomach runs. Very rare sore eyes due to eczema - it has happened at work but so far (touch wood) not during exam. Eczema - extreme scalp problem - unable to focus.

RSI is ok as coursework is through the use of a computer, which does not impact in the same way as hand writing.

GAD impacts as constant anxiety of whether I’m doing the right thing

Heavily pregnant at the time of writing exams, so needed a comfortable chair and frequent toilet breaks

As someone with ADHD, it generally takes me longer than other students to study as I do best when I study for short periods of time. I also tend to learn best when text is coupled by audio and visual aids. I felt it was very useful when a few of my teachers created different types of learning environments (podcasts and webinars for example). Sadly, this was not the norm though.

Lack of concentration, sometimes unable to meet deadlines due to fatigue, or neurological attacks

Yeah, as said, it’s all about speed.

Time constraints cannot be maintained as I write slowly and have severe cramps

I need a keyboard to write for an extended period of time.

I often spend too much time like almost an hour on one question since I can not write fast and as I write too my hand often shakes and moves the pen off track resulting in me accidentally, and often counselling what has already being written. My writing too has become very tiny and illegible. I can’t write with speed as before and would have to relax my fist (hand) for about two to three minutes due to severe pain in the fist after writing for say between ten to fifteen minutes. The fingers become stiff and need to be stretched up and down for a while before resuming to write.

If I have a well constructed video this would have been an excellent way to adopt Knowledge. It would have increased the knowledge adoption of every student I believe and deferentially would have almost closed the gap between dyslexic and typical (non-dyslexic) person, I believe that this would have increased the quality of the student when they finish the degree. Simply imagine to be able to have a video that utilities the almost all senses to transit the information rather than just vision and in addition.
you could pause it and think what was just transited to you so to have time to digest the information. Better that a classroom in many cases, but essential for a distance learning program like I do.

I haven’t encountered any difficulty with my study except lack of focus and nausea sometimes.

Not able to read 'hard copy'. Able to access articles/texts provided in electronic format.

If study material does not allow highlighting/editing, it will be difficult to track while scanning. If tables/side-boxes have a reduced font size or lack of contrast, it becomes difficult to read.

With assignments, I have difficulty keeping track of different pages/articles. It takes quite some time to complete an assignment. Thankfully I have the luxury of time as I am not working otherwise.

For exams, I am provided with the material in a larger format, however, writing is something I only attempt at that time. A computer set-up is possible and has been considered, however my typing speed is 'tortoise-like'.

A carpal tunnel problem, a holdover from my previous career, makes my handwriting barely legible but the markers appear to be adept at interpreting my hieroglyphics.

These limitations prevent me from taking part in a blended-learning course.

I would like to 'sit in' on some London classes, however I have been told that is not possible for some reason.

Thank goodness for modern technology!

Experience significant pain in right hand when I had to write. Now that I type it is significantly less but I still experience some discomfort after a couple hours.

It is the institutions role to know how these disabilities et al impact students. Hire a professional to advise you, this survey is bizarre and should not be necessary.

Background noise especially fans and crosstalk drowns out the teachers voice. Audios cannot be comprehended. School administration is not supportive.

My work and personal life are affected in many ways. This includes, but is not limited to the following circumstances:

- ability to read or write: I am unfit to read any printed material or write by hand

- use of a computer for long periods: I am familiar with computers but I am required to take frequent breaks to rest my eyesight. The length of these breaks may not be determined in advance and is subject to the time I require to recover from the effort sustained in the single situations.

I have difficulty in reading texts, whether they be materials found online or as a book which stems from my Non-verbal learning disorder which makes it more difficult to understand and process information that is not presented verbally and in a direct fashion. With this difficulty in understanding the material I need to know and learn, it translates into difficulties in answering my assignments which in turn affect my ability to tackle my exam questions effectively. This is compounded by my Generalised Anxiety Disorder (GAD) whose effect only serves to hamper my ability to focus on a specific task at any given time. Although I am taking medication as prescribed by my psychiatrist, it continues to be an uphill task. Difficulties also arise in my attempts to access online resources because of the icons and the strange phrasing of various sentences. I often find myself misunderstanding instructions, making mistakes in deciphering the meaning of various texts and even the way in which icons function on a computer. As it stands, I am almost illiterate in the ways of working the world wide web without familial assistance. I am thus extremely dependant on my family for support in trying to make sense of many things.
Due to the facts like sitting in one place for a longer period tents by body to get spasms & stiffness. And I feel pain in my legs & back. Due to the injury my finger movements are not that good & fingers gets stiffness too, so writing for a long period of time like in exams and assignment makes me very uneasy and uncomfortable as spasms & stiffness gets into me and my concentration and flexibility on doing & getting thinks done gets bogged down due to these conditions.

Not always allowed to bring in necessary equipment to the exam (blood sugar measurer, insulin, sugary snacks) which can impact performance or even ability to sit through the exam

Chronic pain in joints makes writing for long hours extremely painful

Study motivation difficult with MH condition and limited support

Generally, the condition is less of an issue when I am writing at home because there is no time pressure, however in exam situations there are time limits and also elevated nervousness which does not help the situation.

As a blind student I need to have easy access to online resources and accessibility is of prime importance or else it would not be possible to complete my studies. I need more time to access online resources and do my research

I can not access library services because the books are usually in image formats. I wish they were in pdf or word formats

Cannot sit and stand for long time, aggressive exercise is prohibited, no walking to much

It is possible that my blood glucose levels could drop (brain function is impaired) or become too high (fatigue and thirst) during exams.

Text from lectures

I write/type at a slower rate, so assignments/questions take longer

I suffer from excess tiredness, so studying after-hours/weekends is more difficult

Writing for too long causes physical effects

C5.2 Other ways your condition or disability affects your studies

Can’t concentrate while thinking, and writing. Miss spelling or context

NO, only there should be objectives in the paper it should not only be written.

My anxiety and depression reduces my effectiveness when studying, increasing the time and effort needed. Exams are especially stressful. I have trouble concentrating and retaining information when studying and during exams. I lose information from one day to the next. I have blanked before when writing an exam, which was devastating, as I failed the course.

Sometimes my health conditions and treatment disrupt being able to study for periods of time. For example I’ve had about 18 hospital/medical appointments in the last two months.

Can’t follow stuff put on the board by the lecturer

it’s difficult for me to concentrate on studies for long hours that cause problems in studying.

None

No, unable to think of other ways.

It takes me a lot of time to grasp concepts of a normal student of my age would grasp a concept at once I would need to read and understand at least thrice to grasp concepts.

Because my disability dictates my daily schedule I am never in a position to contact anyone in London regarding what is required in the way of documentation for my disability and the testing conditions it necessitates. Twelve years ago I broke my neck, leaving me in a wheelchair. There is no affiliated diagnosis.
Difficulties with textbooks as font size is small

Mentioned above.

Due to motor control issues writing anything takes a lot of effort and very slow operating a laptop functions that require fine motor skills is also very difficult.

I have always had an extremely excruciating time trying to bring myself to reality and being in the present moment; my state of mind, as a consequence of anxiety and OCD in particular, render me in such an utter state of confusion and detachment from the reality, that it is simply too painful and hard to put into words. It has significantly affected my ability to think, perceive, and focus and put my mind to things that I should be able to focus on sans complications, ideally. For instance, my studies and academics. Though I have generally improved over time and I’ve deeply worked on myself, it is imperative to mention that even reading texts and literature can be one painful struggle as it requires me to calm myself down and put my anxious thoughts to rest, before anything else. Similarly, during exams, I have been unable to perform as well as I believe I could have owing to these issues. My grades are certainly not a reflection of my true abilities. I will always continue to work hard in life nonetheless.

lack of confidence in academic settings especially when I am purely judged on my writing and not able to express by thoughts in any other way

For the duration of my recovery (from a back injury) I could only study for short periods of time before needing to take a break (to lie down/stand up etc)

None.

Having continuous treatment can affect my study plans. Either the treatment schedule in itself, or the side effects of the treatment, can impact the time dedicated to studying

In terms of stress and comprehension, I felt that I needed much more support and materials from my program to succeed

The handwriting maybe affected adversely.

I think I have provided details in some of the previous questions.

No.

I am currently being referred to the pain management clinic, I would say that you’re managing pain can be an exhausting task at times, so my productivity in terms of studying can vary from day today.

It slows me down

Sometimes while notetaking, but not a major factor. Only an issue when handwriting a paper. Studies often take longer to complete.

Now, with a baby, she affects my studies in many ways :)

challenges writing at a faster rate in comparison to a person who does not have such condition

I often get migraines due spending excessive hours online

Reading and writing are cumbersome (dyslexia), concentration is limited (burnout).

Not being able to use the best method for self to study due to the condition of being unable to use the hands to write.

N/A

No

None

It takes me a while to structure my ideas

course load and level of stress.

Hence when I did blended, I opted to only do one course for the session.
And in no year, did I attempt more than three courses, which extended the time to complete the programme.

Mostly in reference to time. I have a poor processing speed so read slowly.

I miss some of the content from the lectures and web links as I can't hear it.

No

To give more details in the course work. There is not enough information in what to look for.

Travelling to exams and deadlines for portfolio.

N/A

No

Difficult to study unless on medication/with coffee, easily distracted, hard to focus.

With increasing pain, the state of my mind saries to become uncomposed.

No but I have difficulty in comprehending topics and occasionally in answering the question as I get confused in what really is required in the question.

It leads to additional stress and anxiety.

Take much longer to read. L4 was good with supported seminars but L5 doesn't have that and I didn't know it was going to be so unsupported.

My military deployment will begin in the 2018 new year and extend until October 2018. I wish to sit in exams for both sessions if possible.

It takes much more effort to write now because my brain and hand coordination is not the same as it was with my right hand. It takes me much longer to write plus in subjects where a calculator is used or some sort of graph is required I have major problems there because I have to do everything with my left hand.

Reading function impaired.

Inability to remember or memorize a lot of information due to the brain fog that comes with the condition.

Slows down speed of transferring thoughts to paper.

Lack of concentration can lead to difficulty retaining materials in memory.

Difficulty in making a disciplined regular study routine.

Making silly easily avoidable mistakes in exams.

No

During my personal study/revision time, I find it difficult to sit for prolonged periods without feeling pain.

It is hard to reach out to opportunities because of mobility issues. You have to study on your own and you may miss out on a lot of things.

Only spelling.

Yes concentration wise.

I could not be able to attend planned exams.

My inability to read print makes it hard to access certain parts of the study material such as study guides. I am unable to see the graphic representations such as diagrams and am unable to read math equations or formulae. Alternative formats to access these materials will be good.

Depends on the moment. May suffer from headaches, eye pain.

No

I could not enter college to be triggered off.

Only during exams as I require quite and minimal external stimuli.

No

As described above.
It impairs me to focus on my studies

As I get easily distracted and have problems with concentration, I found taking my final exams very difficult. One of the exam centres I frequented was very noisy. This left me in an awkward situation because I failed a class that I felt I was most prepared for. When I explained what had happened to some kind of an academic review board, they failed me by one point and made me retest the following year. This crushed my spirits and made the learning process less fun. I felt as though I was being penalized because of my learning condition. For example, as the exam centre did not provide a quiet environment to test in, my examination fees should have been returned or alternatively, I could have been provided with a credit to test again the following year. When I retook my exam I traveled to a different country at the recommendation of another student. The other testing centre was much more quiet and I believe I tested much better.

I also found it frustrating that when I reached out to my tutors to ask them to explain a topic I didn’t understand, they would redirect me towards reading additional text. I likely didn’t grasp the topic to begin with because I am a visual learner. It made me stop reaching out to them for help. Instead, I often looked for lectures on Youtube from other academic institutions. When the topic I was trying to understand was not very obscure, this worked well for me. Towards the end of my academic career at SOAS I reached out to the school (special.arrangements@london.ac.uk) asking about additional resources that could help me to learn and understand more easily, but nobody got back to me. This was very frustrating.

No

- could write fast, slow down my pace
- could not focus well

Knowledge that I can only do so well, knowledge that, no matter how hard I try, I will not get a particularly good grade, is disheartening, discouraging. So indirectly my condition undermines my motivation at least a bit.

I get severe anxiety

no

I find it difficult jotting down notes either during lectures or picking information from the net into a jotter for notes summary.

Extremely difficult to follow lectures

As far as I understand, there are no other ways that significantly affect my studies.

No

Not able to take my study material with me should I decide to go for a trip or have some time available to study when not at home. More of an inconvenience than a limitation.

making written notes. Otherwise I type them

My disability is Dyspraxia, 'difficulties with reading text' is like saying to a wheelchair bound person... 'difficulties with walking', it's not even close.

Imposing of financial burden of additional /extra tuitions.Difficult to use public transport independently and parents have to take time off from work to pick drop from school/university

My Generalised Anxiety Disorder (GAD) has the added effect of isolating me from the greater part of the world around me. Essentially, this means I have close to a non-existent base of support in my area of study, Law, which demands a certain level of discussion and interaction. Not only does this narrow my scope of understanding but also results in me failing to comprehend the hidden nuisances and grey areas that the Law is filled with.

No

Tend to forget things I have studied

Due to bladder weaknesses & bowel tension due to this I always ask or be near a toilet where I am not comfortable around.
As above. Limited sense of progression within the year. No affirmation.

No

It impacts in several ways - the amount of writing and legibility are reduced which affects concentration as obviously I am aware that I am not doing as well as I could; this creates a negative loop of sorts which further impacts the cramping etc.

I usually find hard to interact with printed books such that my research schedules is gravely affected culminating to not performing well in exams.

No

Cannot sit and stand to long time, aggressive exercise is prohibited, no walking to much

I can become hypoglycemic (low blood glucose levels) during the night and this can leave me feeling very tired, often with bad headache the next day. This can affect my studies.

No

I cannot study for more than 4 hours a day, my amblyopic eye gets exhausted and it triggers my brain with mix signals with regards to my sight. That is, my brain cannot choose between which sight is the good one and I start to have very blurry vision.

No

### C6. VLE - overall use and proportion having problems

<table>
<thead>
<tr>
<th>Completely overwhelming - I can’t keep up. Anxiety provoking.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not very user friendly</td>
</tr>
<tr>
<td>i cannot use laptop for long period.</td>
</tr>
<tr>
<td>Layout of page makes it difficult to follow who’s replying to who/hierarchy in messages</td>
</tr>
<tr>
<td>not a user friendly interface, difficult to view on smart phone and tablet, difficult page layout to read long chapters of text with scrolling etc</td>
</tr>
<tr>
<td>This requires computer use which adversely affects my vision impairment</td>
</tr>
<tr>
<td>Navigation complexity because of the number of paths to get to information. Could use an on-line coach.</td>
</tr>
<tr>
<td>don’t know how to join. have problems computing, only know basics</td>
</tr>
<tr>
<td>I can not find the course materials which should be on there</td>
</tr>
<tr>
<td>Not sure how to use and what to use it for</td>
</tr>
<tr>
<td>Are there other formats available? For Visually and Hearing impaired?</td>
</tr>
<tr>
<td>No (or little) participation</td>
</tr>
<tr>
<td>No used.</td>
</tr>
<tr>
<td>I have not used it.</td>
</tr>
<tr>
<td>The forums were sent to me in a digest which makes it very difficult to respond. I live in a poor country which has very poor internet access so sometimes it took me weeks to be able to sign in to the VLE.</td>
</tr>
<tr>
<td>The process of maneuvering to find information is difficult and confusing.</td>
</tr>
<tr>
<td>it’s difficult to navigate, it is full of irrelevant content that it’s moderated which is confusing for students like me</td>
</tr>
<tr>
<td>I often found myself not knowing how to make comments on these forums although I might be able to access them. I am also hesitant to make my own comments on these forums for fear of how my lecturers, or any others who visit the forum, might respond to my ineptitude...</td>
</tr>
<tr>
<td>It is not user friendly</td>
</tr>
</tbody>
</table>
**D7. Have you ever requested any special arrangements for your condition to help with your studies?**

<table>
<thead>
<tr>
<th>Arrangement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended time, break, enlarged paper size</td>
<td></td>
</tr>
<tr>
<td>Extra time and computer</td>
<td></td>
</tr>
<tr>
<td>i got a laptop</td>
<td></td>
</tr>
<tr>
<td>Anxiety - More time on exams and to write them in a separate room.</td>
<td></td>
</tr>
<tr>
<td>Pregnancy - I asked to move my exams and to extend my study period</td>
<td></td>
</tr>
<tr>
<td>Exam arrangements, being able to type exams rather than write by hand.</td>
<td></td>
</tr>
<tr>
<td>To bring food to exams to cope with digestive disorder.</td>
<td></td>
</tr>
<tr>
<td>Additional time for exams</td>
<td></td>
</tr>
<tr>
<td>Transcriber /Reader</td>
<td></td>
</tr>
<tr>
<td>DSA support</td>
<td></td>
</tr>
<tr>
<td>The use of a computer to write my exams, in order to address a hand injury that made writing by hand difficult.</td>
<td></td>
</tr>
<tr>
<td>Addition time for written examinations</td>
<td></td>
</tr>
<tr>
<td>Recorded lectures</td>
<td></td>
</tr>
<tr>
<td>Extra writing time and whatever assistance the University deems appropriate to help me in my condition.</td>
<td></td>
</tr>
<tr>
<td>Time extension for examinations</td>
<td></td>
</tr>
<tr>
<td>they arranged extra time for me which is 5 min per hour and checking leniency in marking</td>
<td></td>
</tr>
<tr>
<td>More exam time</td>
<td></td>
</tr>
<tr>
<td>I had requested for extra time from the University of London, from 2014-2015 they gave me 5 minutes per hour which was insufficient which hindered my performance in the exams, then in Jan 2016 and a detailed psychologists report had been couriered to the university alongside my O&amp;A level special arrangement letters that granted me 25 % extra time, after sending the hardcopies the university accepted to give me 25 % extra time and I am very grateful to them as it has had a positive impact on my performance and my grades are a proof of it</td>
<td></td>
</tr>
<tr>
<td>Testing accommodations.</td>
<td></td>
</tr>
<tr>
<td>I started the process for requesting special arrangements however the University required certification of my dyslexia from a doctor that I did not have access to at the time of exam registration so could not submit it on time.</td>
<td></td>
</tr>
<tr>
<td>i was helped by a brilliant, young lady at the Student Advice Centre to register and pay my fees.</td>
<td></td>
</tr>
<tr>
<td>Computer for typing and extra time during exams.</td>
<td></td>
</tr>
<tr>
<td>Asked my parents to write something or to draw something, taking notes when I was in the institution</td>
<td></td>
</tr>
<tr>
<td>Extra 15 minutes per hour</td>
<td></td>
</tr>
<tr>
<td>I asked to be allowed to write my exam using a computer.</td>
<td></td>
</tr>
<tr>
<td>Exams are taken on computer</td>
<td></td>
</tr>
<tr>
<td>As mentioned above, due to muscle tension, I write very slowly. Thus, to allow me to complete my examinations, I requested that the University grant me a period of extra time as well as a scribe to assist in writing.</td>
<td></td>
</tr>
<tr>
<td>Extra exam time and permission to wear a hand guard</td>
<td></td>
</tr>
<tr>
<td>I requested for some extra time &amp; larger font for the papers.</td>
<td></td>
</tr>
<tr>
<td>PC/computer to write module exams - all done in SEOUL, KOREA</td>
<td></td>
</tr>
<tr>
<td>To be able to stand up at intervals during an exam...</td>
<td></td>
</tr>
</tbody>
</table>
I requested a one year deferment of my final project. I requested additional time for examinations. Exam special arrangements: computer use because of back and neck pains even though I have vision problems I am under a 3 hour time constraint and as a former professional pianist I do type faster than I write. I required breaks to rest my eyes, and brought food and medication with me. Additional help from profs and tutors. I have paid tutors separately for individual help. Longer test and exam times. Different tests that do not rely on "current memory" as opposed to long-term memory. Larger prints on text. However the flexibility of enlarging the text electronically made the request redundant. However the txt online afforded the flexibility of enlargement so that may have been redundant. I requested extra time in exams

- small quiet room, multi adjustable office chair with lumbar support, height and tilt adjustment, fixed arms
- Large print exam papers and extra time for the exam.
- Requested permission to use a computer to write responses while sitting for an exam.
- To get extra time while writing exams.
- I requested extra time but only got 5 minutes pen down time per hour.
- To go to the bathroom while pregnant during the exam
- Use of word processor

As stated earlier, I have not been able to write fast because of my several medical conditions. Resultantly, I have never been able to complete any of exam questions. It’s been two years and I only attempt 2 out of three essay answers because it hurts been and irritates my body. I have never been asked about my issues, never been understood and neither have I ever been granted any extra time as a compensation. My grades continue suffer and I’m turn, so does my depression. I would obviously request for at least extra time if not lenient marking.

For special arrangements for exams

- Use of a computer for exam
- Additional time for exams
- I had a fracture of my shoulder and an operation and requested extra time at exams
- I have requested extra time in exams
- I inquired during blended and was offered an extension to the deadline which I declined.
- Extra time in exams.
- Written instructions in exams
- I’ve requested for special arrangements for my exams in the previous two years. The use of an inhaler, a separate examination room and extra writing time
- use of a computer to write my answer in the exam.
- For extra time in the exam
- Bold font for exams, this was forgotten once by the university but they had the paper printed and I started an hour after the other students. I didn’t mind.
- I was pregnant and I asked if I can have a comfortable seat. I remember that I was told to communicate with the exam centre. Luckily, they were cooperative and empathetic.
- Extra time for examinations
- Extra time
- Separate checking of my papers considering my condition
- Double time, word processing and quit room for the exams.
<table>
<thead>
<tr>
<th>Extra time in exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There was nothing that could be done as it was the last minute and never submitted the medical inquiries again as the person in charge informed that it's based on the discretion of the examination board (not in my favour).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extra time to write and a scribe.</th>
</tr>
</thead>
<tbody>
<tr>
<td>For extra time</td>
</tr>
<tr>
<td>Extra time during examinations</td>
</tr>
<tr>
<td>computer during exams</td>
</tr>
<tr>
<td>I asked if I could use a computer during exams</td>
</tr>
<tr>
<td>Laptop so I don’t have to bend and write for such long periods.</td>
</tr>
<tr>
<td>some kind of help for spelling</td>
</tr>
<tr>
<td>to be allowed to take sweets into the exam</td>
</tr>
<tr>
<td>Materials in alternative formats when necessary, such as Braille materials. Extra time for examinations. Doing my examination in soft copy. Scribe during examination.</td>
</tr>
<tr>
<td>I have already informed the University about my problem and they have given me a solution for that.</td>
</tr>
<tr>
<td>Use of a laptop in exams.</td>
</tr>
<tr>
<td>More time in exams.</td>
</tr>
<tr>
<td>And in my past attempt at a traditional university I was given a mentor.</td>
</tr>
<tr>
<td>Unaware of what the university offered in means of assistance, I suggested the allow during the exams as this is what I received 19 years previous.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exam arrangements, postponement of study</th>
</tr>
</thead>
<tbody>
<tr>
<td>My college provided me Laptop along with extra time, however due to some confusion in the May-June 2017 University examination I was not been given extra time and that had hampered my performance. I hope it would be given to me this year without fail.</td>
</tr>
<tr>
<td>I requested special arrangement for set using written paper in instruction of exam day, but it was not admitted. However it was not affected to take exam.</td>
</tr>
<tr>
<td>Computer typed exams</td>
</tr>
<tr>
<td>Extension writing time of 10 minutes per hour.</td>
</tr>
<tr>
<td>separate room for taking exam, opportunity to wear ear plugs, wear hat bc of air movements, turning off lights,</td>
</tr>
<tr>
<td>Frequent toilet breaks during exams due to chronic digestive problem</td>
</tr>
<tr>
<td>Yes, extra time during the only exam I had taken.</td>
</tr>
<tr>
<td>yes. table near to the washroom; ear plugs and separate room. The last two were rejected.</td>
</tr>
<tr>
<td>extra time in exams</td>
</tr>
<tr>
<td>My medical professional requested the PDFs to be put in audio form. This was not done (I can understand why). He also requested extra time and a private classroom to take my examinations in. These requests were granted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deadline extension on assignments and final exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time</td>
</tr>
<tr>
<td>As much extra time as possible.</td>
</tr>
<tr>
<td>I did also ask to me assessed by some means other than timed written exams. I knew I wasn’t going to get far with that one. Hopefully someday others will.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extra time in exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nb; i did not request because i was told by some colleagues that if i do that could affect my final grading of getting a good class which will eventually affect my chances of entering the Ghana law school to prepares students to be called to the bar. And there is only one law school in ghana that prepares students to be called to the bar and without a minimum of a second class lower one’s chances with a third class could be suicidal, in other words one could miss the opportunity to be called</td>
</tr>
</tbody>
</table>
Use a computer to complete exams.

I requested for extra time to finish my papers and a private room to do them so as to minimize the impact of my conditions of my exams.

On a side note, I would really like to request that the University provide more recordings of lectures that have taken place to facilitate my understanding of the course material. (like those provided for the Public Law Module I completed) Furthermore, it would be nice if I could ask my professors questions and perhaps obtain some of their valuable feedback for the activities I attempt...

Although I learn better aurally, it is sometimes difficult to conceptualize concepts without visuals and their use helped me better understand certain underlying principles that had previously plagued me. Extra time on exam, at least electronic materials.

To have study material, including texts, to be provided in electronic format.

Exams provided in a larger format. Extra time to complete exam.

Use of laptop/computer to type in examinations

1. Large-print exam papers.

2. Use of a computer to write down exam answers.

3. Use of the computer embedded calculator to perform calculations.

For short break during exams

extra time in exams.

I have not requested anything else, as there is no conversation/ guidance from with any person/ office/ department about what is possible to know what else to request. Very poor interactions with Student services whenever I attempted this conversation, so much so I feel they were adversarial Usual of extra time . As the University does not allow any more arrangements. I requested for Fee waiver on account of my disability but to no avail.

I had requested for help and support but I was only given examination support but I would appreciate if given study support also.

During exams i have always requested a table near a toiled due to my bladder issues.

To bring insulin and snacks to exam. Usually ok but depends on awareness of the person supervising to use a PC in exam situation which was appropriate for that particular exam which was predominantly narrative i.e. lots of writing unlike stats which would require the use of numbers and formulas.

PDF books. Exam arrangements: extra time, enlarged exam papers

I requested to have my texts in accessible electronic formats and exams to be made accessible in said formats as well.

I asked to be allowed to take my blood glucose meter, glucose tablets and insulin into exams.

I requested for larger fonts for my exams paper and additional time.

I requested additional time for exams, but because there are no exams in this course, it was denied - Additional time was not offered for assignments

Extra time

Hope that you may can find a closer exam location to me. It is too hard to a far away place when I was 7 months pregnant.

PC during exam
D8. Ever received any special arrangements to help with your studies?

<table>
<thead>
<tr>
<th>Extra time and computer</th>
<th>laptop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety: Yes, but less extra time than I previously had in my medical degree.</td>
<td></td>
</tr>
<tr>
<td>Pregnancy: They will not move exams and no response after several months on if my study period can be extended.</td>
<td></td>
</tr>
<tr>
<td>Being able to type exams rather than write by hand as described above.</td>
<td></td>
</tr>
<tr>
<td>Exactly as requested.</td>
<td></td>
</tr>
<tr>
<td>Assistive technology for your DSA</td>
<td></td>
</tr>
<tr>
<td>Additional time for exams</td>
<td></td>
</tr>
<tr>
<td>Use of a computer.</td>
<td></td>
</tr>
<tr>
<td>15minx additional time for every hour</td>
<td></td>
</tr>
<tr>
<td>Enlarged exam papers and a little extra time on the exam, I got 50% extra time for my Cambridge o levels and a level exams but got only 25% for UOL exams</td>
<td></td>
</tr>
<tr>
<td>Extra writing time.</td>
<td></td>
</tr>
<tr>
<td>Extended time for my examinations</td>
<td></td>
</tr>
<tr>
<td>I received 25% extra time on the exams and my centre also provides me a separate room, which saves me from distraction as I tend to have a very short concentration span.</td>
<td></td>
</tr>
<tr>
<td>Computer for typing and extra time during exams.</td>
<td></td>
</tr>
<tr>
<td>Yes have received the special arrangements from the Institution for taking notes, making diagrams etc</td>
<td></td>
</tr>
<tr>
<td>Extra 15 minutes per hour</td>
<td></td>
</tr>
<tr>
<td>I was allowed to type in my answers rather than write them using pen during the exam.</td>
<td></td>
</tr>
<tr>
<td>Exams are taken on computer</td>
<td></td>
</tr>
<tr>
<td>I am currently in my final year of studies with the International Programmes and made the request when I was in my first year. The University very kindly approved it and has provided me with 15 minutes extra writing time per hour (each paper in my degree lasts three hours) and a scribe for the past two years during exams.</td>
<td></td>
</tr>
<tr>
<td>Extra exam time and permission to wear a hand guard</td>
<td></td>
</tr>
<tr>
<td>Extra time in exams</td>
<td></td>
</tr>
<tr>
<td>Larger font size in the paper.</td>
<td></td>
</tr>
<tr>
<td>PC/computer to write module exams</td>
<td></td>
</tr>
<tr>
<td>I was allowed to stand up every 30 mins, for a period of 2 mins, throughout the exam during exams reduction of external stimuli</td>
<td></td>
</tr>
<tr>
<td>I received a 1 year deferment of my final project and I received additional time for my examinations.</td>
<td></td>
</tr>
<tr>
<td>Additional help from profs and tutors. I have paid tutors separately for individual help. Longer test and exam times. Different tests that do not rely on &quot;current memory&quot; as opposed to long-term memory. Alternative assignments in place of exams.</td>
<td></td>
</tr>
<tr>
<td>I received 10 mins extra writing time/hour</td>
<td></td>
</tr>
<tr>
<td>The testing facility provided a computer that allowed me to type exam responses and essays.</td>
<td></td>
</tr>
<tr>
<td>I received 10 minutes extra reading time for each exam.</td>
<td></td>
</tr>
<tr>
<td>5 minutes pen down time per hour</td>
<td></td>
</tr>
<tr>
<td>They also let me have water and crackers</td>
<td></td>
</tr>
</tbody>
</table>
I only received them by the British council in my A/levels and it made a lot of difference. No one understands this in my university and no one recognises my problem so I never asked for extra arrangements.

<table>
<thead>
<tr>
<th>For special arrangements for exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of a computer for exam</td>
</tr>
<tr>
<td>I had extra writing time given to me</td>
</tr>
<tr>
<td>I received extra time in my exams</td>
</tr>
<tr>
<td>My request for extra time was approved.</td>
</tr>
<tr>
<td>Written instructions in exams</td>
</tr>
<tr>
<td>I received a separate room, extra time and was allowed to bring my inhaler to the examination center during my exams.</td>
</tr>
<tr>
<td>use of a computer for the exam</td>
</tr>
<tr>
<td>After 2 years the university kindly arranged separate room for me and other students with difficulties. This is the most useful arrangement</td>
</tr>
</tbody>
</table>

N/A

<table>
<thead>
<tr>
<th>Extra time for examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five minutes pen down after every hour</td>
</tr>
<tr>
<td>Double time, word processing and quit room for the exams.</td>
</tr>
<tr>
<td>10 minutes per hour extra writing time plus a Scriber.</td>
</tr>
<tr>
<td>computer during exams</td>
</tr>
<tr>
<td>The examination centre helped me to get the computer offline, and print out my answer sheet</td>
</tr>
<tr>
<td>I was provided the Laptop.</td>
</tr>
<tr>
<td>allowed sweets in exam and a separate room</td>
</tr>
<tr>
<td>I get 15 min extra time to write the exam...</td>
</tr>
<tr>
<td>Use of laptop in exams</td>
</tr>
<tr>
<td>More time in exams</td>
</tr>
<tr>
<td>Mentor</td>
</tr>
<tr>
<td>Assignment extensions</td>
</tr>
<tr>
<td>15mins extra exam time per hour</td>
</tr>
<tr>
<td>delayed registration by one year</td>
</tr>
<tr>
<td>I was provided with laptop facility to write my answer.</td>
</tr>
<tr>
<td>Extension of writing time of 10 minutes per hour.</td>
</tr>
<tr>
<td>separate room for taking exam, opportunity to wear ear plugs, wear hat bc of air movements, turning off lights,</td>
</tr>
<tr>
<td>Permission for breaks during exams</td>
</tr>
<tr>
<td>Yes, I did receive 15 minutes of extra time for hour of examination.</td>
</tr>
<tr>
<td>Table near to the washroom</td>
</tr>
<tr>
<td>extra time in exams</td>
</tr>
<tr>
<td>Extra time and a private classroom to take my examinations in.</td>
</tr>
<tr>
<td>A comfortable chair in the exam, and allowance to bring a pillow into the venue.</td>
</tr>
<tr>
<td>Deadlines were extended whenever possible</td>
</tr>
<tr>
<td>Extra time</td>
</tr>
<tr>
<td>25% extra time.</td>
</tr>
<tr>
<td>Extra time</td>
</tr>
<tr>
<td>Computer was provided for exams.</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td>more time</td>
</tr>
<tr>
<td>I received accommodations for both my extra time needs and that of a private room for my exams extra time on exam, at least electronic materials.</td>
</tr>
<tr>
<td>Yes, study material provided in PDF format.</td>
</tr>
<tr>
<td>Computer Candidate</td>
</tr>
<tr>
<td>1. 20 pts large-print exam papers.</td>
</tr>
<tr>
<td>2. Use of my laptop to write down exam answers.</td>
</tr>
<tr>
<td>3. Use of my laptop's embedded calculator to perform calculations.</td>
</tr>
<tr>
<td>5 minutes pen down break after one hour</td>
</tr>
<tr>
<td>extra time in exams</td>
</tr>
<tr>
<td>Usual of extra time only</td>
</tr>
<tr>
<td>was allowed to be using a laptop while conducting exams.</td>
</tr>
<tr>
<td>During exams I have always requested a table near a toiled due to my bladder issues &amp; they have provided me with it too.</td>
</tr>
<tr>
<td>Yes see above</td>
</tr>
<tr>
<td>I got to use PC in exam.</td>
</tr>
<tr>
<td>For partial sight above arrangements. Arbitrary extra time</td>
</tr>
<tr>
<td>Was allowed to take blood glucose meter, glucose tablets and insulin into exams.</td>
</tr>
<tr>
<td>I received my texts in electronic formats.</td>
</tr>
<tr>
<td>Additional time</td>
</tr>
<tr>
<td>Extra time for exams, assignments</td>
</tr>
<tr>
<td>Permission to write written-exams on a PC</td>
</tr>
<tr>
<td>PC during exam</td>
</tr>
</tbody>
</table>

**D9. Did the special arrangements help?**

<table>
<thead>
<tr>
<th>was much helpful and easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not yet</td>
</tr>
<tr>
<td>Without being able to type my exams I simply would not be able to complete them and the MSc would be impossible for me.</td>
</tr>
<tr>
<td>Markiplier for reading</td>
</tr>
<tr>
<td>Computer with speech and magnification software</td>
</tr>
<tr>
<td>The computer was essential to my ability to write the exams.</td>
</tr>
<tr>
<td>Enlarged exam papers and extra time</td>
</tr>
<tr>
<td>Not really, unfortunately.</td>
</tr>
<tr>
<td>The special arrangements mentioned enabled me to deliver my knowledge of the content studied as I had sufficient time to gather my thoughts and recall the content needed</td>
</tr>
<tr>
<td>N/A</td>
</tr>
<tr>
<td>I was not able to manage my time properly and found it difficult to add content of my choice on the exam sheet when I had 5 minutes per hour extra, but ever since I have gotten 15 minutes per hour my performance has improved tremendously and with that my confidence level too</td>
</tr>
<tr>
<td>Have not received special arrangements</td>
</tr>
<tr>
<td>Yes somewhat</td>
</tr>
<tr>
<td>I would not have been able to sit for my exam if I was not allowed to use a computer to type in my answers.</td>
</tr>
</tbody>
</table>
The writing assistance provided by the scribe has enabled me to focus more on the thought process, crafting and structuring a good response to the question, which has reduced the amount of stress I experience during the exam. I believed that this has allowed me to do my utmost best for every module.

The main arrangement I wanted to request for was extra time because it takes me some time to process & also calm my stress levels. However I was not given any extra time. The larger font was not of major help.

separate examination room with no fluorescent lighting

Yes - I would have been unable to complete my project when it was first due as I was still acutely affected by my concussion and the extra time in examinations was helpful as I could take short brain breaks and also I was thinking slower than usual.

I was able to put more hours of work into the assignments.

N/A

It helped in a minor way. I was glad that my condition my acknowledged, at least

I did not ask for any nor received any.

The ability to type my answers was essential to allowing me to respond to questions.

Having the 10 minutes extra reading time did help while writing the exam but it would have more beneficial if i could have gotten the extra time while i was actually writing answers because that's when the muscular spasms occur at its most.

The 5 minutes pen down time helps to an extent but if I got i little extra time based on my condition that would be better

Didn't use as I did not sit for exams

Use of computer allowed me to complete exam

extra time allowed me to read trought the problem questions and structure my answers

I had time to complete the exam.

I was able to complete my exam and was able to use my inhaler when i experienced asthma attacks

It made my writing easier in the exam.

I have not had any special help

Sitting exams in another room is very helpful.

N/A

The extra time helped me as I can be easily distracted and unable to focus

Very marginal

They allowed me to complete the exam. But some times I even run out of double time because I spend some time in managing the additional stress and anxiety that my disability generates during exams.

N/a I didn't get it as no psych report

Definitely they helped me in writing for my exam.

No, it was simply the most convenient thing to do for the examination centre to get the answers for submission and to ensure that I wasn’t using the network while I wrote my exams.

They encouraged me. And I signed up for a second Undergrad in Law. It was all because of the accessible arrangements during my exams and special arrangements made for me.

yes the sweets kept energy at bay and the room provided better concentration

Use of laptop was essential in exams

Some of my disabilities were undiagnosed which means that the help wasn't correctly tailored to my needs however extra exam time was really helpful.

needed time to attempt exams.

Laptop was been provided to me for typing my answers - tutorials. So typing helped me in doing my work as my writing was slow and bad.
No received.

separate room for taking exam, opportunity to wear ear plugs, wear hat bc of air movements, turning off lights; I took two (2) exams in a room with other students and this was extremely stressful and I did not pass these exams

The extra time help me to complete the examination. Otherwise, I would not have completed part of the exam.

For exams certainly as shorter distance to the washroom allows me to rush there and rush back quickly.

yes they did - however, the exam centre (external exam centre, not UoL) was not aware of my extra time in the last exam I took, despite them being informed. This was quite distressing as I had to sort it out immediately before taking my exam.

Yes, the special arrangements were helpful.

They helped partially. Although the doctor said frequent toilet breaks would be required, no extra time was given, and thus toilet breaks were included in my exam time. Unfortunately the International Programmes did not take into account that students write in different venues, and sometimes the walk to the toilet can be 10-15 min! So they need to think a bit more about that and how to deal with it.

Well, I would have done even worse without them.

I can write sufficient info in time

N/A

Exams were legible----passed them all!

more time for the exams

Although not directly, they did help me through the exam itself.

pdf are better that a book because you can zoom and increase the focus.

Yes, otherwise I would not have been able to pursue the programme.

The use of my laptop to type in the answers allowed me to actually perform the exams. It would have been quite hard for me to do this if I had to write the answers down by hand.

As for the exam papers, although the 20-point font size made it quite easy for me to read them, I still had to strain my eyes to read through them despite such a large font size.

Break make me confident and relax

Only at time of appearing for the examination not for any preparation purposes

they helped in navigating through the examination problems and answering them effectively.

Exam is different to studies isn’t it. Every time due to exam tensions knowing my body weaknesses I think naturally my stiffness & spasms gets into to me before hand too sometimes.

I felt more relaxed as I was going in and obviously didn’t experience any issues when typing - thankfully, it doesn’t affect typing.

To a limited extent

I was able to test my blood glucose level in the middle of the exam and inject insulin as my glucose levels were high (probably due to exam stress). It would have been helpful to have additional time added to the exam in order to allow me to this, however.

The 10 mins rest for my eye that I get as additional time has helpes me enormously during my exams to do my paper without any discomfort in my vision whatsoever.

I write extremely slowly, so I wouldn’t have passed without additional time and the ability to write on a pc

**D10. Any financial support received?**

i didn’t get any allowance

Disabled student allowance – towards equipment assistive technology to enable me to study.
Nothing at all
Disability payments from US Veterans Administration
No, I am in Canada
I have not applied
Personal Independence payment
The students loan company said I could only get disability support if I also got the separate student loan from them also, this is very unfair of them.
Institute of mental health of Singapore, certified and diagnosed
I did get DSA at uni years ago though and I got pink/yellow paper and overlays with it.
I am based in Pakistan so no such support. I am also funding my own stories to encourage other students to self-sustain their studies.
I get PIP but I was unsure if DSA would help me
N/A
I was when I was doing my BA. However, while doing the International Programmes courses, no.
I am a Canadian.
I am looking for it

<table>
<thead>
<tr>
<th>D11. For institution-based students - have you had any help from your institution?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not an institution student.</td>
</tr>
<tr>
<td>Nothing at all from Royal Institute of Colombo.</td>
</tr>
<tr>
<td>Not a single effort from the institute at all</td>
</tr>
<tr>
<td>While I was attending an institution last year, the faculty members who I specifically came across personally since they taught me, were particularly very empathetic and warm once they got to know me and my condition, and how it affects me in my daily life. They were caring, reached out to me, and ensured that I knew that they’d be there for me as teachers and above all, human beings.</td>
</tr>
<tr>
<td>Having said that, that was more of a personal thing, to do more with how they are as people and not because of the institution itself. Our system direly needs to incorporate serious consideration of the needs of people surviving with mental health issues.</td>
</tr>
<tr>
<td>My institute the Themis school of Law was the one and it was Ms. Shafia Shabbir more specifically, who told me to gather all the evidence in one place and courier it to the University, which had the psychologists report and other pieces of evidence such as my O &amp; A levels 25% extra time letters couriered to speak for my condition and I am glad they gave me the right guidance, and also to the university who now have posted it on my vle that I am entitled to 15 minutes per hour extra writing time that accounts to me being given 25% extra time like I was in O &amp; A levels</td>
</tr>
<tr>
<td>a lot of information over the telephone</td>
</tr>
<tr>
<td>As stated above in questions 17 &amp; 18</td>
</tr>
<tr>
<td>My institution conducts preliminary examinations for the UOL programmes every February. Since the University approved my request, I have notified the those involved in the running of the exams, and to give me a feel of the circumstances I will be taking my exam under, they have implemented the same arrangements.</td>
</tr>
<tr>
<td>I need to follow-up on this at another time.</td>
</tr>
<tr>
<td>I did not inform them.</td>
</tr>
<tr>
<td>Universidad del Pacifico, through its department of &quot;Bienestar Estudiantil&quot; takes into account my advice when giving classrooms to each of my subjects.</td>
</tr>
</tbody>
</table>
I only received them by the British council in my A/levels and it made a lot of difference. No one understands this in my university and no one recognises my problem so I never asked for extra arrangements.

extra time during examinations

My teachers and my institute have been of great support to me. I have been provided separate desks in class on which I can make my notes much easily and they give me extra time to write in class assignment's and mock exams.

Lecturers are understanding and willing to help outside of class if I am unable to attend class due the condition.

Not really. But would be great if you can reach out to them and ask them on how they can assist their students. Because for a very long time I didn’t even know if you would be willing to accommodate me in my special needs.

Coordination with lecturers. However, the institution is not able to help in terms of the study materials or making special arrangements.

My college provided me Laptop along with extra time for completing the tutorials and for the exam which were held in the institution.

My institution does not care about students’ well fair.

I’m an independent student not attached to any institution in particular.

I have been assessed by the Trust doctor who advised re do’s and don’ts and gave me some exercises to do which weren't particularly effective.

They are not really willing to offer help.

D12. Overall how could the International Programmes help you better?

I will get what I have dreamt of in this age. With work, study and life balance. Be more flexible with exams. Be clearer as to what you require in the way of evidence for mental health issues. Make accommodations for pregnancy.

By making available more recordings of actual lectures in class rooms and not just regional reviews. I want to learn like students in your classes are learning or at least have access to same information and the advantages of being taught since I am studying on my own.

Could do with more confirmation that exam arrangements are in place. I had to chase that up last year and am going to have to again this year; the exam arrangements had all been improved and sorted out but I’d not had much in the way of confirmation. Had to send two emails last year just to check I didn’t have to do anything else to make sure the arrangements were in place for a London exam (first email had just gone a couple of months without a response). It would be helpful to be able to take exams at home with an invigilator as provided in the UK by the Open University (where I did my first degree), but I understand that the nature of the London International Programmes would make this difficult. Although it is a bit difficult for me to get to London and I’m always worried my exam is going...
to fall on a bad day it’s not impossible, but I know of others who studied with the Open University who would not be able to participate in the London International Programmes for this reason.

More interaction on a one-to-one basis, focusing on learning development and progression with the support in place.

The support I received was appropriate. My only concern would be to formalize and accelerate the process of special measures so that I and other students could know sooner what arrangements will be made.

By proving recorded lectures on the VLE

The University of London can certainly do much more. Firstly, I’d say that you must realise that people living with mental health issues do not function in their daily lives like other individuals do. This is a very crucial aspect to grasp because everything else follows from this realisation; more broadly as a society, we need to change the way we look at and perceive mental illnesses. It’s literally the way our brains work, and because our brain works in a not-so-desirable way, it results in not-so-desirable consequences, such as impaired cognition, severe lack in focus and dysfunctionality in our day to day lives more broadly. So, you can very well imagine the impact that would have on one’s quality of life, let alone academics.

Over the past couple of years, my academics have been adversely affected. I have not done too well, as well as I believe I could have, unfortunately. My grades are not a true reflection of my abilities and my intellect at all, and that’s true for everyone suffering from similar issues studying with the University of London. After all, how can merely 3 hours at the end of the year remotely gauge someone’s aptitude for a particular course and their intellect? After struggling so much throughout the year, perhaps even more than others, and only to have our final performance, which accounts for the entire grade, affected adversely because of how we might have felt and how things may have gone on that particular day, I think is extremely unfair. I feel very strongly against how things are in place at the moment. There has to be a better system in place which can more effectively and fairly gauge the overall performance of an individual. It is indispensable to have checks throughout the academic year such as assignments, essays, course works, midyear exams, dissertation, to name a few, actively regulated and conducted by the University. Needless to say, this will certainly ensure that individuals living with disabilities are not disadvantaged and have a fair chance of proving themselves and perform much, much better.

I would also add, I feel there has to be more transparency; exams that we take, unfortunately, can not be requested for a recheck on academic grounds. Again, on top everything discussed above, that is very unfair. Furthermore, I believe, for students with disabilities, there should be an option where they can request for an in-depth examiner’s analysis or a report of their scripts so that they know where they lacked and how they can do better. It is certainly reassuring too, and as such, can depict that the University cares about them and their performance.

With the currently structure in place, students like me and others on the same boat, are at a major disadvantage.

- reducing my overall fees.
- lenient marking
- extra time more than 5 min
- no multiple exams on same date

More flexible documentation process

Interested in US-based regional revision events to help with studies

Periodic breaks during exam to rest arm/shoulder/hand.

They are very co-operative and have recognised my condition and they cater to all my needs, All I would like to State is that the recent developments that is the most recent cases that are enacted in
our courses come at a very short notice if they could be provided earlier it would help my cause a lot, as I feel there is shortage of time to grasp the concept given that that I take longer than usual to grasp concepts.

Thank you for being so co-operative and understanding.

Yes, I felt that am independently studying from the provided material, minimal direct contact, no individualized support... I wished to have more academic support on one to one base or class interactions... Even video record (other than London based recorded lectures) would be helpful. Studying alone was very difficult. The subjects are not easy for local tutors, no one could help.

Provide clarity, identify specifically what it is that is expected in the way of documentation of an individual's disability. Usually, the big wheelchair is enough. As there is no prescription offering an observation of one's state of being, WHAT DO YOU WANT?

An overview of what the University would provide if special assistance would be granted for long-distance students.

The lack of re-sit option is a serious issue for me. There are days where my dyslexia is worse than others and this affects my performance. If I only get one chance a year to do my exams, it really limits my chances of completing my degree on-time.

if only i had a bit more computing skill, but i am sure this is not the Institution problem.

As stated in previous question regarding text book.

I think they are doing fine I get the special arrangements for my exams & that is good.

Nil

My issue is quite minor and specific that is I need a computer to type in rather than use a pen to write my answers. They could do better by quickly making a decision to allow me.

It has been good but the only area I’d say could improve is that initially, it felt very reactive - I had to chase to arrange and was a little worried by responses saying that they’d see if it was possible. That said, it has been generally really good.

More awareness of the invisible conditions such as joint-hypermobility syndrome

Extra time in the exam (min 10mins) for people with an impairment.

The PC/computers provided for the MBA module exams in SEOUL, KOREA was problematic: 1) initially I was grouped with other regular students who were also taking exams, in which I was asked to type more quietly (on my provided very old laptop using WordPad, not Word) since one student complained of the noise my typing was making; 2) the PC/laptop provided was very old, and the WordPad programme it used did not have page numbers (this is important since the examiner mixed up my typed exam pages, which may have negatively impacted my module exam scores!); and 3) the SEOUL, KOREA staff was generally unhelpful (their correspondence was often unprofessional, nad they did not state who they were before taking me to the exam rooms)

I was happy with the special arrangement during the period of my injury/recovery

I was happy with the support I received.

The International Programme could have had better communication with the Exam Centres but in the end I felt that it was at the fault of the Examination Centres in Canada. There also weren’t enough exam Centres registered with the International Program and I was frequently struggling just to find somewhere to write my exams let alone accommodate my medical disability.

Provide some help hours between 5 pm and 10 pm UK time one or two evenings a week or every 2 weeks for phone help.

Provide a potential tutor list for Ontario, Canada, so that I could hire a tutor.

Provide a potential tutor list for the UK for after hours and/or weekends, so that I could hire a tutor.

I have completed the programme but my suggestion is that person who suffer with severe sight
problems should be given 15 minutes more to complete the examination. Also, consideration should be given to their handwriting.

I feel as though 10 mins/hour has not really been sufficient extra writing time. It does not really take into account the severity of my condition. That being said, I understand that those evaluating appropriate special arrangements would have difficulty knowing the extent to which my condition affects me, so I understand how they might have come to their conclusion.

By close captioning the videos that do not have that option yet.

International Programmes has already been very helpful in allowing me to type my responses, and I thank them for their assistance. It is sincerely appreciated.

Please allow medical opinion and decisions to take precedence over academic staff opinions regarding medical matters affecting students’ performance.

More continuity from the exam boards and their decisions regarding earlier known medical conditions which affect students’ performance.

Please see Question 25’s answer for more details.

Having the 10 minutes extra reading time did help while writing the exam but it would have more beneficial if I could have gotten the extra time while I was actually writing answers because that’s when the muscular spasms occur at its most. and maybe 15 minutes for persons with disabilities will be a little better for those students.

Provide more support in terms of understanding the learning material

na

I only need use of word processor for exams

Lecture videos are faster and less strenuous to get through than a bulk of text

I’ll be better able to attain admission for masters abroad in the U.K.

Improve employment possibilities.

The whole process was administratively very tedious as not only the International Programmes had to be informed, the examination centre had to be informed to and also the school. There had been no form of communication between the school, examination centre and programme about my condition and I had to liaise with each organization by myself. Responses had been slow too, and also it was during the final 2 months period before the examinations where the time used to settle the special arrangements can be better used on studying.

The arrangements they offered me were sufficient

Send core text books and essential books

The website and VLE is a bit clunky. It could be improved a bit

I think they did a very good job with my shoulder and gave me extra time which helped me to be successful in my exams.

It would be great if you could put up recorded lectures.

Have a section in the study skills guide for learning difficulties advice.

Subtitles on video content from the London school of Hygiene and Tropical Medicine

Providing A3 size exam paper

Just by providing what is required during examination for a fair chance to complete my exam and be assessed accordingly

It provided me with an opportunity to know about what is the current issue in development societies, even though I don't live in London.

Extra material in the course guide book.

I chose the London International so I can study on my own. But there is not study material in it. No
guidence in taking the exam. Also You can't find the material on their portal.

info on disabled students allowance

My last examinations the examiner didn't start the exam on time ( I had to ask her if we could start ) and the other guy in my room had a cold and was constantly sneezing and coughing this was very very distracting.

N/A

Provide more feedback and encouragement to use VLE if it is very useful, show how it can be used despite unpopularity

May be by allowing more time

Maybe by providing some latitude in my paper setting and marking my papers

Provide me with the transcripts of London based lectures and allow me some additional time for assignments.

Give support on getting psych report. Should have given me more help and support not a dismissive template email over and over again! More time in exam, allowed To give in exam pieces for formative assessment rather than coursework (I'm good at coursework but that's not how we are assessed so the positive feedback was useless!!!) Support for writing in exams and under pressure.

accomodation for military deployment, and waiver of exam fee if deferral is due to military commitments.

Flexibility in the exam conditions. Maybe not too harsh on a student's condition as to dismiss it as easily. Students given a option to not just have the option of writing for exams but other ways/methods as well to complete their exams

I have never been able to complete any of my papers during these past 3 years. I even requested the board to give me more extra time and take away the option of a scribe but the request was rejected. If i could be given more time to write that would be of great use and help to me. This year i had a clash in exams, i had to write for 7 straight hours with just a 10 minutes break in between. I wasn't able to score well in both exams because my hand wasn't able to write for that long.

When I applied for specific access requirements, I was asked to divulge more information. I am not comfortable sharing so much information as I had already provided the University with a letter from my doctor. The condition is self explanatory in that it's an inflammatory joint disease and affects all my joints. I am uncomfortable with giving out so much personal information about my condition.

More quizzes can be helpful for all subjects

Less steps in registering for exams. e.g not having to register for exams with Uol and exam center separately

An online mock exam if it sounds plausible

More student to student involvement in all activities

To start with, there should be general consideration to change to use of computers for examinations as a general or opted for arrangement. Secondly, the disability facility for the examination should be applied for once only, for the entire course period.

It is helping me better. But one thing that no one realises is that as a person with disability, my biggest challenge is the financial aspect because I am home all day and there is no way to earn. But I can earn after this degree. I am lucky. But if you can provide us with discounts and yearly scholarships just for people with disabilities. This will be a big breakthrough in the disability movement. As a law student myself I hope to help the disabled community. And you can help by making is accessible in all ways. I would love to share more.

yes

its been good but better response times would be great

Communicate exams' dates with more advance (3 months) and allow an easier way to cancel (or postpone to another session) an exam already fixed

I really appreciate if the University can arrange mentors for International students...So they can get
help and could perform better in the exams...

Yes, more interactive study materials would be helpful.

This would probably increase fees but my tutor support would be great

Alternatives to seas of text...

Be more accommodating with health needs and be more flexible when students are too ill to sit exams or study

More assignments and less exams for those with my condition

Have more examiners reports, especially for recent papers.

Providing International standard studies along with the exposure of studying with the University of London International Programme.

I was very glad to participate in this Program.

Please do consider My Mitigating Procedural Circumstances Letter on 'Shocking Fishy Smell' on An Assassin That Would Eventually Kill The Killer: Have A Vagina on ground of medical reasons.

Not sure how feasible but to option of taking several exams on the same day; except for that, accommodation more dependent on the exam institution and acceptable so far

By allowing me to sit examinations in Cambridge

I think the request for special support should be done from the beginning so tutors and administrative staff knows of the special support needed so if there are delays on submitting essays or need for extra years to complete the degrees this can be granted.

allow the arrangement of wearing ear plugs or seating in separate QUIET room

Ensuring that the external exam centres are well organised to deal with people that have disabilities and that the external examiners are knowledgeable of the special arrangements for students before they come in and sit the exam. The exam centres that have not been knowledgeable of this are University of Bristol and Weston College.

Maybe aside from focusing on the sole side of grades, students mental health and aspirations must also be taken into consideration

Time to get coursework results is too long. The results weren't out before submission for the second coursework. Considering I, along with many others, have never done academic study before as the course I'm on is the ACCA members pathway for MSC in Professional Accountancy, this had an impact on my mental health in writing the 2nd coursework as not knowing whether what I was doing was enough.

More audio and video learning tools would have helped me understand the course material more easily. I also think that it would have been helpful if there was someone at the school who specialized in learning disabilities that I could have reached out to with questions. Now that I have completed my degree I realize how it would have been a benefit for me to have exam questions read to me by an instructor before my finals.

Think about how to deal with the fact that students write in very different venues.

More flexibility in final exam deadlines

More flexibility in assessment and grading

To let overseas connect with the UK lecturer. And help more UK online lecture

Offer some means of assessment besides timed written exams. Oral exams would be great. Taking coursework into consideration in some way would be great. Continuous assessment seems sensible to me, in so far as it's possible.

The doctor recommended 15 mins per hour but I was given 10

If they feel I deserve less they should've asked for an evaluation by an appointed doctor they wanted

Well I feel that if some extra time could be added to the normal time giving to all other students during exams time. Or the other option is also to consider if possible to relax the marking scheme for such students who work within the stipulated time period during exams since without that we are
often disadvantaged and that could lead us not getting good classes such from first class to second class lower which are the desired class to proceed further with the laws programme in countries such as ours here in Ghana.

No further help is needed.

Overall, I think there are a few ways in which the International Programme might be able to help me.

The first would be an increase in recorded lectures. By increasing the number of recorded lectures and audio guides, it would allow me, at the very least, a basic grasp of the subject material that I am to know. I acknowledge, however, that it is fundamentally impossible for all material I need to study or be aware of to be transposed into audio form, without a monumental amount of effort exerted on the part of the University, thus my only hope is that the University will provide more recorded lectures on key areas it feels students with similar disabilities as mine might need to improve our understanding of our various modules.

The second way the International Programme might be able to help me could be through a mentorship system of sorts whereby professors might take-up a more active role in ensuring us students understand what we are doing. To illustrate this in practice, the International Programme could assign a professor to a number of students to make periodic checks on our progress and to assess our understanding of our subject matter. What is most lacking in having to learn from abroad, is that students overseas (like myself) have very little access to guidance from the University, and most of the work we do is up to our own understanding, even if that said understanding might be flawed or incorrect. This eventually translates into answers that might be inaccurate or completely wrong, which is a point often noted by examiners in their reports. By engaging more directly with the students in the International Programme, mistakes and general errors might be more easily detected and thereby rectified, without having the students face an exam they are (unknowingly) ill-prepared for.

The third suggestion I would like to make is for a video guide demonstrating the way in which one might function the VLE and all its key components (including the library, which I am still woefully ignorant as to its use and more importantly, access.)

It would be nice to receive the required texts in electronic format a bit quicker. Although I do realize that IP rights and special permission arrangements take time, the situation does compress my available study time.

An additional 30 minutes if possible to type as I type much slower than I write and I would feel less pain in my hand during examinations.

I believe that dealing with special arrangements issues, the International Programmes should plan its review process better in order to meet disabled students’ request more efficiently and quicker.

It helped me a lot like if I am feeling unwell can study for next hours when I feel better so no restriction.

Student services interactions could be services based and not adversarial. Ensure students are aware of the possibilities for assistance available from a person who is dedicated to this task.

Ensure there is actual academic support to the forum to clear out the posts that are not from the subject and to actually answer questions there.

By devising specific modules for hearing impaired students. By waiver of Fees as persons with a disability are already financially overburdened.

The University of London can help me or students with visual impairment better if only they could try and make their reading contents in to readable pdf and word formats respectively.

Getting a International recognized degree is a valuable asset to my life. As it will help me to get or
secure a good job, were hopefully I will earn a decent salary to get through my daily wants and needs & to survive till I die, after all I am human too.

Consistently allow diabetics to take necessary equipment into exams

I can't fault the programme - the subject is fascinating the tutors are top and pretty much all I need is provided for. The fact that I have this problem is unfortunate but is not the "end of the world".

More actual support

As stated earlier, if I need to inject or test my blood glucose levels during exam times it would be helpful to have additional time added to the exam. This is particularly true if blood glucose levels are found to be low (hypoglycemia) as brain function is impaired. Sometimes it can take 20 minutes to recover from low glucose levels and this could severely impact on the amount of time left to complete the exam.

Not quite

Makes me a better person and good in English

More support is needed

1. Allowing more time for coursework submissions
2. Acknowledging special needs

It is great

None

D13. Examples of educational experiences (either with the University of London International Programmes or another provider) where you felt your study needs were particularly well met?

A visit from the lecturers to help summarize the module is of great assistance.

I got help what I need, apart from writer and open book support which other universities and institutions provide.

loved it

With my medical school - separate room to write exams + 20 min extra per hour of exam

When I got to the exam centre (London Barbican) to take my exam on the computer everything went very smoothly and I was greatly reassured for my continued study.

UOLIP special arrangements team is fast in response

Although it has taken a substantial amount of time to get the right facilities in place, I would say the support I have had in place for my current studies at the University of London International programs supported we do USA has although it has taken a substantial amount of time to get the right facilities in place, I would say the support I have had in place for my current studies at the University of London International programs supported with DSA has been well met.

As above, the experience I had with my 2017 exams was helpful and my needs were very well met.

50% extra time for the exam from University of Cambridge

I can only speak with reference to my observations regarding the local programmes here. In the semester system, or even the annual systems that exist here, they are efficiently broken down into terms, separated by mid year exams, quizzes and assignments. I strongly believe this is a very affective measure. The University of London should really look into this!

I felt the online discussion forums on the VLE were particularly helpful in clarifying my doubts with my peers.

International Center for Legal Studies

I currently hold 3 degrees. My needs were met during other programs - 2 online and 1 in-person. All programmes worked with me to accommodate disability especially related to hearing.
I appreciate the courses that provide recorded video for each lectures with pdf and other resources access / courses with online lectures that you can interact with the lecturer and have the lectures recorded for later study also.

When I sent, via email, pictures of myself to North-western University's Accessible NU office in response to their request for documentation of my disability and these were accepted.

University in Groningen provided a good environment for my disability by providing me with more time (15min per hour of exams) to complete my exams, but also giving me a separate room so my concentration was not broken when other students doing the same exam finished earlier.

My Study needs have been well met at the University of London. It is left to me to take advantage of this important experience.

The Uni / exam Centre providing me a laptop for typing and extra time during exams meant that I do not have to worry about my slow writing. Huge relief.

My school Billabong High where I did my IGCSE and Podar International School where I did my A levels

Open University degree was very good

I do like all the revision material & the amount of resources the university provides us with to help us in our studies.

The ‘specimen/sample’ past exam questions was very helpful in terms of knowing what concepts to focus on

This would not be related to my injury, but I had a very positive experience with my dissertation supervisor. She provided good feedback and support via email and Skype conversations.

Just during exam times with UoL when I asked the exam invigilator if I could have access to the bathroom with medical supplies (I showed her these so she could see no notes were in there) if it was required.

Overall, I felt that the UofL faculty members and staff were very understanding of my illness and during the past several years it was very important to me. I was registered with UoL since 2011 but had a lot of inactive years because of recurring illness. I was only really active 2014-2017.

Yes, at the University of Windsor, where I was able to work part-time at the courses like the U of London. The courses had a "work experience" component as well, such that I was able communicate my work experience to help the younger students.

Generally it was. The opportunity to write and get quick feedback on problems that I was facing was really refreshing. The courteous nature of the responses from the Programme Director and others showed that the university is second to none. You can express my thanks.

The support from the Special Arrangements staff online and in person at exam centres is very good.

The university having Special Arrangements facilities is very good.

Better support in understanding the learning material

na

University of Northampton: BSC distance learning in IT service management.

I like the way the ulip sends study guides and packs

I took an exam at the Hong Kong Examinations and Assessments Authority in May 2017. I required special circumstances (use of a computer). I was extremely satisfied.

ACCA granted me additional time to do my exams.

As above

University of Kent and Nottingham Trent's law schools provided their students with recorded lectures. It would be great if UOL could do the same

Both academic years i felt my study needs were met with my college and university of London

Oxford Brookes University, (distant learning) gave very good support to their students. Materials well laid out. Plenty of course material. I wanted to study with Un of London. Not go off to another
I have had my disability since 2010 so I did not attend any other institute

Assigning online tutors is very helpful.

timing for the exams

Can't comment because after rehabilitation, LLb was my first experience

Double time and access to word processing for written exam are for great help.

Pgce - was given a test. Given practical strategies, an extra week for coursework (but didn't use it as my issues are exams), given paper/overlays/dictaphone. Treated like a human despite not having £400 to pay for a test - they said however they could help find part of it but suggested I didn't need it as they had assessed me. Wish I'd done it now for this course - but as far as I know you

Don't have bursaries? I asked that in previous emails that were responded to with that template 'you need a psych report before well even consider talking to you'. My coursework got 21/firsts and my exam 2:2/2. I need help. Please help me.

online resources

N/A because even at the examination centre, they struggled to print out my answer sheet.

Each time they were met. That is why I am still here. I am eager to learn and my disability does not stop me because now I have equal opportunity to attempt my exam and be judged on my knowledge. Many of us never get that chance.

MBA I had to put more hard work for less return because of my condition

exams - I was allowed a separate room and sweets as I'm diabetic

For certain modules that I took in my polytechnic for my diploma program, assessment that required visual components were assessed differently. For example, rather than drawing diagrams, I was given the option to describe my answer in a textual format. Study materials that involved complicated diagrams were represented in a tactile manner for me to access. Soft copy material that were inaccessible such as complicated tables or diagrams were represented in a textual format.

I cannot think of any.

Lecture videos, Auditory alternatives...

No change needed, except in subjects like Theology which are done mostly by the elderly, hence allowance should be given, either by giving more time to answer the paper, or by giving them more attempts to sit for the same module.

As for me the studies needs were well met on the following matter.
1. Wide choice of subject selection
2. Learning facilities
3. Global Standard Teaching
4. VLE benefit, tutorial submissions, past paper, questions to the tutor.

I have no experience in another Program.

No. I find University of London is very understanding and helpful.

Technical University of Darmstadt, Germany; no mandatory class attendance and independent study

My experience with SOAS and University of London has been good enough. Of course things could be improved but are way ahead of what I received in Spain.

Nottingham University MBA programme. Regardless whether I took the exam in Singapore or Nottingham. quiet environment was ensured be it tutorial, lecture or exam.

Advanced tertiary college where the lecturer dis not only care for our grades but also cared for our...
well being.

ACCA allowed the use of a computer for exams (n/a for current course)

Na

SMU, NTU, NUS.

They have all recorded lectures, where students can always view back. And able to bring cheat sheet in exam.

My MA at UCL - I had no timed written exams at all. I chose my modules such that I wouldn't have any. (I did sadly have to forgo doing some modules that interested me but would have required me to do exams.) I wrote a 3500-word essay for each module I did, and then a 10,000 word dissertation on a topic of my choosing in the summer before graduating. It was perfect for me. I did far better than I've done in any other system. I chose that MA at that university mainly because I knew that it would not require me to do timed written exams.

I have not experienced that anywhere since my condition only started when I was just about to finish an MBA programme in finance with University of Ghana in 2008. Since then I did not do any programme till I started the LLB with University of London.

When I was in Secondary School, I was very fortunate to have a Principal who understood the difficulties I faced in school. As a result, he granted me permission to study from home, assigned a mentor to oversee all of my academic concerns, and provided me with an opportunity to speak and receive lessons from my teachers in private. He went as far as to garner the support of the Allied Educator (Teachers with special training in learning and behavioural support) in mediating the difficulties I had with my studies and my teachers.

My teachers were very dedicated in helping me through all my difficulties by answering any questions I had and they supported me unconditionally even as I struggled and stretched the very limits of their patience because I simply could not understand them in the same way regular students were able to. Many a time, they would send me emails to check on my progress and help me along whenever I was in doubt. It was their continual assurance, support and guidance that led to me passing my GCE O’Levels in spite of my own fears and lack of self-confidence.

the most common thing is the youtube video. I am always searching for such video but the content is not always compatible with the curriculum

I feel that UoL Int Programmes have done well in meeting my particular needs. The online format has allowed me to pursue this educational experience and I am grateful for that.

Otherwise I would be on the golf course with my buddies, babbling about politics.

When I explained my condition and they allowed me to use computer

I feel my study needs have been met by other institutions.

I do not feel my study needs were well met by the University of London International Programmes

none

As I am into IT (BSc in Information Technology) I feel IT lab based experiences are needed as we will get a more practical overview and hands on experiences in things we will do when we are employed.

I asked to be able to use PC and was granted it which was appreciated.

I was pleased to be able to test blood glucose levels during the exam.

The study guide really helpful.

Good and responsible teacher

Vle

CUHK
D14. Examples of educational experiences (either with the International Programmes or another provider) where you felt your study needs were not well met

<table>
<thead>
<tr>
<th>I got help what I need, apart from writer and open book support which other universities and institutions provide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>most were</td>
</tr>
<tr>
<td>I have received no accommodation for my pregnancy with the University of London. I am due to give birth 1 week before exams.</td>
</tr>
<tr>
<td>I've tried to take part-time courses at local colleges (and even when I was at secondary school) and exam arrangements have been a constant battle even after they’ve already been approved with last minute changes and requests for new evidence etc (days before an exam in one case). It's often felt like the provider was mainly interested in trying to avoid providing support to save their resources (there's never been a problem with exam boards etc not accepting evidence and special arrangements, it's always the educational provider that would have to provide the support) so you end up with a kind of adversarial system where they try to make it as difficult as possible for you (this is an extremely large part of why I have only three GCSEs despite having a 1:1 BSc). Given the special arrangements I need are fairly limited (all I need is to be able to type an exam) I dread to think how it is for people with more complex needs.</td>
</tr>
<tr>
<td>The OU and London International Programmes have been about the only institutions for which this HASN’T been the case which I would commend you for.</td>
</tr>
<tr>
<td>N/a</td>
</tr>
<tr>
<td>Unable to follow finance subjects since I cannot see the lecturer’s explanation</td>
</tr>
<tr>
<td>Please refer to my answer to question 21.</td>
</tr>
<tr>
<td>Disability accommodation</td>
</tr>
<tr>
<td>I struggle with UofL as there are not study groups, difficult to communicate in some cases or stated criteria for successful exam submissions.</td>
</tr>
<tr>
<td>Proactive steps: I signed up for tutoring which was not particularly helpful other than plain English study guides. I've gone back to review content on UofL portal to understand all resources provided. I've, also, created a detailed study programme for future studies. Any suggestions for new students from the university would be helpful.</td>
</tr>
<tr>
<td>Lecole for advanced studies I was not guided as to how to study and I ended up failing all four modules in my first years .</td>
</tr>
<tr>
<td>The assignments and assessment that provide the guideline mainly and require your indebendantly applications (EPM 105,201).</td>
</tr>
<tr>
<td>Here.</td>
</tr>
<tr>
<td>No example</td>
</tr>
<tr>
<td>Whenever requiring to open a textbook. Textbooks are hard to physically handle.</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Not given extra time despite the letter from the Doctors.</td>
</tr>
<tr>
<td>See my reply for #21 above</td>
</tr>
<tr>
<td>I did feel that the study modules would have been well complemented by webinars or web access to lectures (recorded).</td>
</tr>
<tr>
<td>mandatory course attendance</td>
</tr>
<tr>
<td>Exams circumstances, my exam performance, and my exam grades. I had sudden and unexpected post-surgery complications that affected my exams in the Spring of 2016. I requested these grades to be removed from my transcript. I complained on many occasions and my doctor provided medical documentation, and the exam invigilator witnessed my sudden illnesses which were probably</td>
</tr>
</tbody>
</table>

Disability - the Student Voices   Page 92 of 98
provoked by the stress of exam writing. I am still waiting for those failed grades to be removed from my transcript because they were unwarranted and I still do not think it was fair.

Yes, University of Waterloo where it was regimented and crammed into 4 month sessions. That was a number or years (40+) ago and I am sure they have improved.

In some instances, it seems some of the academic staff are less understanding of health / medical conditions / disability issues compared to the special arrangements staff.

In some instances, for example, some academic staff involved with exam board decisions appear to over-rule the special arrangements staff and medical professionals judgements by not adequately taking into account the effects that known conditions may have on a student’s performance in exams or coursework.

This could be improved on.

<table>
<thead>
<tr>
<th>Limited local support for studies need to be addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>na</td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

It was during the examinations period where I felt better services can be provided by all parties involved in it. As my conditions only arose in the last few months just before the examinations, there was a lot of arrangements to be made and settled and resulted in a lot of anxiety not only in me but my parents too.

<table>
<thead>
<tr>
<th>Lack of university core text books and essential readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>None. I am very satisfied</td>
</tr>
<tr>
<td>na</td>
</tr>
</tbody>
</table>

There is none

Careers advice, I asked the university and was advised the internal careers advice I would have to pay for this service. Otherwise I think all the staff are amazing and have been very very kind to me, I think the Director Mr Simon Askey is an amazing person who is a credit to this university. I think Ms Lisa Pierre is also amazing and she helped me to attend one of the events organised and went above and beyond her role to assure me. MR Jayson Pacleb is also extremely understanding and another member of staff her name was Helen. These people are all outstanding.

<table>
<thead>
<tr>
<th>N/A</th>
</tr>
</thead>
</table>

100% individual final weightage on the final exams

| Nil                                                     |

I had to compete with everyone. I was not given any latitude as this is not done commonly in my country

<table>
<thead>
<tr>
<th>special arrangements for assignments and more time to complete MSc without penalties would have been as great help.</th>
</tr>
</thead>
</table>

Here school. Everywhere before I did my pgce and it was picked up. Luckily I did art subjects so it wasn’t noticed but in school I was put in 2nd set for englidh anf they said they couldn’t figure out why. I had panic attacks in the Exam hall during gcse and was just told to shut up and Get on.

<table>
<thead>
<tr>
<th>When I was asked for more evidence of my condition in order to be granted extra time for exams</th>
</tr>
</thead>
</table>

One critic I may say claim of the program is that it fails to engage students with each other. Phi U app did a good model but Uol has potential to be far better due to the scope.

<table>
<thead>
<tr>
<th>As above - the exam centres are unprepared</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
</tr>
<tr>
<td>LLB</td>
</tr>
</tbody>
</table>

just response times from university online

<table>
<thead>
<tr>
<th>3:45 hour exam at the end of the year.</th>
</tr>
</thead>
</table>
The only thing that really worked was extra exam time because everything else were geared towards younger students or students with previous education support and understanding. I left formal education at 14 so there is a lot of assumed things that I couldn't manage not because I was intellectually incapable but because I didn't have previous access or knowledge. I was bombarded by text as only option.

N/A

No. I have done a Singapore Medical Degree, a diploma from the Royal college of surgeons, Open University BA, London Metropolitan U MA, Your former External degrees in Laws. They all have their own formats. It would be difficult to compare.

Not in particular.

My examiner made an allegation that I cheated based on the fact that I cannot write as well by hand as when typing. Insulting and stole 4 months of my final academic year.

ATC is not willing to help students with medical conditions unwell.

University at Buffalo, USA; mandatory class attendance which I despise, mandatory homework, and having to complete humanities and social sciences classes that have absolutely no relevance to my engineering programme.

For 5 years I studied in Spain a Licenciatura in Economics. I was never granted extra time neither my spelling mistakes were left aside. So, in my opinion my grades would have been much higher if they would have allowed for some accommodation.

Reiterated earlier, not allowing ear plugs when I even offered intense check on my ear plugs and request for separate room. Request to work on a dissertation rather than take an exam was also turned down due to the path taken?

As explained in my answer to question 21 - University of Bristol and Weston College external examiners were not aware of my special arrangements when I came to sit the exam. Organisational issues at the exam centres I would presume is the reason.

Current program, coursework results take too long

My learning condition was only diagnosed while I was at SOAS. Although I was tested in the past I was told that I likely had a learning condition but it could not be diagnosed because the science had not matured enough to diagnose me. After being diagnosed I reached out to SOAS for learning tips because I lost my health insurance and could not afford to see a professional. When my emails were not responded to I was very upset.

I was scored 1 mark less to the passing grade on final exam in one of my modules and regardless of my argument, no revision was made to the mark. It resulted in my withdrawal from the program. Not allowing cheat sheet

All the others, pretty much.

My expectation had being that some consideration in terms of time allocation or consideration during marking the exams papers would have caught the attention of the authorities of university of London. But this has not been so and the grades obtained in exams have been very much discouraging as we are not sure of obtaining a good class internationally to enable me compete effectively locally in Ghana for further opportunities in the laws profession.

Before I became an Independent student studying from home, I had been attached to Stansfield College, Singapore, one of two local institutions that offered some level of support for students studying Law. I was attached to the college, not by choice, but by necessity as the Diploma in the Common Law offered by the University of London required it. (which stemmed from the fact that I only had an O’Level certification) While I was there, I could not help but feel suffocated by the school’s abrupt move to the heart of town and by its seeming inability to retain their staff. In that year alone, I had 5 different teachers who taught me Contract Law. The continuous change and the unfamiliar environment created incredible stress upon my person which served to hamper more than help my already tenuous connection to my subjects. As a result of a constantly changing roster, I was unable to foster any meaningful connection with my teachers and that in itself was a heavy burden on my
psyche. In addition, each teacher who taught the subject did so in a manner different from the last; often contradicting one another in the process. This made learning both difficult and very confusing. This contributed greatly to my decision in studying independently.

I think that distance learning students should be encouraged, or at least allowed to attend in-house lectures, if possible.

Distance learning is convenient but I do consider myself to be a bit of a Hobbit at times! Interaction with the school in real time, would be beneficial.

When I sat the Land Law examinations in 2010 I believe and UOL indicated that my handwriting was not legible and this was a direct result of my condition and gave me a grade of 39 for a paper they could not have properly read - 1 mark short of the pass mark. I had to do all my subjects over as I was under the Old Scheme. I could not afford it and stopped in about 2011/2012. Now I start over 2016 and did not receive any credit from the University of London for my 2008 Diploma in Law and I had to redo all those subjects which form the 1st year of the Llb. This caused me some hardship financially and otherwise.

While studying at my University in Milan, I was supported in my studies by the faculty representative of the University’s Disabled Student Support Service. This was the first example of a service of this kind at the Faculty of Veterinary Medicine which I attended. Despite this, I received essential support in disclosing my special needs to lecturers and examining committees and in acquiring study material in a suitable format.

n/a

None

For example, I have the module text books from The University of London but I can not read unless with assistance of somebody

On one occasion I asked to use the PC in exam however due to I assume technical issues the message didn’t get through.

Implementation of exam arrangements

As stated earlier, additional time to make up for the time spent testing blood glucose levels, injecting insulin, or recovering from hypoglycemia would be appreciated.

The lack of textbook.

Teacher is not experience and do not know how to teach , no experience

Level of teaching at the institution based in Mauritius

HKU SPACE

Extra time for exams, assignments
Permission to write written-exams on a PC
Separate exam room for easy access

D16. Anything else you’d like to add?

Thank you to the University for making life a little easier.

May next time you can also provide an open book exam with writer

i liked the course but make it more aware that students with disabilities can also study with you

N/a

Would really appreciate if you could prove me recorded lectures for at least the finance subjects even at a reasonable extra charge

I hope my views will be seriously considered and that they benefit people like me, whose pain is not tangible, as well as the study body more broadly.

i hope the interviewer is a pakistani that will help me interact with him or her more comfortably
Nothing

I have been refreshingly honest in this interview and would apologise to the university in advance just in case they don’t agree with anything I have stated.

Nope.

Thank you for trying to improve on this, and give it the attention it deserves.

I am privileged to be accepted for the Undergraduate Laws Course which is important for my well being and wide knowledge.

All said.

Apart from the SEOUL, KOREA exam team’s negative aspects (mentioned earlier), the MBA Banking programme itself was great value for money. The tutors generally provided good feedback, and the online PDF versions of the readings were instrumental given my vision issues.

nothing at this time

I hope I am finally graduating. It has been an extremely difficult yet rewarding several years with UoFL, but it will remain as an important part of my life that I will keep close to my heart. Thank you.

Thank you
for your work and interest in the learning and education fields.

No

Apologies for the minimal and missing input on this form. This is for data protection reasons.
The Special Arrangements staff do a great job online and in person. The additional Special Arrangements help is greatly appreciated.

It would be appreciated if the academic staff who preside over academic decisions involving medical issues which affect students' performance were more understanding and flexible when considering the medical special circumstances which affect such students, particularly at the exam board consideration stage.

Regarding the above, also a matter of concern is the wording quoted below which appears in the student handbook and also the university website's page on Mitigating Circumstances:

"... Circumstances where action may not be taken include but are not limited to:

Ongoing medical conditions (unless they suddenly become worse)."

The last line is concerning and contradictory to health and disability law, policy and the intention of making allowance for medical issues generally.

If an on-going health issue is deemed to affect a student’s physical and academic performance, to the point that special circumstances are noted and accepted, then it makes no sense to not take action where these conditions continually apply, regardless of whether the condition is perceived to have got worse. There either is or there is not a medical issue affecting the student in such cases.

Medical decisions should be respected regarding this and arbitrary medical decisions being made by academic (and not medical) staff should be avoided.

In light of the above point, the above quoted line appears to be unnecessarily aggravating, and is potentially challengeable under health and disability law.

Therefore, it is strongly advised that this line should either be removed or amended from the university's websites, guide notes, policies, handbooks and public notes.
would have preferred course work element to studies as written exams are hard due to my medical depression

My sciatica nerve issue and cervical were caused because of passion of bodybuilding. Later it was aggravated my anxiety

During the whole process, it felt like the programme is not supportive of people that require special arrangements. Not only the whole process is tedious but everything had to be paid separately. For example, the usage of computer though in the same examination hall with the rest of the cohort, there had to be additional charges made to be able to use it and I had no choice as my hands were not in any condition to be able to even write for 5 minutes.

I’d just like to say that every student deserves a chance to be examined fairly and their medical condition should not be a hurdle for them to be able to compete with other students. The special arrangements only act as an aid for the students to be able to get a fair chance like the rest of the students.

Please say a very big thank you to Mr Askey for giving me the best opportunity in life to follow my career and I am proud to have met him in person.

Overall, I am still satisfied with the way my learning disability has been handled by the school so far.

Just to say that University of London and the examination centres should consider becoming more IT compliant as a general shift.

Let’s Talk soon and make empowering of people with disabilities a big reality. If we can enroll even 1000 people with disabilities in your program in 1 year. I can assure you that this would be the best thing ever and its doable and it is my mission to become the Ambassador for International Programmes and encourage people with disabilities to pursue their studies if institutes in their countries are not accessible.

I find that the paper marking is bit strict and the exams are getting harder. Specially they should consider about helping final years students to pass their degrees.

The dissertation for the BDiv is meaningless. There is nothing new at undergrad level which has not been covered by somebody else before. There should be an exam topic as an option.

Due to non availability of extra time my performance in the May - June 2017 examination was hampered badly. When i realised this that extra time was not been provided to me by due to some mixup. During the examination I and my Institute immediately communicated with the University to provide the extra time facility. But inspite of writing email’s to the University the University remained Adamant, if the university wanted to helped special needs students they could have considered it and
provided me the extra time. In which the University Lacked the will.
No

Please take this confidential and serious. Thanks much.
Not at this time

I think it is great University of London takes this seriously.
Be more flexible in allowing students to do one paper through research and dissertation as it also helps the student to work on topic that may be applicable to needs and job.
No

Thank you for asking about my experience with this.
No

I hear timed written exams account for only 25% of a student's final grade at Harvard Business School.
FOR NOW I FEEL MUCH HAS EXHAUSTED IN THE SURVEY
Without the accommodation, I would not be able to succeed in my studies.
Thank you for taking the time to read my rather lengthy survey. I hope that it was insightful and I really would love any extra help the International Programme is able to offer. Even a little help is better than none at all.
please make proper videos that cover the whole curriculum. I am 32, working, I have 2 masters and I am studying driven by motivation....so the more efficient the better
As an individual forced to give up a professional career due to a vision limitation, this educational experience has allowed me to regain a sense of purpose, to acquire knowledge that has changed my understanding of 'how the world actually works' and to interact with a broad range of very accomplished individuals.
Thank you. Rick.
My only condition was that I was pregnant during exams and I just wanted to be as close as possible to the door in order to use the toilet facilities as early as possible and to save time. The exams were held in Singapore and they have accommodated my requests. The vigilators were very helpful and regularly checked on me. I've had a pleasant experience with my exams in Singapore.
No. Thank you.

Not at the moment
n/a

Yes. My Fees may be waived as I already encounter financial burden in academics in Pakistan
Not presently
Just to say thank you for enquiring.

It’s not anonymous If I give my email address...
no

No
Nothing
DETAILS LATER
I would like to be involved in further research
No