



Academic Services

Disability & Dyslexia Support Service

A. What is it?

Disability and Dyslexia Support Service is a friendly and confidential service which provides advice and support for disabled students at the CITY College International Faculty.

B. What support is available?

We will put specific disability support in place for you following a discussion with you about your individual requirements which among others include support before you start your course, mobility and accessing premises, support with exams, support with managing your workload, and taking into account any specific requirements.

C. How do you access support?

Information for Prospective students

1. Tell us that you are disabled

In most cases students inform the CITY College International Faculty, that they are disabled, on their application form. We would encourage you to do this as it allows us to take further actions about setting up support before the start of your course.

In case though, you have already applied to the International Faculty and have not disclosed a disability on your application please contact Admissions Office at: admissions@citycollege.sheffield.eu to discuss disability support.

2. Include/Send us medical evidence of your disability as soon as possible (please submit this to Admissions Office)

To qualify for disability support you need to provide written medical evidence which provides some information about your disability. It is good to obtain and submit it the soonest possible, as this will give us the time to take actions.

3. In case you require to discuss your need for support, please contact the Department's Course Administrator.



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Information for Current Students

1. Tell us that you are disabled

Make an appointment with your Academic Department's Advisor or the Course Administrator. You will need to speak with the Department before any support can be put in place for you. To make an appointment you can send an email to either of them.

2. Bring in medical evidence of your disability (please submit this to your Course Administrator)

We will also need medical evidence of your disability to be able to put most support in place. You can send this to us by post or email or bring to your first appointment.

Providing evidence that you are disabled

To be eligible for disability support and adjustments you need to provide medical written evidence which confirms your disability, condition, or impairment. This evidence varies depending your condition.

In case of learning difficulties such as dyslexia, a full diagnostic assessment report is required.

In case of an autism spectrum condition, a medical letter or report from a GP or other medical consultant which confirms your diagnosis of an autism spectrum condition and gives some information about the impact this condition has on your day-to-day life and studies.

For all other conditions (including mental health difficulties, medical conditions and sensory impairments), a recent medical letter from a GP or other medical consultant which confirms that your condition or impairment has a substantial and long-term adverse effect on your ability to carry out day-to-day activities.

In addition to the specific criteria outlined above, any evidence provided should:

- Be written by a medical or other suitably qualified professional
- Be written in clear English* and provide a clear diagnosis, or a description of the condition/impairment in simple terms which can easily be converted into academic support requirements by academic staff

*Any medical evidence submitted which is not written in English must be accompanied by a fully certified translation into English by a professional translator/translation company.



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Alternative Arrangements for Examinations for Students with Dyslexia

Each University is committed to ensure that all students have equality of opportunity in assessment. Reasonable adjustments will therefore be made whenever possible to ensure that all students with dyslexia problem **are not placed at a disadvantage** with other candidates in relation to the assessment of their academic work. For these students the departments should attempt to modify the assessment of the academic unit in order to accommodate the needs of student with dyslexia, providing **such modification does not compromise the academic standards and the nature of the academic unit**. The department should find the alternative methods of assessment in order to help the student with dyslexia to be assessed fairly. It is important to note that with this alternative assessment method is design in such a way that **it covers all the learning outcomes and the objectives of the unit**.

The students with dyslexia problem should inform the department for his/her disability by submitting all the necessary documents (doctor's notes). Then he/she has to submit a letter to the department asking for alternative assessment arrangements e.g. extra hour during written exams or oral examination. The department discusses student's requests for alternative examination arrangements and then informs the student with a formal letter. The basis of any alternative assessment arrangements should be well documented by the department, this will protect the department from future problems (external examiners' moderation).

The LTQA Unit made a proposal to the departments for the assessment of dyslexic students.

1. Dyslexic students will be encouraged to participate in written examinations in the same way with the other students but with additional time. If students (according to doctor's notes) cannot benefit from extra time, LTQA suggests that students will sit in the examinations but have an extra 30-60 minute oral examination with the presence of the unit leader and a coordinator who will guarantee fairness of the procedure. For this reason LTQA prepared a form which the examiner has to complete during the oral examination.
2. For coursework assessment the dyslexic students will have more time to submit their coursework. This will happen either by receiving the coursework handout earlier than the other students or if they have other deadline that will be later than the formal submission deadline. Particular attention should be paid by the Department to change the coursework map and develop a personalized deadline schedule.
3. If the dyslexic students have a handwriting problem they have the option to type their exams in a laptop provided to them.
4. Special arrangements should be made in groupwork assignments.