HELPING STUDENTS WITH DISABILITIES SUCCEED AT THE UNIVERSITY OF CAMBRIDGE

SESSION 6520
20 OCTOBER 2022

PRESENTERS

Ausra Gudeliauskaite

Functional Analyst

Student Systems

University of Cambridge

ag440@cam.ac.uk

Alastair Appleton

Developer

Student Systems

University of Cambridge

awa21@cam.ac.uk

THE UNIVERSITY OF CAMBRIDGE IN NUMBERS

- 24,000 students
- 12,000 staff
- 31 Colleges
- 100+ Faculties and Departments
- Founded in 1209

CAMBRIDGE & ORACLE

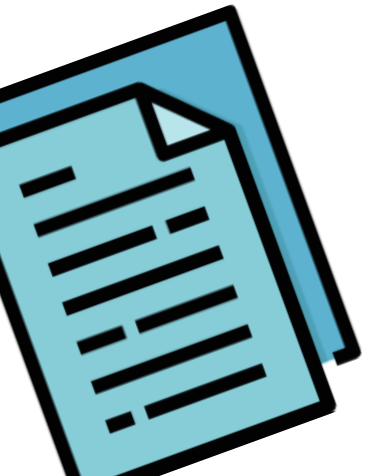
- Campus Solutions 9.2
- Image 25
- PeopleTools 8.58.20

TODAY'S SESSION

18-month project between **Student Systems team** and the **Disability Resource Centre** (DRC) to improve the distribution of **Student Support Documents**

STUDENT SUPPORT DOCUMENT

The SSD consolidates relevant **information about a student's impairment,** the **impact this may have on study,** and presents **recommendations for access arrangements** designed to offset any disadvantage the student may otherwise face.



ORIGINAL STUDENT SUPPORT DOCUMENT

UNIVERSITY OF CAMBRIDGE

Student Support Document (SSD)
Confidential

This Student Support Document has been developed after analysis of specialist evidence and is designed to advise Colleges/Departments/Faculties of recommended support and adjustments for individual disabled students. This document is sent to you with the student's consent and should be distributed as indicated overleaf. It is acknowledged that the support and adjustments recommended herein may already be part of existing policy and practice. The Code of Practice on reasonable adjustments for disabled students details the responsibilities of Colleges and departments in communicating, establishing and monitoring adjustments for students http://www.educationalpolicy.admin.cam.ac.uk/supporting-students-learning-and-teaching

If you have any questions please contact [redacted] Further information on support and adjustments is located at: http://www.disability.admin.cam.ac.uk/teaching-disabled-students , and for training courses, and resources at: http://www.disability.admin.cam.ac.uk/thinking-about-disability/training

Student Name/D.O.B.	[redacted]
Email address	
College/Tutor	
Department/Faculty	
Level of Study	Postgraduate
Course/Year	PhD
HESA Disability Category	AD/HD (inattentive type)
Disability Adviser	

Details of student's disability/difficulty and impact on study

[redacted]

Student's recommended disability-related academic support

Lectures

Please follow the recommendations for lectures contained in the Best Practice sheet below.
In particular the following are important:

Disability Resource Centre
Tel: +44 (0) 1223 332301
Email: disability@admin.cam.ac.uk

UNIVERSITY OF CAMBRIDGE

- Copies of power points, han
- Reading lists provided in ad
- Permission to record

Supervisions

Please follow the recommenda
In particular the following are in

- Regular scheduled meeting These should be at an agre
- These supervisions should progress, and establish clea
- Please help [redacted] break do deadlines for each part.
- [redacted] would greatly benefit of his research, methodolog
- Academic goals and timelin
- Supervision notes should be
- Please provide detailed, leg improvement and concrete
- Guidance with identifying re
- Instructions and feedback s
- Flexibility over deadlines wh

Accommodation

If feasible, [redacted] would benefit owing to organisational difficult

Libraries

Please follow the recommenda particular the following are imp

- Extended loans
- Allow access to printed mat available

Examination and assessmen

It is assumed that [redacted] will no benefit from the following adjus

- Extensions to deadlines
- This student should not when written work is ass

The DRC will be able to make forward any request for recom

This information is for advisory examination access arrangements.

Support provided by the DRC

Disability Resource Centre
Tel: +44 (0) 1223 332301
Email: disability@admin.cam.ac.uk

UNIVERSITY OF CAMBRIDGE

- A synopsis at the start of the lectures a each lecture, review major points
- Provide reading lists in advance

Practicals:

- Give permission to record instructions
- Break lengthy tasks into stages
- Repeat information when necessary
- Provide instructions, processes, and pr
- Give clear information in advance abou ensuring access

UNIVERSITY OF CAMBRIDGE

1:1 study skills & mentoring
Evidence received by the DRC
Psychiatrist's Report, dated 17.11.
Please circulate this document to
Senior Tutor, Graduate Tutor, Superv teaching staff, Library staff, College M
Date of Student Approval:

Best Practice when working w

Key Support Actions

- Permit recording of lectures,
- Provide handouts in advance
- Provide directed reading lists materials relevant to this stud
- Extend loan periods for books
- Facilitate examination access red breaks/ marking advice to

Supporting and teaching students

Supervisions:

- Arrange regular scheduled meeting agreed frequency and, ideally, take
- Give adequate time for this student questions or discussion materials. research orally rather than in writing
- Help this student define the scope establish clearly defined academic
- Provide any discussion materials
- Use concise, clear, and explicit lan
- Provide instructions in written form
- Provide assignment deadlines wel
- Provide exemplars of expected wo
- Provide written and verbal feedbac errors
- Provide detailed, legible feedback improvement
- If assignments or tasks are lengthy regular, mini, targeted deadlines to
- Extra time to complete reading and
- Repetition of information, instructio
- Flag up/identify essential informati
- A glossary of key terms/phrases w

Lectures:

- Give permission to take notes usin
- Leave information on the board to
- Provide copies of PowerPoint pres documents, where available, prefe
- Number PowerPoint slides and use
- Flag up/identify essential informati

Disability Re
Tel: +44 (0
Email: disability@ad

STUDENT SUPPORT JOURNEY

1

Student contacts DRC and asks for support

2

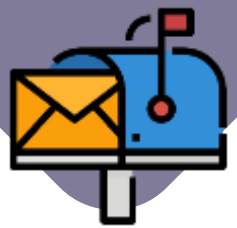
Student meets with disability adviser

3

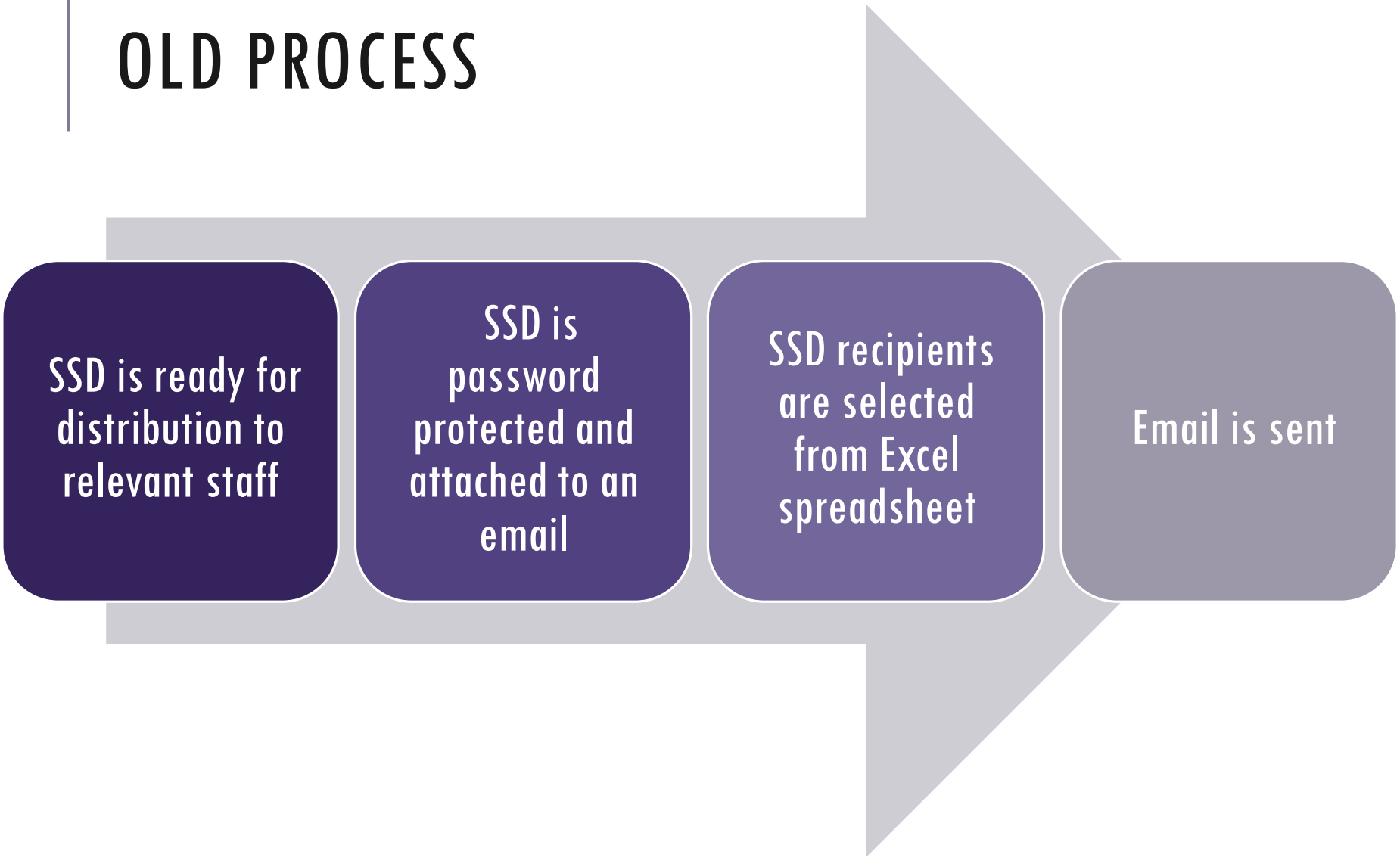
Disability adviser puts recommendations into a document

4

Document is sent to relevant academic and pastoral staff



OLD PROCESS


SSD is ready for distribution to relevant staff
SSD is password protected and attached to an email
SSD recipients are selected from Excel spreadsheet
Email is sent

PROBLEMS

Is the recipient list up to date?

Did they receive the document?

What about people who aren't on the list?

ONWARD DOCUMENT DISTRIBUTION

Disability Resource Centre

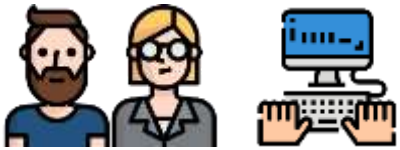
College and Department administrators

Academics
(Supervisor, Tutor, …)

Accommodation Officer
College Nurse
…

Department Librarian
Lab technician
…

ONWARD DOCUMENT DISTRIBUTION



Disability Resource Centre

College and Department administrators

Academics

Students

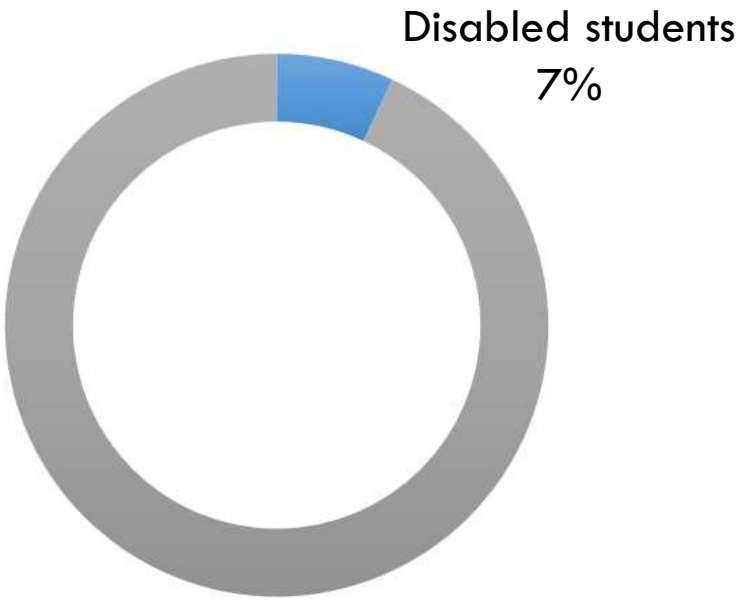
Accommodation Officer

College Nurse

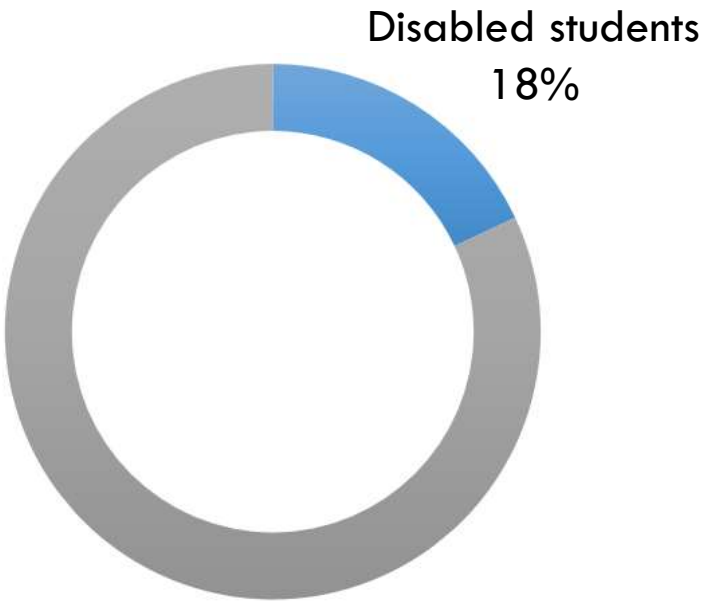
Department Librarian

Lab technician

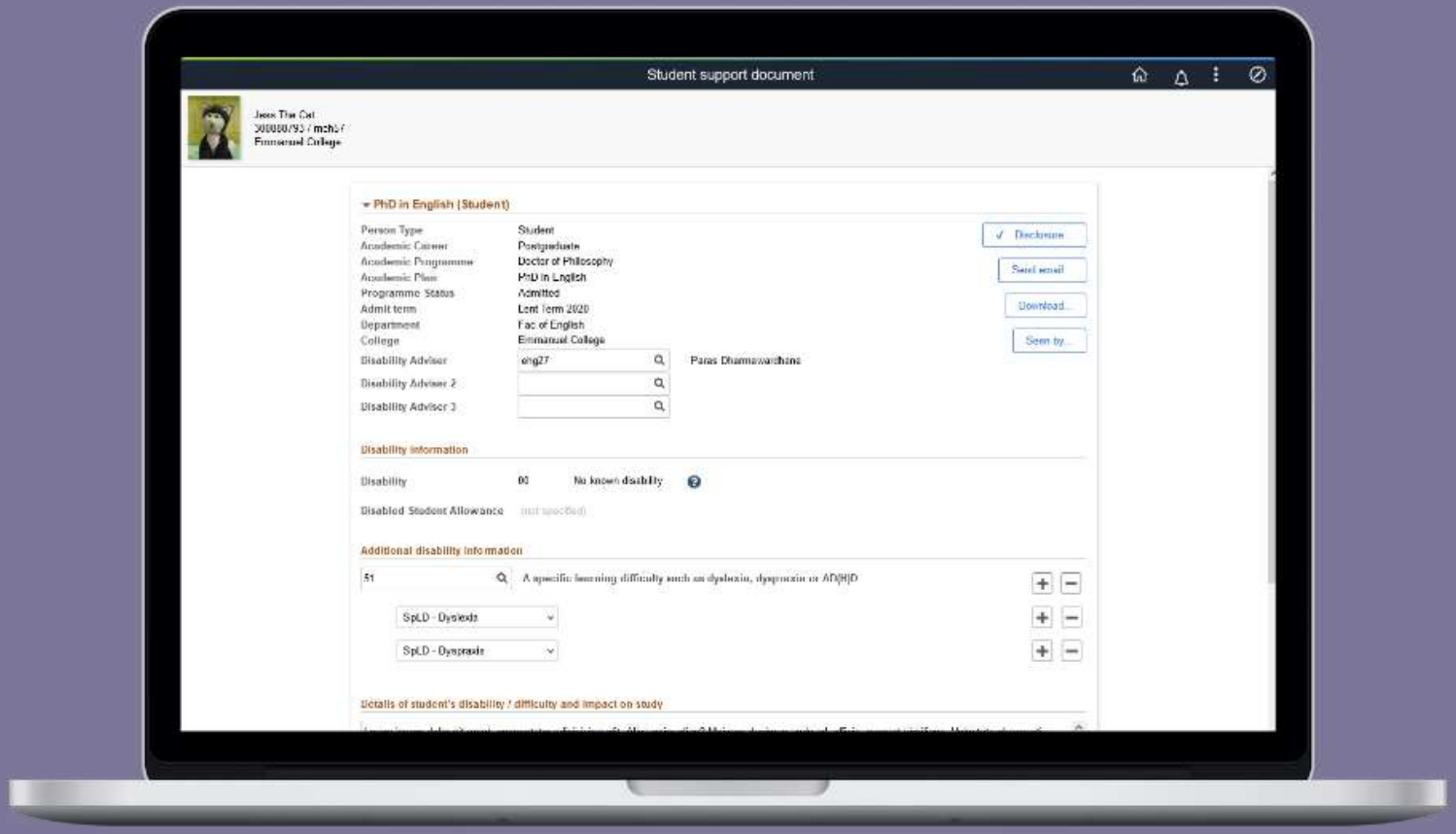
NUMBERS



2010

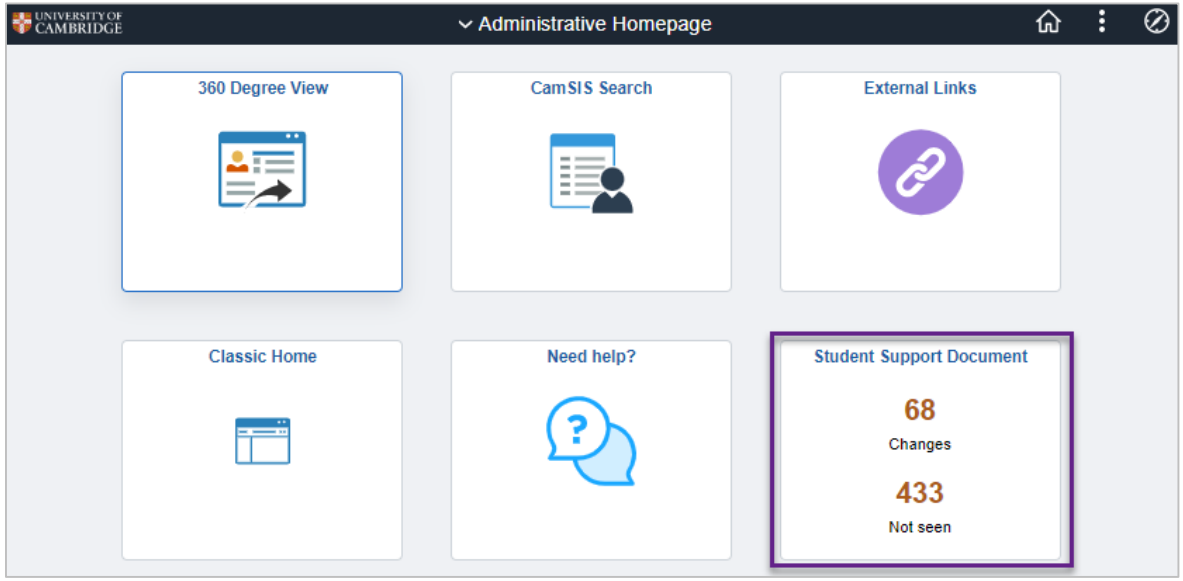


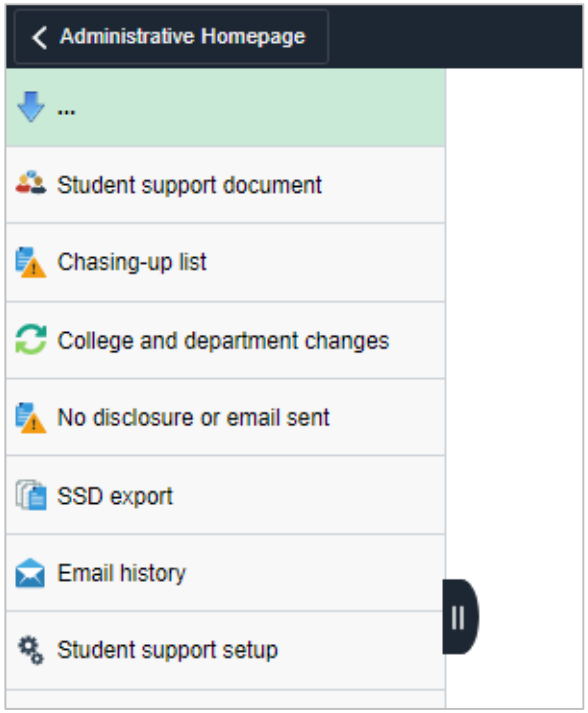
2021



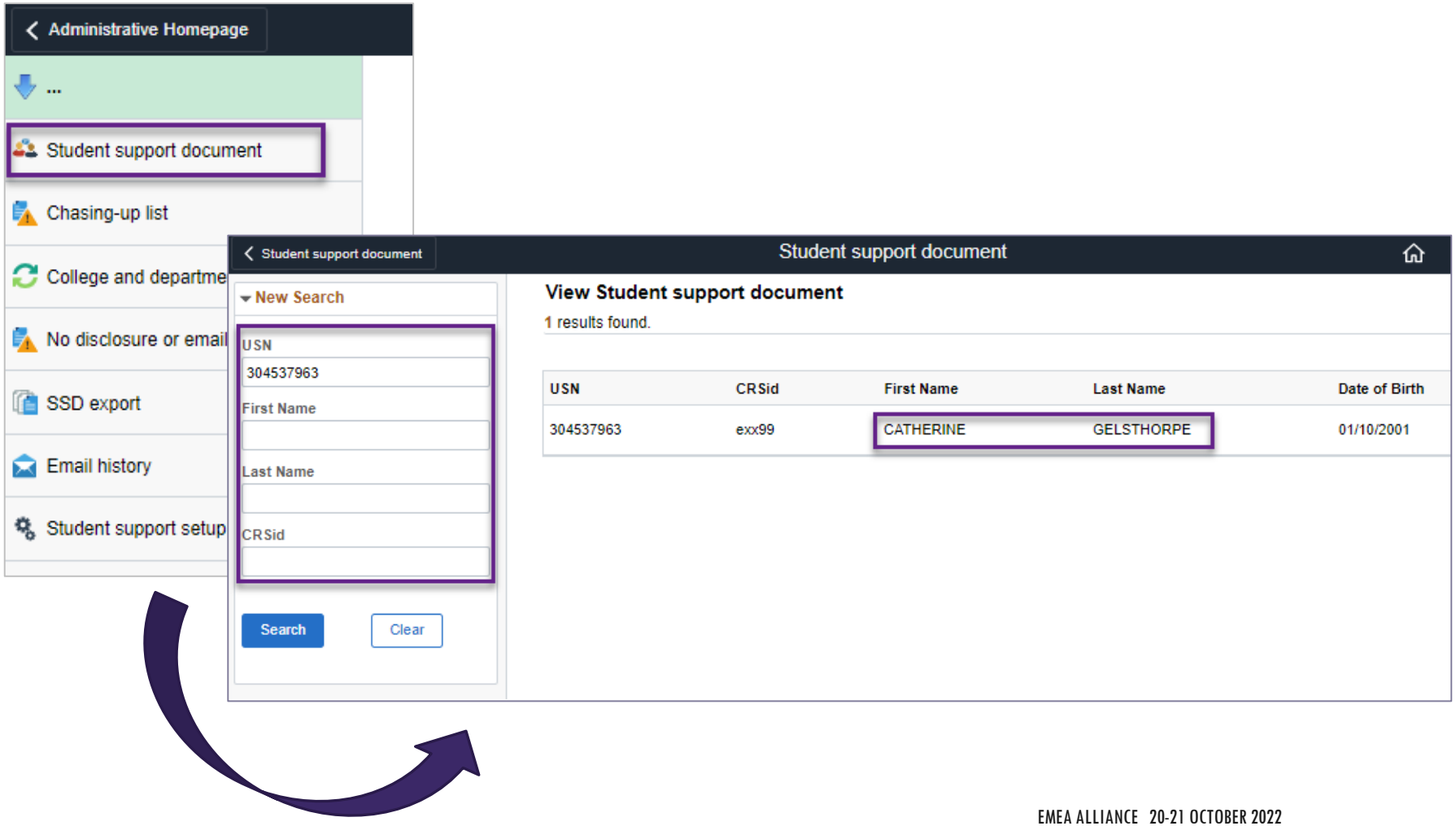
THE NEW APPLICATION

DRC USERS' HOMEPAGE

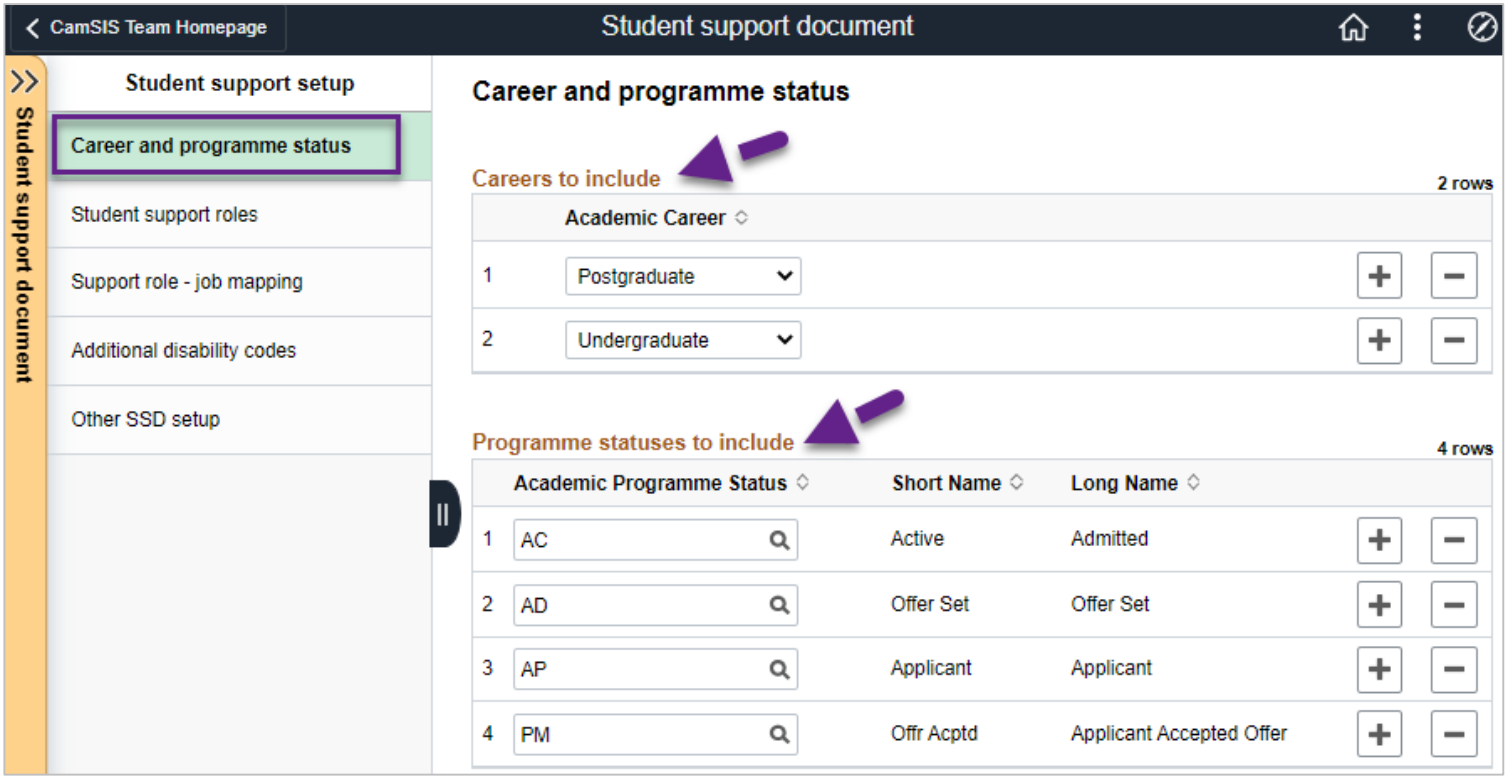




SEARCHING FOR A STUDENT/APPLICANT



WHO IS SHOWN IN SEARCH RESULTS?



* Applicants must also have been accepted by a College

"CARD" DESIGN

Search Results

Student support document

Catherine Gelsthorpe
304537963 / exx99
Churchill College

Natural Sciences Tripos (Student)

Final Veterinary Exam (Student)

Person Type	Student
Academic Career	Undergraduate
Academic Programme	Bachelor of Vet. Medicine
Academic Plan	Final Veterinary Exam
Programme Status	Admitted
Admit term	Michaelmas Term 2022
Department	Department of Veterinary Medic
College	Churchill College
Disability Adviser	
Disability Adviser 2	
Disability Adviser 3	

Disclosure...

Send email...

Download...

Seen by...

Disability information

Disability	08	Two or more impairments and/or disabling medical conditions
Disabled Student Allowance	4	In receipt of Disabled Students' Allowance

Additional disability information

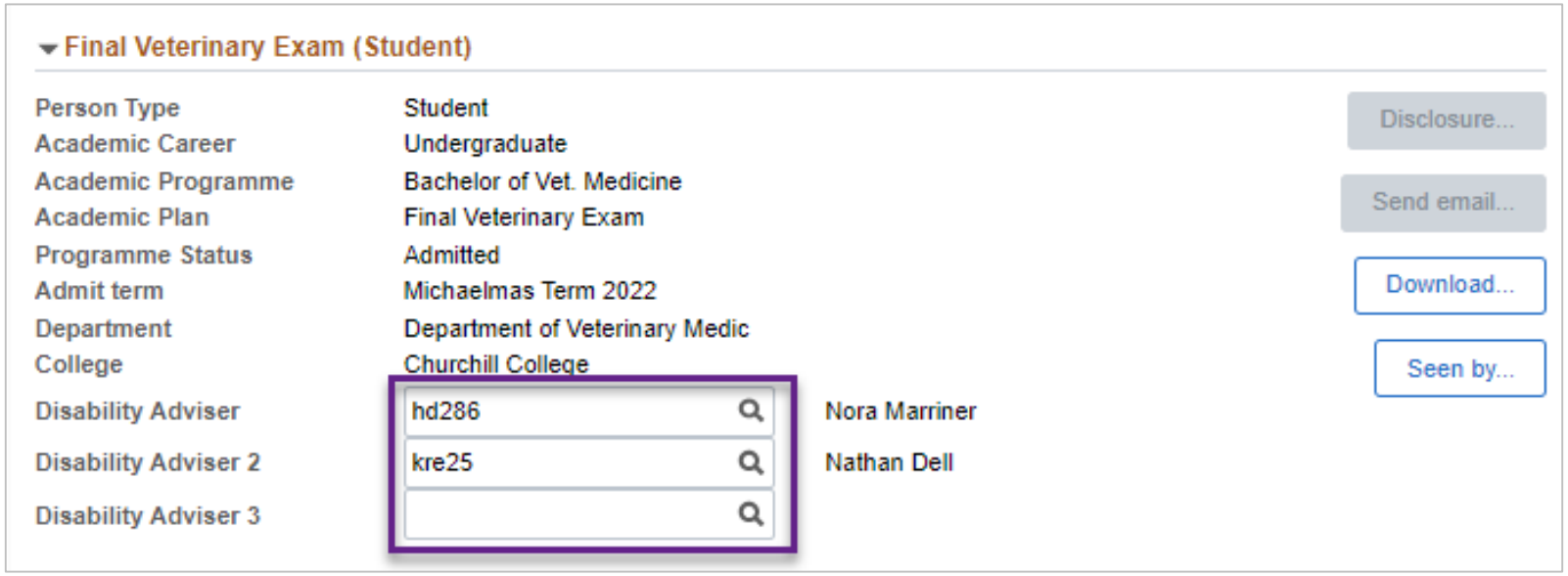
Add disability code

Details of student's disability / difficulty and impact on study

Documents

Upload file

STUDENT INFORMATION



DISABILITY AND IMPACT ON STUDY

Disability information

Disability	08	Two or more impairments and/or disabling medical conditions
Disabled Student Allowance	4	In receipt of Disabled Students' Allowance

Additional disability information

51 — A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D

SpLD - Dyslexia

SpLD - Dyspraxia

Details of student's disability / difficulty and impact on study

Catherine has a diagnosis of dyslexia and dyspraxia, which is characterised by problems with working memory (the ability to retain and manipulate information simultaneously), phonological skills (the skills underpinning efficient literacy, including the automaticity of spelling as well as reading speed and fluency), motor coordination (affecting handwriting) and the speed with which she processes information (the speed she retrieves vocabulary from long-term memory, apparent in spoken language, writing and reading). This impacts all activities where information must be read, processed and organised and, consequently, these activities take significant time and effort.

This diagnosis can negatively affect Catherine's ability to read texts at speed, take notes, produce written work, proofread & complete academic work under time pressure, and so makes deadlines stressful (she needs additional time).

For information about the likely impact of this diagnosis on study, please follow the link: http://www.disability.admin.cam.ac.uk/staff-supporting-disabled-students/teaching-disabled-students/understanding-effects-impairments-1

Please discuss this information with the student in order to understand the impact the diagnosis has on study for this individual.

Last updated by hd286 on 14/10/2022 14:56:31

DRC RECOMMENDATIONS

Documents

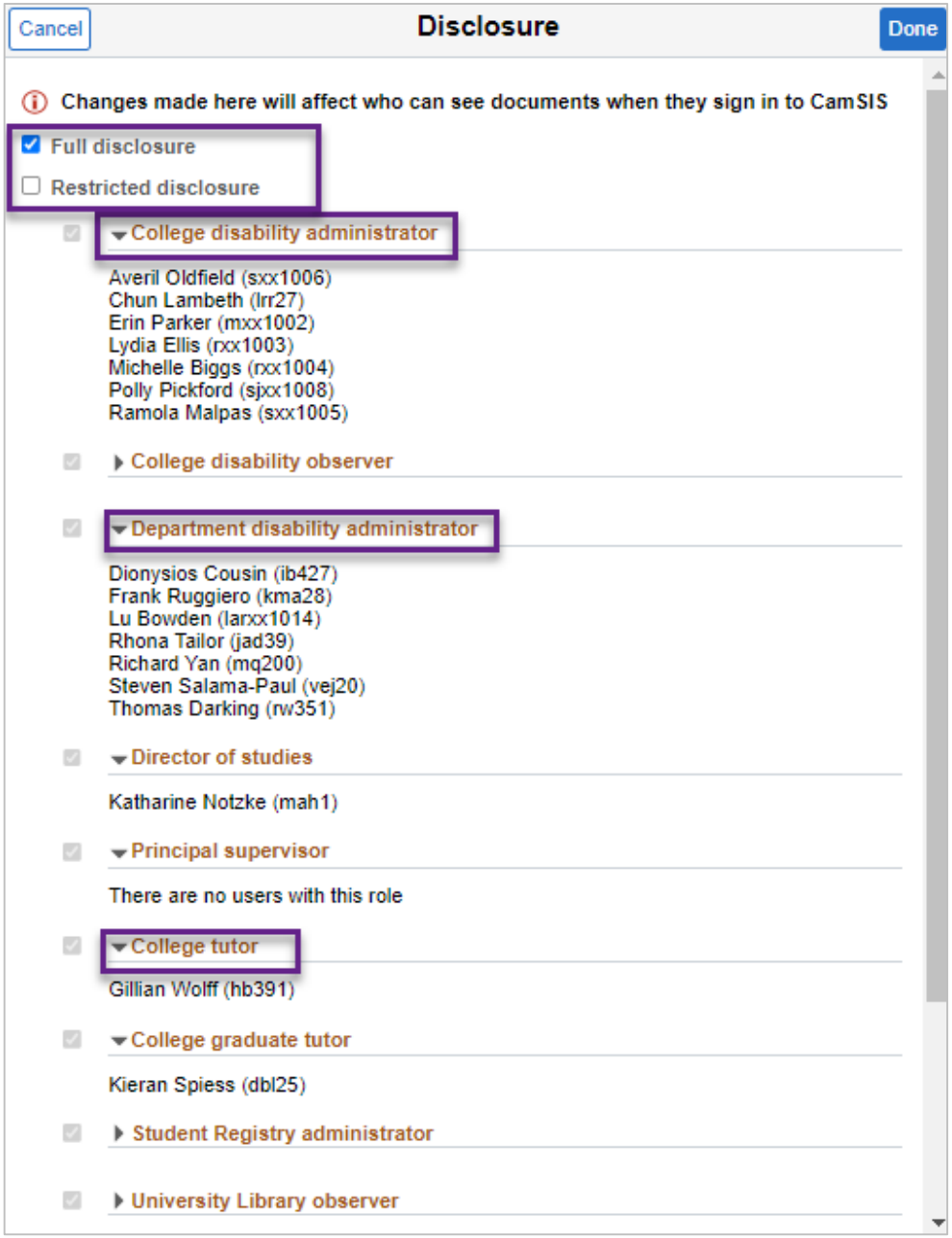
Upload file | Delete selected file(s)

	Attached file	Sensitive	Archived	Uploaded by	Uploaded on
☐	SSD_Gelsthorpe_C_v1.pdf	No	Yes	hd286	14/10/2022 15:05
☐	SSD_Gelsthorpe_C_v2.pdf	No	No	hd286	14/10/2022 15:05

Why did we split recommendations and disability information?

DISCLOSURE

✓ Disclosure...
Send email...
Download...
Seen by...


Cancel
Disclosure
Done
Changes made here will affect who can see documents when they sign in to CamSIS
Full disclosure
Restricted disclosure
College disability administrator
Averil Oldfield (sxx1006)
Chun Lambeth (lrr27)
Erin Parker (mxx1002)
Lydia Ellis (rxx1003)
Michelle Biggs (rxx1004)
Polly Pickford (sjxx1008)
Ramola Malpas (sxx1005)
College disability observer
Department disability administrator
Dionysios Cousin (ib427)
Frank Ruggiero (kma28)
Lu Bowden (larxx1014)
Rhona Tailor (jad39)
Richard Yan (mq200)
Steven Salama-Paul (vej20)
Thomas Darking (rw351)
Director of studies
Katharine Notzke (mah1)
Principal supervisor
There are no users with this role
College tutor
Gillian Wolff (hb391)
College graduate tutor
Kieran Spiess (dbl25)
Student Registry administrator
University Library observer

SO HOW DOES IT KNOW WHO'S WHO?

CamSIS Team Homepage | Student support document

Student support roles

14 rows

	*Student support role	*Description	Sort Order	Academic	Disability information visible	Superuser	Include in disclosure	Include in email	Marks as seen
1	COLL	College disability administrator	10	No	Yes	No	Yes	Yes	Yes
2	COLO	College disability observer	11	No	No	No	Yes	No	No
3	DEPT	Department disability administrator	20	No	Yes	No	Yes	Yes	Yes
4	DOS	Director of studies	30	Yes	Yes	No	Yes	No	Yes
5	PRS	Principal supervisor	40	Yes	Yes	No	Yes	No	Yes
6	CT	College tutor	50	Yes	Yes	No	Yes	No	Yes
7	CGT	College graduate tutor	60	Yes	Yes	No	Yes	No	Yes
8	SR	Student Registry administrator	70	No	Yes	No	Yes	No	No
9	ULO	University Library observer	71	No	No	No	Yes	No	No
10	ULA	University Library administrator	72	No	Yes	No	Yes	No	No
11	SSCO	SSC access and wellbeing observer	73	No	No	No	Yes	No	No
12	SSCA	SSC access and wellbeing administrator	74	No	Yes	No	Yes	No	No
13	DRC	Disability Resource Centre	99	No	Yes	Yes	Yes	No	No
14	CAMS	CamSIS team	999	No	Yes	Yes	No	No	No

ROLE MAPPING

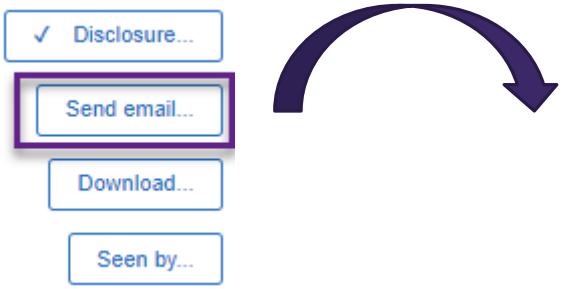
CamSIS Team Homepage | Student support document

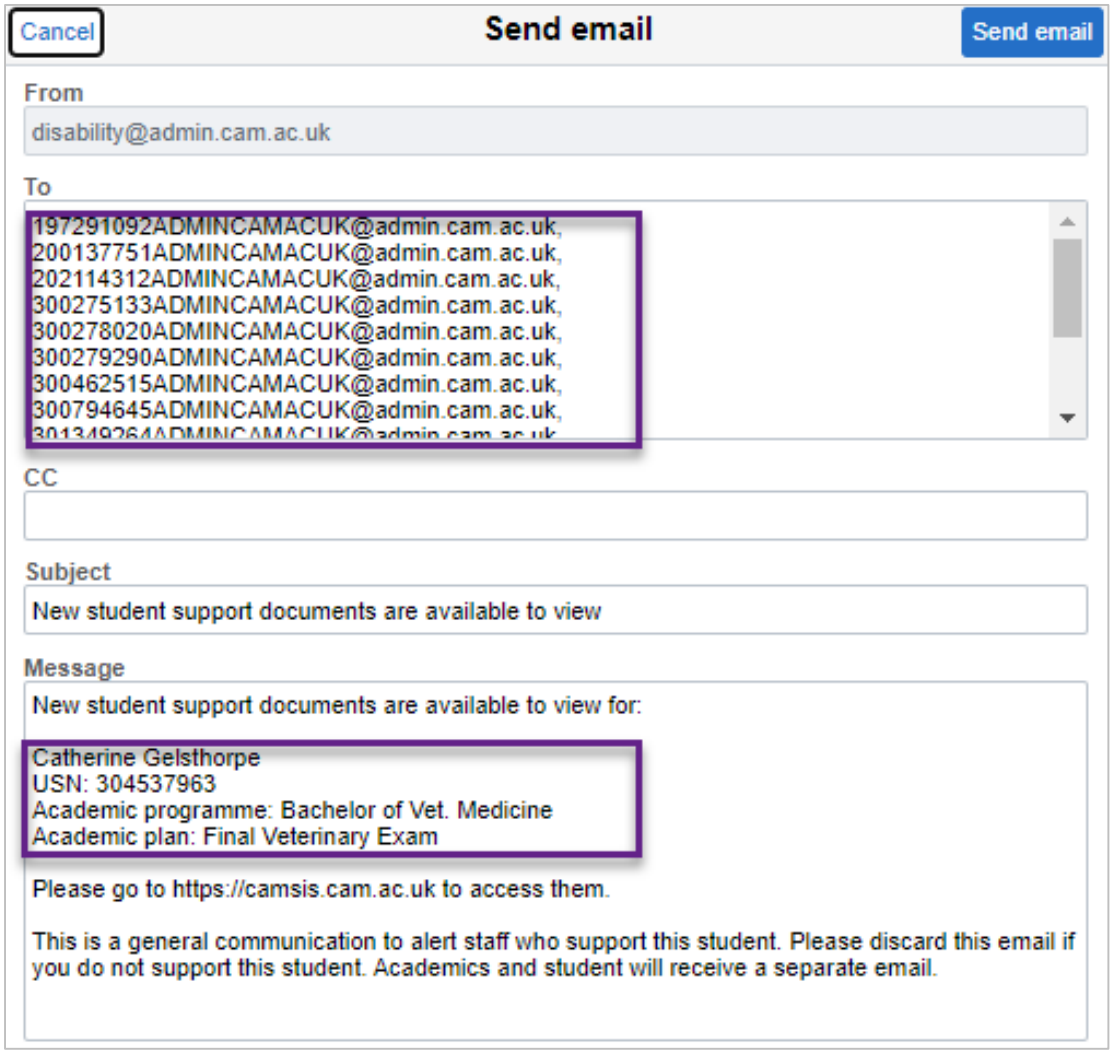
Support role - job mapping

20 rows

	Student support role	User Role	User Role description
1	CamSIS team	1000000021	Technical
2	CamSIS team	1000000023	Functional
3	College graduate tutor	1000000004	College Graduate Tutor
4	College disability administrator	1000000017	College Tutorial User
5	College disability administrator	1000000145	College Access&Wellbeing Admin
6	College disability observer	1000000144	Coll Access&Wellbeing Observer
7	College tutor	1000000003	College Tutor
8	Department disability administrator	1000000018	Postgraduate Student Admin
9	Department disability administrator	1000000115	Undergraduate Administrator
10	Department disability administrator	1000000116	Departmental MST Administrator
11	Department disability administrator	1000000119	Business Course Admissions
12	Department disability administrator	1000000135	Departmental NS Tripos Admin.
13	Director of studies	1000000002	Director of Studies

EMAIL





Emails to students and academics sent by application engine on hourly basis

EMAIL EXAMPLE

Received Tuesday, 18 Oct 2022 4:42:11 PM
From <disability@admin.cam.ac.uk>
To <197291092ADMINCAMACUK@admin.cam.ac.uk>
Subject **New student support documents are available to view**

Plain Text | Source | Download

New student support documents are available to view for:

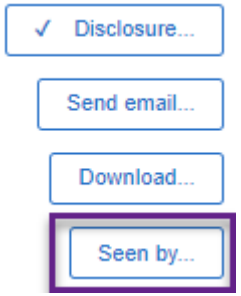
Catherine Gelsthorpe
USN: 304537963
Academic programme: Bachelor of Vet. Medicine
Academic plan: Final Veterinary Exam

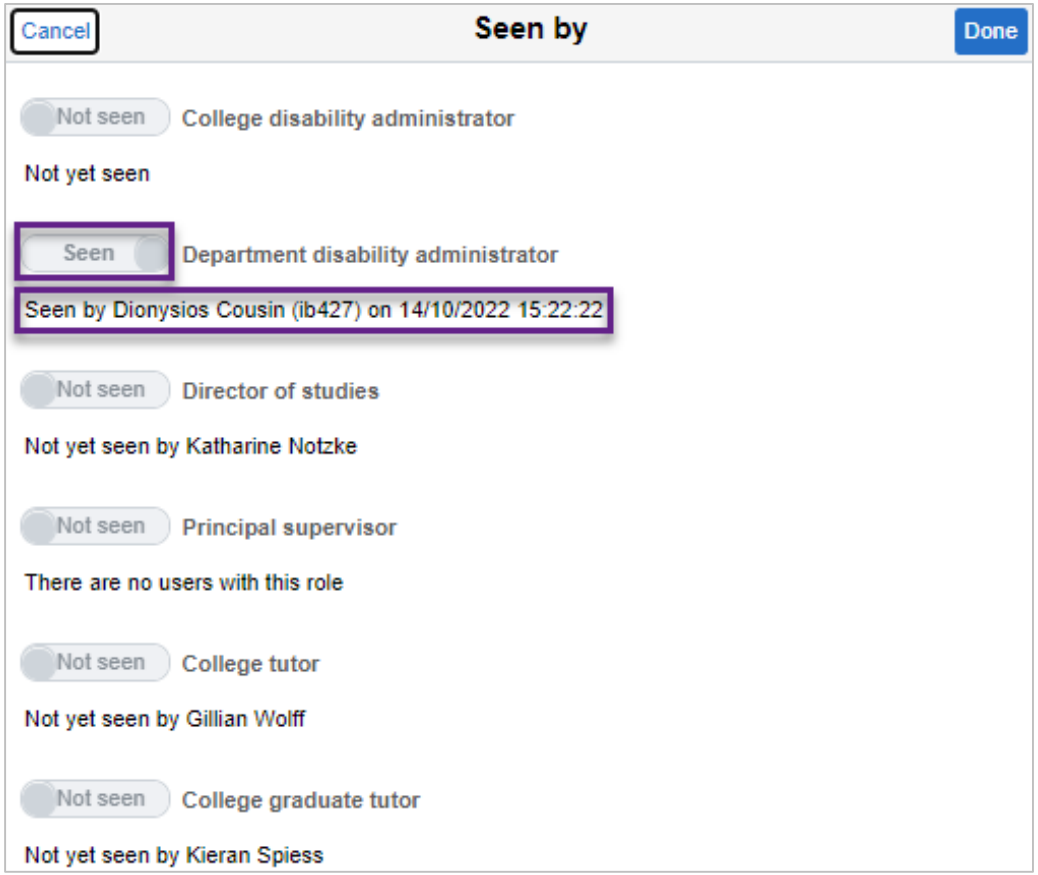
Please go to https://camsis.cam.ac.uk to access them.

This is a general communication to alert staff who support this student. Please discard this email if you do not support this student. Academics and student will receive a separate email.

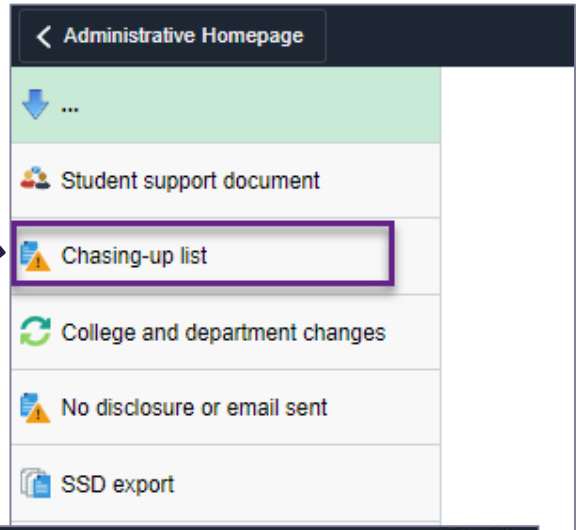
This email has been sent to:
197291092ADMINCAMACUK@admin.cam.ac.uk
200137751ADMINCAMACUK@admin.cam.ac.uk
202114312ADMINCAMACUK@admin.cam.ac.uk
300275133ADMINCAMACUK@admin.cam.ac.uk
300278020ADMINCAMACUK@admin.cam.ac.uk
300279290ADMINCAMACUK@admin.cam.ac.uk
300462515ADMINCAMACUK@admin.cam.ac.uk
300794645ADMINCAMACUK@admin.cam.ac.uk
301349264ADMINCAMACUK@admin.cam.ac.uk
303028631ADMINCAMACUK@admin.cam.ac.uk
304344914ADMINCAMACUK@admin.cam.ac.uk
306033564ADMINCAMACUK@admin.cam.ac.uk
306153703ADMINCAMACUK@admin.cam.ac.uk
306159299ADMINCAMACUK@admin.cam.ac.uk

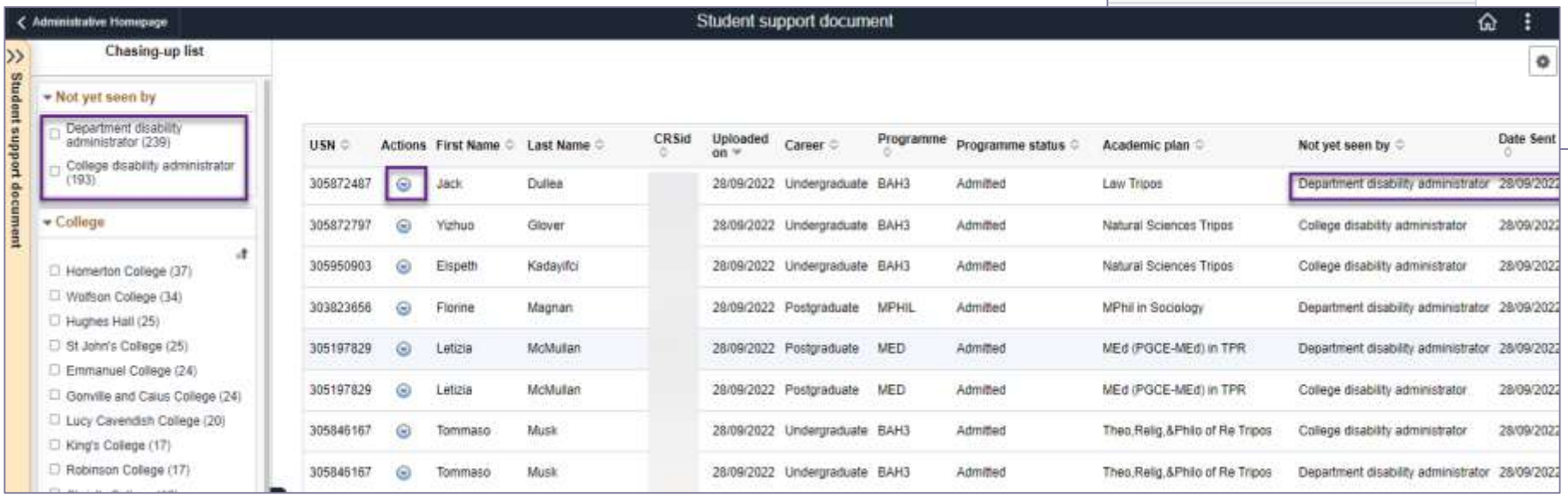
WHO HAS SEEN IT?





DRC "CHASING UP" LIST

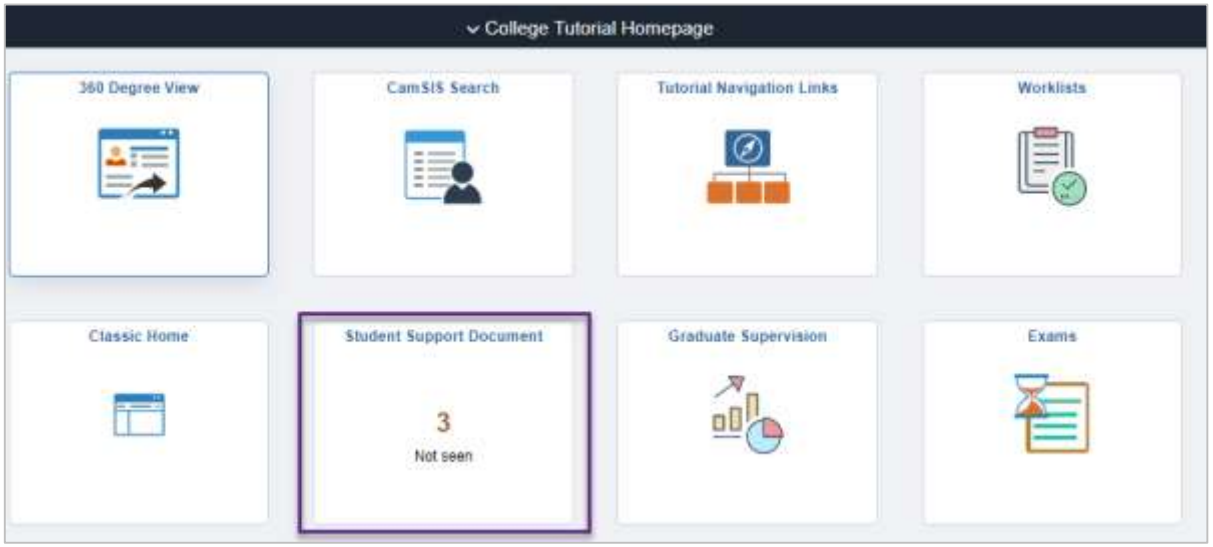


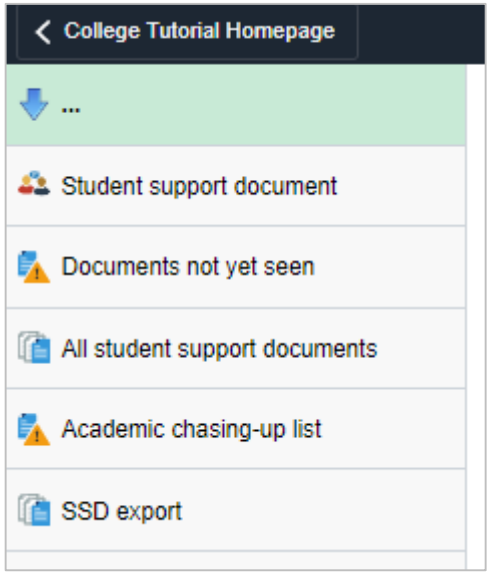


USN	Actions	First Name	Last Name	CRSid	Uploaded on	Career	Programme	Programme status	Academic plan	Not yet seen by	Date Sent
305872487		Jack	Dullea		28/09/2022	Undergraduate	BAH3	Admitted	Law Tripos	Department disability administrator	28/09/2022
305872797		Yizhuo	Glover		28/09/2022	Undergraduate	BAH3	Admitted	Natural Sciences Tripos	College disability administrator	28/09/2022
305950903		Elspeth	Kadayifci		28/09/2022	Undergraduate	BAH3	Admitted	Natural Sciences Tripos	College disability administrator	28/09/2022
303823656		Florine	Magnan		28/09/2022	Postgraduate	MPHIL	Admitted	MPhil in Sociology	Department disability administrator	28/09/2022
305197829		Letizia	McMullan		28/09/2022	Postgraduate	MED	Admitted	MEd (PGCE-MEd) in TPR	Department disability administrator	28/09/2022
305197829		Letizia	McMullan		28/09/2022	Postgraduate	MED	Admitted	MEd (PGCE-MEd) in TPR	College disability administrator	28/09/2022
305846167		Tommaso	Musk		28/09/2022	Undergraduate	BAH3	Admitted	Theo,Relig,&Philo of Re Tripos	College disability administrator	28/09/2022
305846167		Tommaso	Musk		28/09/2022	Undergraduate	BAH3	Admitted	Theo,Relig,&Philo of Re Tripos	Department disability administrator	28/09/2022

ADMINISTRATORS

COLLEGE AND DEPARTMENT USERS' VIEW





DOCUMENTS NOT YET SEEN

College Tutorial Homepage

Student support document

...

Student support document

Documents not yet seen

All student support documents

Academic chasing-up list

SSD export

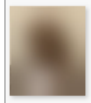
Documents not yet seen

3 rows

USN	First name	Last name	CRSid	Programme / Plan / Programme Status	College / Department	Last document upload date
304537963	Catherine	Gelsthorpe	exx99	Bachelor of Vet. Medicine Final Veterinary Exam Admitted	Churchill College Department of Veterinary Medic	14/10/22 15:05
305909657	Thapothiny	Johnston	xxb2990	BA Degree (Hons 3yrs) Education Tripos Admitted	Churchill College Fac of Education	12/10/22 16:32
305926517	Ruth	Collins	trxx599	BA Degree (Hons 3yrs) Historical Tripos Admitted	Churchill College Fac of History	12/10/22 16:18

MAIN PAGE

Student support document



Catherine Gelsthorpe
304537963 / exx99
Churchill College

Final Veterinary Exam (Student)

✓ Disclosure...
Download...
Seen by...

Person Type	Student
Academic Career	Undergraduate
Academic Programme	Bachelor of Vet. Medicine
Academic Plan	Final Veterinary Exam
Programme Status	Admitted
Admit term	Michaelmas Term 2022
Department	Department of Veterinary Medic
College	Churchill College
Disability Adviser	hd286 Nora Marriner
Disability Adviser 2	kre25 Nathan Dell
Disability Adviser 3	

Disability information

Disability	08	Two or more impairments and/or disabling medical conditions
Disabled Student Allowance	4	In receipt of Disabled Students' Allowance

Additional disability information

51 — A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D

SpLD - Dyslexia

SpLD - Dyspraxia

Details of student's disability / difficulty and impact on study

Catherine has a diagnosis of dyslexia and dyspraxia, which is characterised by problems with working memory (the ability to retain and manipulate information simultaneously), phonological skills (the skills underpinning efficient literacy, including the automaticity of spelling as well as reading speed and fluency), motor coordination (affecting handwriting) and the speed with which she processes information (the speed she retrieves vocabulary from long-term memory, apparent in spoken language, writing and reading). This impacts all activities where information must be read, processed and organised and, consequently, these activities take significant time and effort.

This diagnosis can negatively affect Catherine's ability to read texts at speed, take notes, produce written work, proofread & complete academic work under time pressure, and so makes deadlines stressful (she needs additional time).

For information about the likely impact of this diagnosis on study, please follow the link: http://www.disability.admin.cam.ac.uk/staff-supporting-disabled-students/teaching-disabled-students/understanding-effects-impairments-1

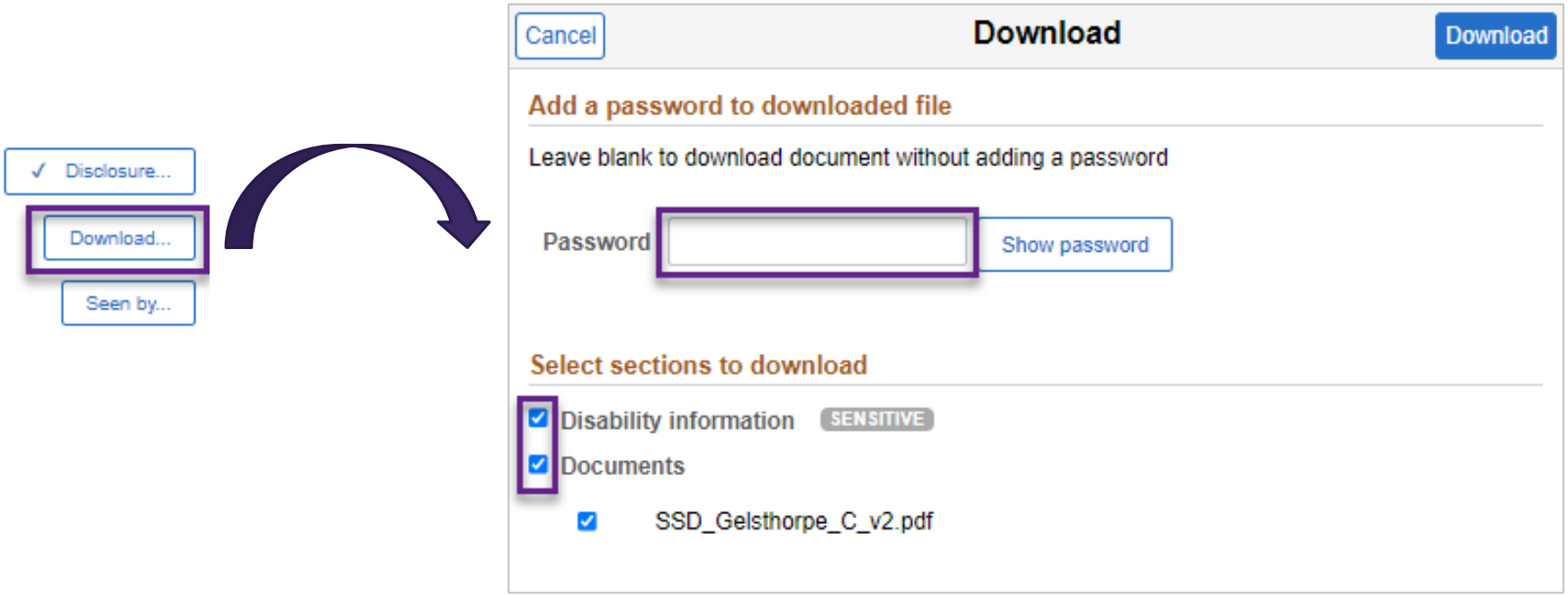
Please discuss this information with the student in order to understand the impact the diagnosis has on study for this individual.

Last updated by hd286 on 14/10/2022 15:04:45

Documents

Attached file	Sensitive	Uploaded by	Uploaded on
SSD_Gelsthorpe_C_v2.pdf	No	hd286	14/10/2022 15:05

DOWNLOAD


✓ Disclosure...
Download...
Seen by...
Cancel
Download
Download
Add a password to downloaded file
Leave blank to download document without adding a password
Password
Show password
Select sections to download
Disability information
SENSITIVE
Documents
SSD_Gelsthorpe_C_v2.pdf

REMEMBER THIS?

UNIVERSITY OF CAMBRIDGE

Student Support Document (SSD)
Confidential

This Student Support Document has been developed after analysis of specialist evidence and is designed to advise Colleges/Departments/Faculties of recommended support and adjustments for individual disabled students. This document is sent to you with the student's consent and should be distributed as indicated overleaf. It is acknowledged that the support and adjustments recommended herein may already be part of existing policy and practice. The Code of Practice on reasonable adjustments for disabled students details the responsibilities of Colleges and departments in communicating, establishing and monitoring adjustments for students http://www.educationalpolicy.admin.cam.ac.uk/supporting-students-learning-and-teaching

If you have any questions please contact [redacted] Further information on support and adjustments is located at: http://www.disability.admin.cam.ac.uk/teaching-disabled-students , and for training courses, and resources at: http://www.disability.admin.cam.ac.uk/thinking-about-disability/training

Student Name/D.O.B.	[redacted]
Email address	
College/Tutor	
Department/Faculty	
Level of Study	Postgraduate
Course/Year	PhD
HESA Disability Category	AD/HD (inattentive type)
Disability Adviser	

Details of student's disability/difficulty and impact on study

[redacted]

Student's recommended disability-related academic support

Lectures

Please follow the recommendations for lectures contained in the Best Practice sheet below.
In particular the following are important:

Disability Resource Centre
Tel: +44 (0) 1223 332301
Email: disability@admin.cam.ac.uk

UNIVERSITY OF CAMBRIDGE

- Copies of power points, han
- Reading lists provided in ad
- Permission to record

Supervisions

Please follow the recommenda
In particular the following are in

- Regular scheduled meeting
  These should be at an agre
- These supervisions should
  progress, and establish clea
- Please help [redacted] break do
  deadlines for each part.
- [redacted] would greatly benefit
  of his research, methodolog
- Academic goals and timelin
- Supervision notes should b
- Please provide detailed, leg
  improvement and concrete
- Guidance with identifying re
- Instructions and feedback s
- Flexibility over deadlines wh

Accommodation

If feasible, [redacted] would benefit
owing to organisational difficult

Libraries

Please follow the recommenda
particular the following are imp

- Extended loans
- Allow access to printed mat
  available

Examination and assessmen

It is assumed that [redacted] will no
benefit from the following adjus

- Extensions to deadlines
- This student should not
  when written work is ass

The DRC will be able to make
forward any request for recom

This information is for advisory
examination access arrangements.

Support provided by the DRC

Disability Resource Centre
Tel: +44 (0) 1223 332301
Email: disability@admin.cam.ac.uk

UNIVERSITY OF CAMBRIDGE

1:1 study skills & mentoring

Evidence received by the DRC

Psychiatrist's Report, dated 17.11.

Please circulate this document to

Senior Tutor, Graduate Tutor, Superv
teaching staff, Library staff, College

Date of Student Approval:

Best Practice when working

Key Support Actions

- Permit recording of lectures,
- Provide handouts in advance
- Provide directed reading lists
  materials relevant to this stud
- Extend loan periods for books
- Facilitate examination access
  rest breaks/ marking advice to

Supporting and teaching students

Supervisions:

- Arrange regular scheduled meeting
  agreed frequency and, ideally, take
- Give adequate time for this studen
  questions or discussion materials.
  research orally rather than in writin
- Help this student define the scope
  establish clearly defined academic
- Provide any discussion materials
- Use concise, clear, and explicit lan
- Provide instructions in written form
- Provide assignment deadlines wel
- Provide exemplars of expected wo
- Provide written and verbal feedbac
  errors
- Provide detailed, legible feedback
  improvement
- If assignments or tasks are lengthy
  regular, mini, targeted deadlines to
- Extra time to complete reading and
- Repetition of information, instructio
- Flag up/identify essential informati
- A glossary of key terms/phrases w

Lectures:

- Give permission to take notes usin
- Leave information on the board to
- Provide copies of PowerPoint pres
  documents, where available, prefe
- Number PowerPoint slides and us
- Flag up/identify essential informati

Disability Re
Tel: +44 (0
Email: disability@ad

UNIVERSITY OF CAMBRIDGE

- A synopsis at the start of the lectures a
  each lecture, review major points
- Provide reading lists in advance

Practicals:

- Give permission to record instructions
- Break lengthy tasks into stages
- Repeat information when necessary
- Provide instructions, processes, and pr
- Give clear information in advance abou
  ensuring access

NEW SSD – RECOMMENDATIONS ONLY

UNIVERSITY OF CAMBRIDGE

Student Support Document

Name	Catherine Gelsthorpe
USN	304537963
CRSID	eix99
College	Churchill College
Date of birth	01-10-2001
Email address	304537963ADMINCAMACUK@admin.cam.ac.uk

Career (level of study)	Undergraduate
Programme	Bachelor of Vet. Medicine
Plan	Final Veterinary Exam
Department / faculty	Department of Veterinary Medic
Admit term	Michaelmas Term 2022
Lead disability adviser	Nora Marriner
Other disability advisers	Nathan Dell
Director of studies	Dr Katharine Notzke
College tutor	Miss Gillian Wulff
College graduate tutor	Prof Kieran Spiess

Downloaded by Chun Lambath (n/17) on 14 October 2022 15:37:01

UNIVERSITY OF CAMBRIDGE

Student Support Document (Research)

Student's recommended disability-related academic support

Large group teaching/Lectures:

- Copies of slides, handouts and notes, available in advance, preferably electronically
- Any reading lists in advance
- Please indicate key references to guide Catherine more constructively in the background literature.
- Permission to record lectures or have access to recordings made by the Department.
- During a flare up of her health condition, Catherine may not be able to attend lectures in person. She would benefit from having material made available to her or be able to attend online, if that is an option.
- Catherine may need to sit at the front of the lecture theatre near an exit.
- Any hard copies of handouts should be on cream coloured paper

Small Group Teaching/Supervisions and Seminars:

- Guidance with identifying and organising reading materials relevant to her work/research.
- Written, as well as oral, explanation of what the task or assignment entails.
- Provide details of deadlines as far in advance as possible
- Extended deadlines when feasible and appropriate.
- Regular scheduled meetings with her supervisor(s) to assist Catherine with remaining on track & making sure she is managing the approaching deadline. These should be at an agreed frequency and, ideally, take place at the same time/place/day to assist with organisation.
- These supervisions should include helping Catherine define the scope and limit of her work, monitor progress, and establish clearly defined academic goals.
- Please allow Catherine time to process information before being expected to respond to questions.
- Rephrasing or repetition of information may be necessary.
- Please provide detailed, legible feedback on strong points of Catherine's work as well as areas for improvement. Examples of how to put things right would help
- Tasks should be modelled (provide exemplars of expected work).
- Opportunity to show supervisor work drafts to look over.
- During a flare up of her health condition, Catherine may not be able to attend supervisions, workshops or seminars in person. She would benefit from having the opportunity to re-schedule or engage online, if that is possible.
- Any hard copies of handouts should be on cream coloured paper

Blended teaching & learning (including online):

- Provide adequate time for this student to assimilate/process questions and make notes/ sequence ideas before being required to respond to a question. Answering on the spot can be challenging as it can place a burden on working memory, sequencing, speed of processing and concentration.
- Repetition may be required
- Allow recording, where possible

The DRC has developed the following guidance on Remote Teaching and Learning for disabled students: DRC Remote Teaching and Learning Guides

Page 1 of 2

UNIVERSITY OF

Page 2 of 2

NEW SSD – FULL

UNIVERSITY OF CAMBRIDGE

Student Support Document

STRICTLY CONFIDENTIAL

Name	Catherine Gelsthorpe
USN	304537963
CRSID	exx99
College	Churchill College
Date of birth	01-10-2001
Email address	304537963ADMINCAMACUK@admin.cam.ac.uk

Career (level of study)	Undergraduate
Programme	Bachelor of Vet. Medicine
Plan	Final Veterinary Exam
Department / faculty	Department of Veterinary Medic
Admit term	Michaelmas Term 2022
Lead disability adviser	Nora Marriner
Other disability advisers	Nathan Dell
Director of studies	Dr Katharine Notzke
College tutor	Miss Gillian Wolff
College graduate tutor	Prof Kieran Spiess

Disability Information

Disability code	08	Two or more impairments and/or disabling medical conditions
Disabled student allowance	4	In receipt of Disabled Students' Allowance

Additional disability codes

51 A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D

SpLD - Dyslexia
SpLD - Dyspraxia

Details of student's disability / difficulty and impact on study

Catherine has a diagnosis of dyslexia and dyspraxia, which is characterised by problems with working memory (the ability to retain and manipulate information simultaneously), phonological skills (the skills underpinning efficient literacy, including the automaticity of spelling as well as reading speed and fluency), motor coordination (affecting handwriting) and the speed with which she processes information (the speed she retrieves vocabulary from long-term memory, apparent in spoken language, writing and reading). This impacts all activites where information must be read, processed and organised and, consequently, these activities take significant time and effort.

UNIVERSITY OF CAMBRIDGE

Student Support Document (Research)

Student's recommended disability-related academic support

Large group teaching/Lectures:

- Copies of slides, handouts and notes, available in advance, preferably electronically
- Any reading lists in advance
- Please indicate key references to guide Catherine more constructively in the background literature.
- Permission to record lectures or have access to recordings made by the Department.
- During a flare up of her health condition, Catherine may not be able to attend lectures in person. She would benefit from having material made available to her or be able to attend online, if that is an option.
- Catherine may need to sit at the front of the lecture theatre near an exit.
- Any hard copies of handouts should be on cream coloured paper

Small Group Teaching/Supervisions and Seminars:

- Guidance with identifying and organising reading materials relevant to her work/research.
- Written, as well as oral, explanation of what the task or assignment entails.
- Provide details of deadlines as far in advance as possible
- Extended deadlines when feasible and appropriate.
- Regular scheduled meetings with her supervisor(s) to assist Catherine with remaining on track & making sure she is managing the approaching deadline. These should be at an agreed frequency and, ideally, take place at the same time/place/day to assist with organisation.
- These supervisions should include helping Catherine define the scope and limit of her work, monitor progress, and establish clearly defined academic goals.
- Please allow Catherine time to process information before being expected to respond to questions.
- Rephrasing or repetition of information may be necessary.
- Please provide detailed, legible feedback on strong points of Catherine's work as well as areas for improvement. Examples of how to put things right would help
- Tasks should be modelled (provide exemplars of expected work).
- Opportunity to show supervisor work drafts to look over.
- During a flare up of her health condition, Catherine may not be able to attend supervisions, workshops or seminars in person. She would benefit from having the opportunity to re-schedule or engage online, if that is possible.
- Any hard copies of handouts should be on cream coloured paper

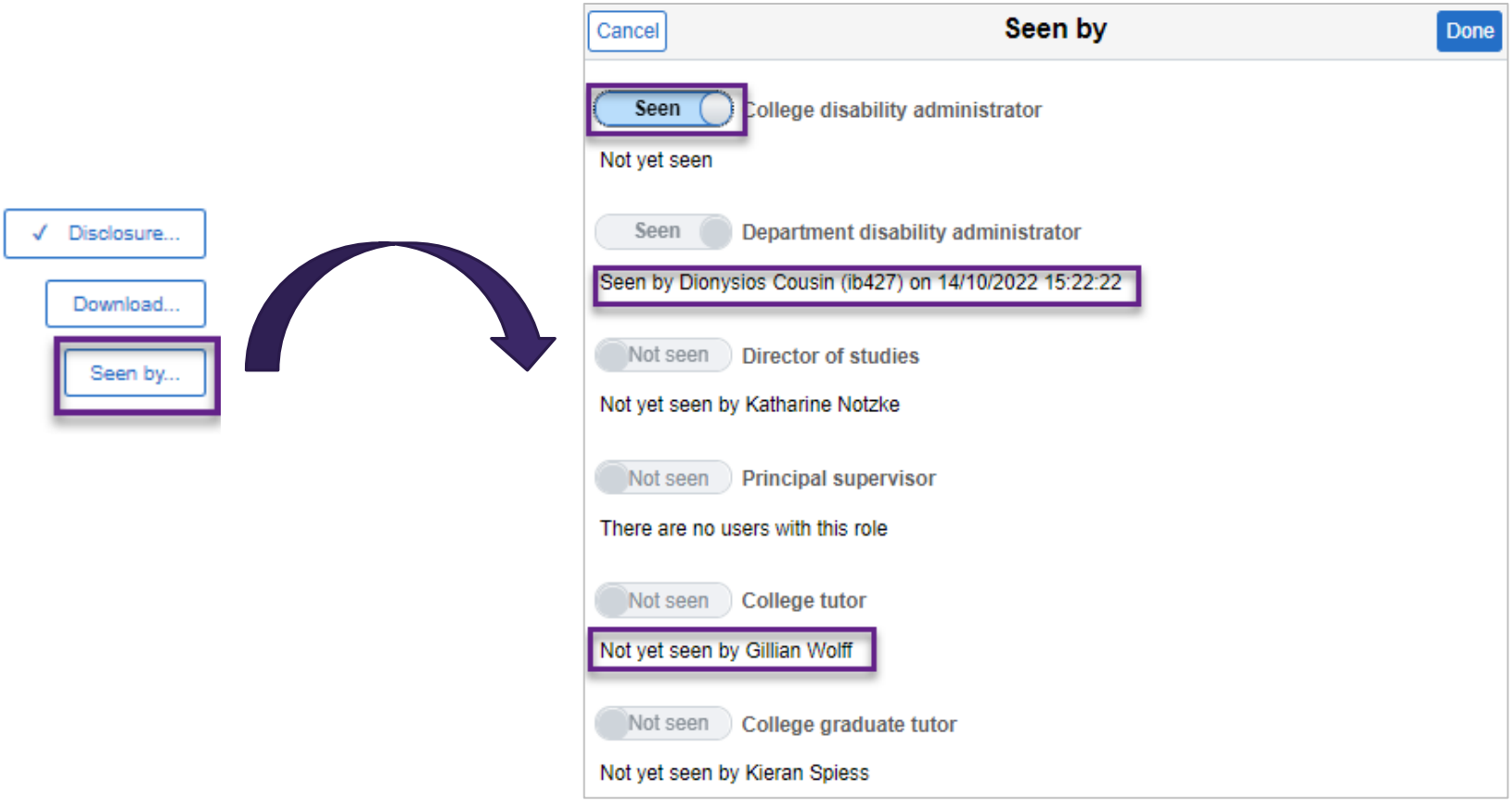
Blended teaching & learning (including online):

- Provide adequate time for this student to assimilate/process questions and make notes/ sequence ideas before being required to respond to a question. Answering on the spot can be challenging as it can place a burden on working memory, sequencing, speed of processing and concentration.
- Repetition may be required
- Allow recording, where possible

The DRC has developed the following guidance on Remote Teaching and Learning for disabled students: DRC Remote Teaching and Learning Guides

Page 1 of 2

MARKING AS "SEEN"



ACADEMIC "CHASING UP" LIST

College Tutorial Homepage

...

Student support document

Documents not yet seen

All student support documents

Academic chasing-up list

SSD export

College Tutorial Homepage

Student support document

Student support document

Academic chasing-up list

Career

Undergraduate (20)

Postgraduate (3)

Programme

BAH3 (14)

BAH4 (2)

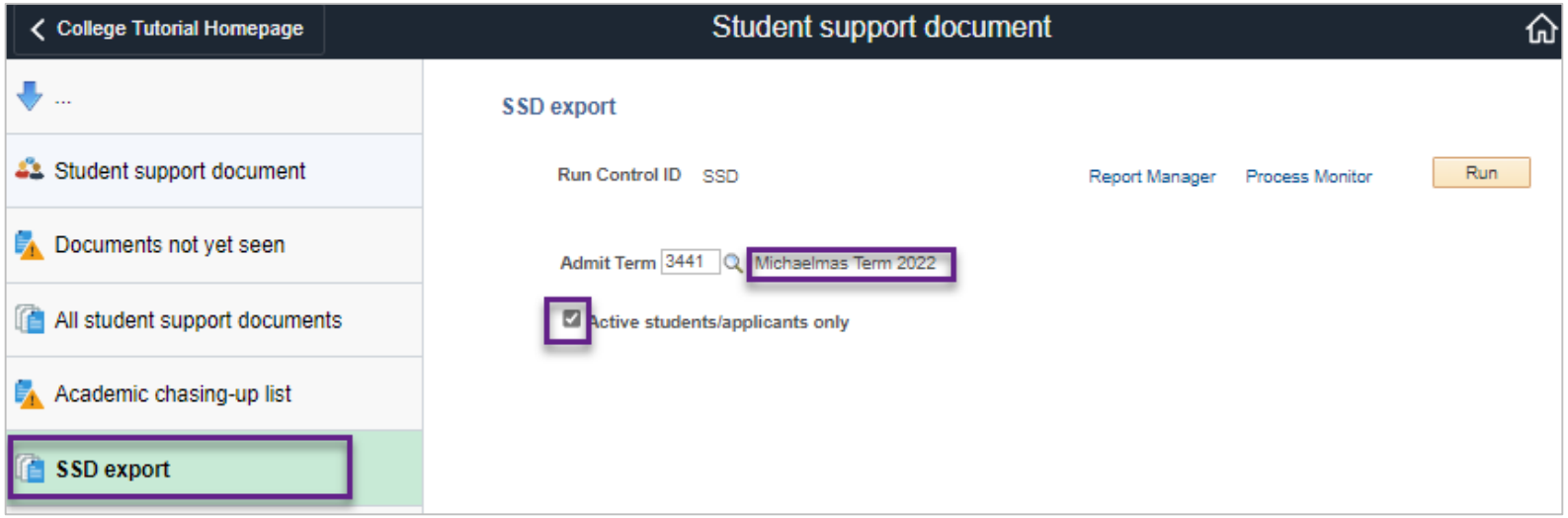
BAMNG (2)

BAMSC (2)

USN	Actions	First Name	Last Name	CRSid	Career	Programme	Programme status	Academic
305200565		András	Della Grotta	whxx12	Postgraduate	NOTAF	Admitted	NOTAF in E
305540690		Thomas	Chen	ilhxx14	Postgraduate	MRES	Admitted	MRes in CE
304084032		Helen-Maria	Kirupairajah	orxx15	Undergraduate	BAH3	Admitted	Natural Sci
304084043		Matthew	Meru	rexx16	Undergraduate	BAM	Admitted	Natural Sci

Uploaded on	Adviser role	Adviser name	Adviser email	Last email sent
01/02/2022	Director of studies	Richard Tan	300718858ADMINCAMACUK@admin.cam.ac.uk	13/09/2022
23/09/2022	College tutor	Maureen Ibrahim	203090732ADMINCAMACUK@admin.cam.ac.uk	23/09/2022
27/05/2022	College tutor	Maureen Ibrahim	203090732ADMINCAMACUK@admin.cam.ac.uk	27/05/2022

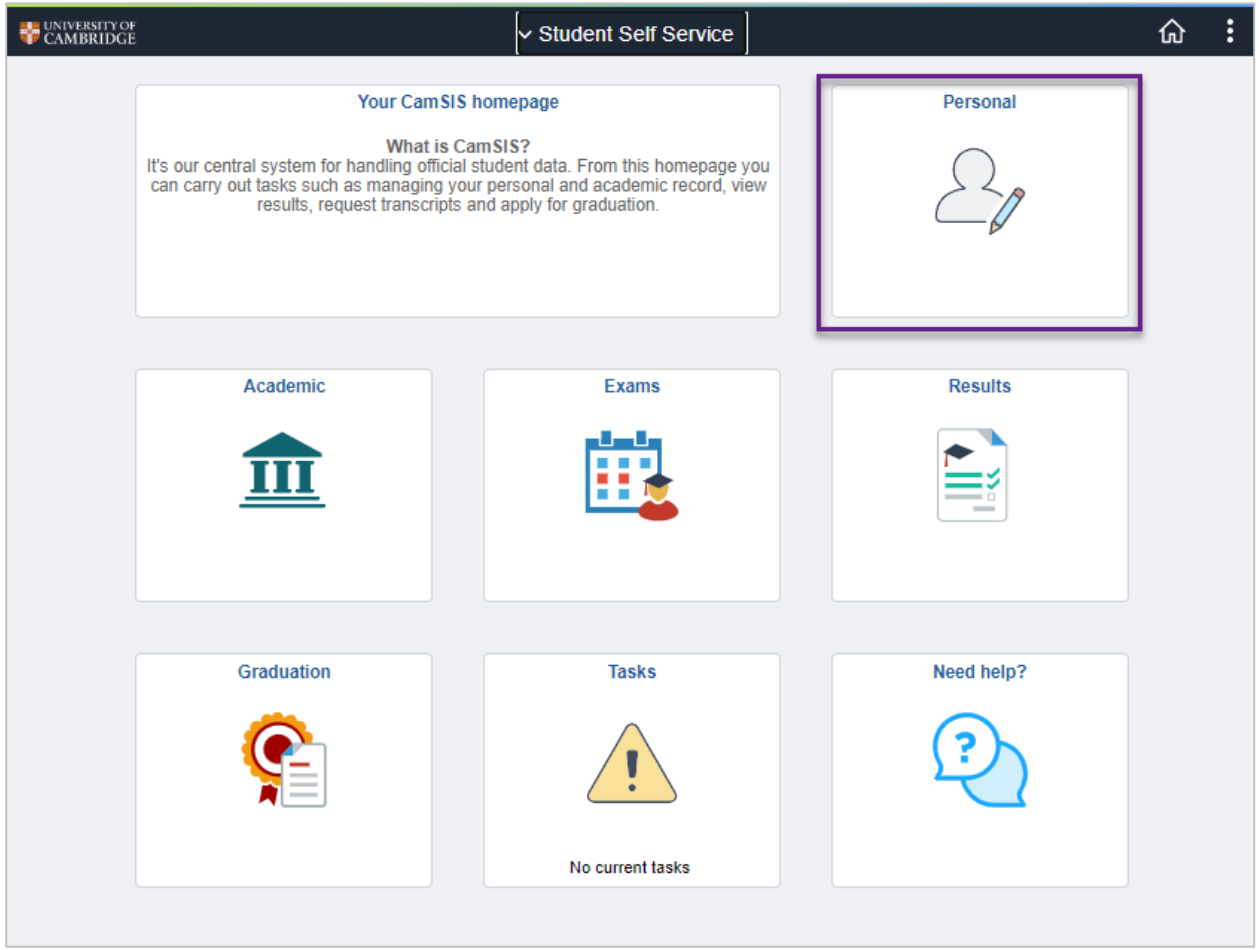
SSD EXPORT



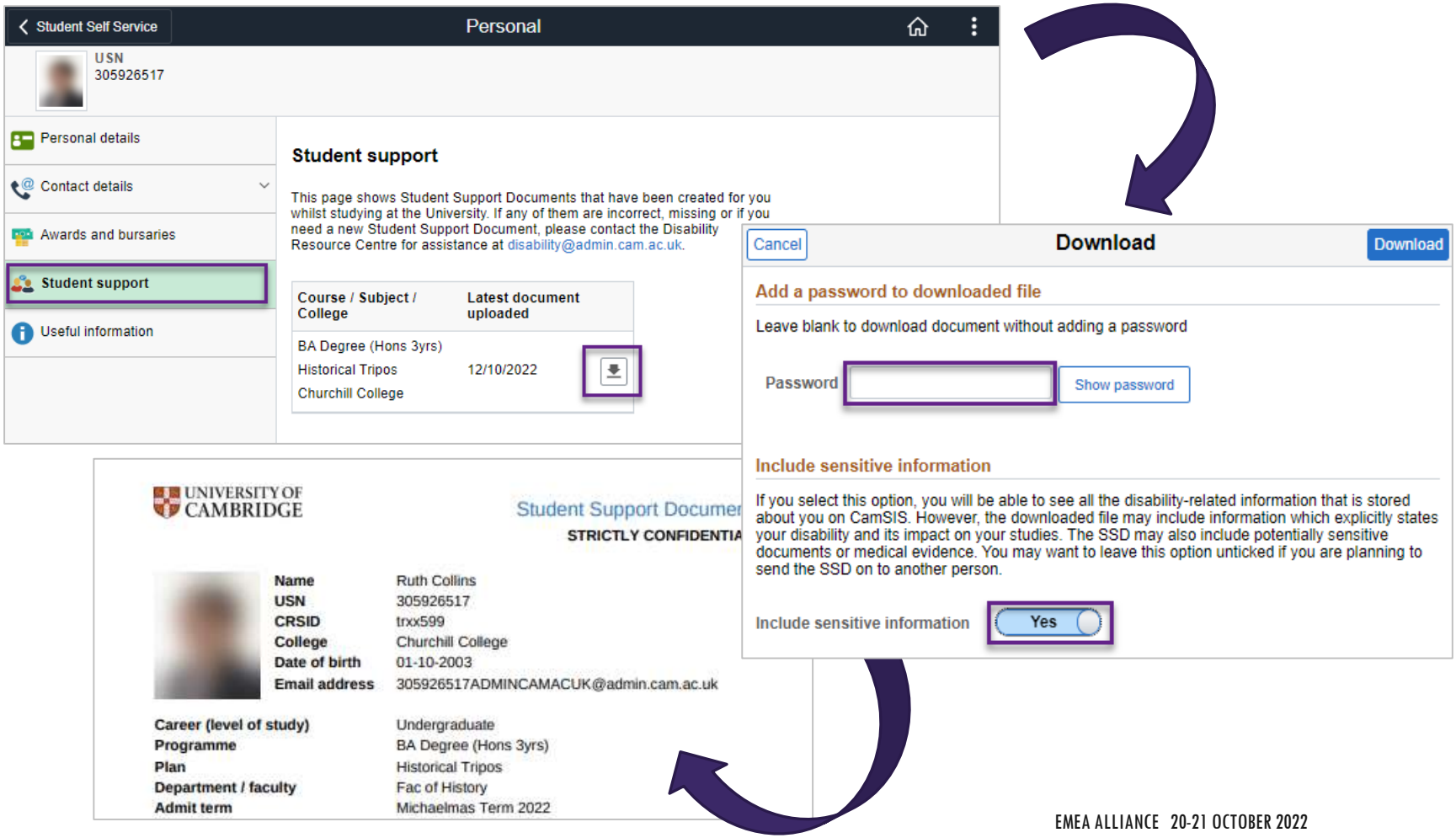
	A	B	C	D	E	F	G	H
1	USN	First name	Last name	CRSid	Created datetime	Academic career	Academic Programme	Academic plan
2	191048982	[illegible]	[illegible]	[illegible]	16/11/2021 09:58	Postgraduate	Doctor of Education	Doctor of Education
3	195043130	[illegible]	[illegible]	[illegible]	16/11/2021 09:59	Postgraduate	Master of Education	Master of Education in Maths
4	197117046	[illegible]	[illegible]	[illegible]	23/09/2022 09:53	Postgraduate	Master of Studies	MSt in History
5	200086873	[illegible]	[illegible]	[illegible]	16/11/2021 09:58	Postgraduate	Master of Studies	Healthcare Data
6	202048084	[illegible]	[illegible]	[illegible]	16/11/2021 09:58	Postgraduate	Doctor of Philosophy	PhD in Social Anthropology
7	203066748	[illegible]	[illegible]	[illegible]	16/11/2021 09:58	Postgraduate	Doctor of Philosophy	PhD in Architecture (Science)
8	204090610	[illegible]	[illegible]	[illegible]	08/09/2022 15:44	Postgraduate	Master of Education	MEd (PACES) in TPR
9	300366981	[illegible]	[illegible]	[illegible]	16/11/2021 09:59	Postgraduate	Master of Education	MEd (PGCE-MEd) in TPR
10	300629451	[illegible]	[illegible]	[illegible]	16/11/2021 09:59	Postgraduate	Doctor of Philosophy	PhD in History
11	300631052	[illegible]	[illegible]	[illegible]	16/11/2021 09:58	Postgraduate	Doctor of Philosophy	PhD in Pharmacology
12	300888690	[illegible]	[illegible]	[illegible]	16/11/2021 09:58	Postgraduate	Doctor of Philosophy	PhD in History & PoScience
13	300891519	[illegible]	[illegible]	[illegible]	16/11/2021 09:58	Postgraduate	Doctor of Philosophy	PhD in Engineering
14	301170244	[illegible]	[illegible]	[illegible]	16/11/2021 09:58	Postgraduate	Doctor of Philosophy	PhD in Chemistry

STUDENTS

STUDENT SELF SERVICE



STUDENT SELF SERVICE



OUR APPROACH

PROJECT PHASES

- Secure distribution to administrators
- Splitting document
- Secure distribution to academics
- SSD on student self-service
- SSD access for central offices
- Cohort summary reports

Find out more!
Session 6519
Tomorrow at 11:45

OUR APPROACH

Agile (ish)

JIRA miro

Tooling

Meetings

Training

Communication

LOOKING AHEAD…

LOOKING AHEAD…

- Cohort summary reports
- Automated emails to administrators
- Give Exams Team access to SSDs
- HESA integration
- Multiple small enhancements and bug fixes

CONCLUDING THOUGHTS

ANY QUESTIONS?

THANK YOU!

HEUG
Higher Education User Group