Accessibility Module

1) Outline the project or initiative and what makes it innovative and inspiring (max 300 words).

The AAM module (Accessibility Module) in SITS allowed partners to record details of any additional support needs that students studying at UHI or their partner college would require.

This has been used by the partners for the last 5 years but the module was used on an ad-hoc basis with each of the partners using it in a slightly different manner making consistency difficult. The screens used in the module were very difficult for staff to navigate.

A proposal was created by the MIS team who look after SITS and was put to Mark Ross to look at the potential of converting the SITS database module to an online version of the system that made it easier for staff to enter details, share details for any networking students, and allow PATS, programme leaders and students up to the minute access to their data. It was hoped that by giving students easier access to their data it would help empower them and aid their studies and mean that support staff had access to the data wherever, whenever.

The development allows students to:

- View/Confirm/Update their current PLSP
- View any exam arrangements
- Inform relevant staff of any changes to their circumstances
- Request meetings with support staff and see details online of the meetings that are set up.
- View and print Dyslexia stickers for assessments

The new development allows support staff to monitor and manage students online by providing the following functionality:

- View/Confirm/Update/Add/Manage PLSPs online
- View/Add/manage exam and day-to-day arrangements for students
- Set up and management meetings with students online
- Print off dyslexia stickers for students
- Allow staff to complete DSA quality monitoring forms
- Allow P.A.Ts access to student exam arrangements online
- Allow Exam Support Officers access to student exam arrangements online

2) Detail how the project or initiative was delivered, from the planning stage through to its successful conclusion (max 300 words). Include details of timing* and funding.

The project was started early 2014 with an expected delivery date of September 2014. A project group was set up with several members of support staff from around the partnerships who contributed to the functionality of the development.

£6000 of funding was secured by the Student Support team at EO and this allowed MIS to outsource the online PLSP (Personal Learning Support Plan) section of the development to their software suppliers This allowed MIS them to concentrate on creating Student, Staff and PAT/PLs portal pages and other functionality– such as exam arrangements , support meeting arrangement scheduling.

The project went live in September 2014 and has been used by several of the partners this academic year. Over 600 PLSPs have been created in the new system for both HE and FE students thorough the partnership for 2014/15 using the online system.

Mark co-ordinated some publicity for the new system in student newsletters and with PATS at PAT training events and will be continuing to promote the system with the relevant students and staff. Documentation and support was put onto the UHI toolkit and we continue to gather feedback on the system.

3) **Outline the project or initiative's outcome(s) within the university and beyond with relevant supporting evidence, metrics or testimony where appropriate (max 400 words).**

As per the above, over 600 PLSPs have been created now on the system with Perth, Lews Castle, Orkney , North Highland and West Highland College all using the system. Unfortunately we can't track how many PLSPs have been created out with the system as they are stored in word documents.

Staff using the system are now also now able to download on demand reports to allow them to track items such as which was difficult in the old system:

- students with exam arrangements in place
- students who have a PLSP in place
- how many appointments staff have scheduled with students
- how many students need coloured paper for SQA exams etc.

We aren't stopping there though. We are now moving into phase 2 of the project, looking to at increasing the functionality of the system to include such items as:

- Personal Egress and Evacuation Plan (PEEP)
- Increase the functionality of online quality assurance of DSA needs assessments to include sign off from other members of the student support team and the students.
- Look at improving and expanding the referral tools that notifies student support teams of applicants or students who have disabilities and may need support
- Slightly tweak the current set up to make it easier for staff to support students who are studying multiple courses at once – for example Highers students.

The work done has aligned a lot of the procedures that the partner use in supporting students and continuing use of the system has also meant that the partners are now thinking more about how technology can be used to help them with the processes that they use to support their students.