Staff Guide: Accessing DAPs in SAMIS

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Summary of reports

To access DAP information, you will need to log into SAMIS on the Web.

From the Staff Home Page you can access two sets of reports with DAP information.

1. **Student data reports**

This includes reports such as '*View my current students as an Academic Advisor*' or '*View my current students as a DoS*' which you are likely to use in other aspects of your role.

These reports show you a list of all students linked to your role. Within this, you can see which students have a DAP and then follow a link to view that DAP.

These reports do not provide any summary information of what is contained within DAPs i.e. you will need to view each DAP individually.

Find out how to access and use Student data reports

2. **DAP summary reports for academics**.

These reports show only students with a DAP who are linked to your role.

As well as being able to follow a link to view each DAP, you can also view summary information to help you understand the adjustments needed across all students without necessarily needing to view each individual DAP.

Find out how to access and use DAP summary reports for academics

Opening Individual DAPs in Reports

When you click on a specific DAP link within a report, **SAMIS will open it in the same browser tab** you're currently using. This means:

- You **won't be able to use the browser's 'Back' button** to return to the report easily.

To avoid this issue, we recommend the following:

- **Right-click** the DAP link in the report
- Select **"Open link in new tab"**

This way:

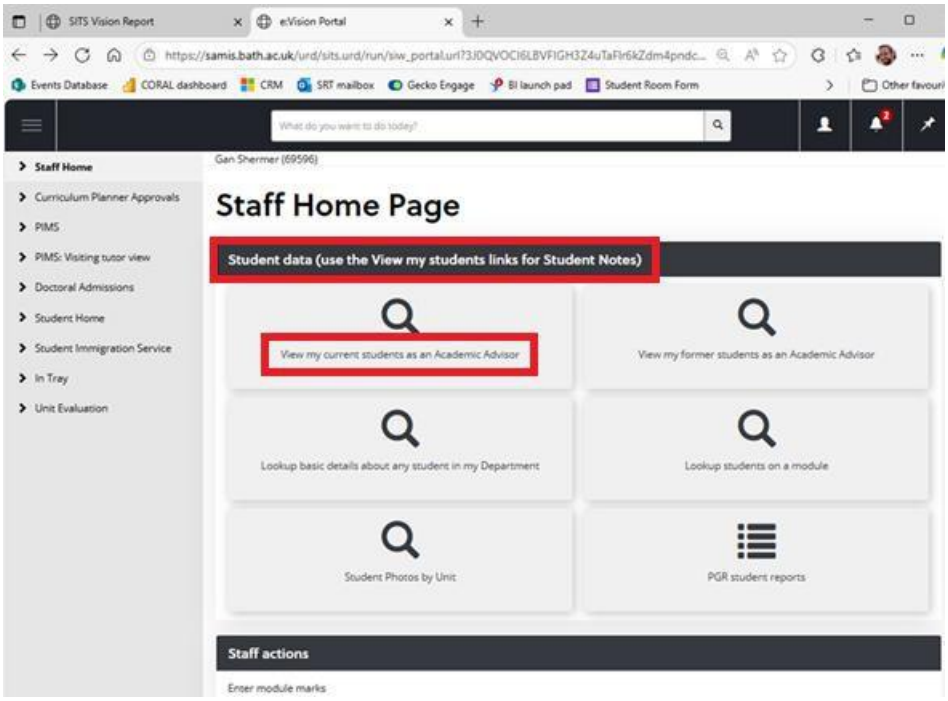
- The DAP opens in a new tab.
- Your original report stays open in its own tab.
- You can easily switch back and forth between the report and the DAP.

Student data reports ('View my students…')

'View my students' reports allow you to see all students linked to you by role (e.g. Unit Convener, Academic Advisor, DoS etc).

Depending on your role(s), you may have access to multiple reports (see Fig 1).

Fig 1: Staff Home Page showing Student data reports (for an Academic Advisor)



Using reports

If a student has a DAP this will be indicated in the 'DAP?' column.

Please note this column can appear in a different position depending on the report you are looking at (see Figs. 2 and 3).

You can view an individual DAP clicking the 'View DAP' button within the report. This then opens the student's full DAP (see Figs. 2 and 3).

Summary information

To see summary information (i.e. an overview of DAP adjustments across a cohort rather than needing to view each individual DAP) you will need to view one of the 'DAP summary reports for academics'.

Fig 2: View my current students as an Academic Advisor report

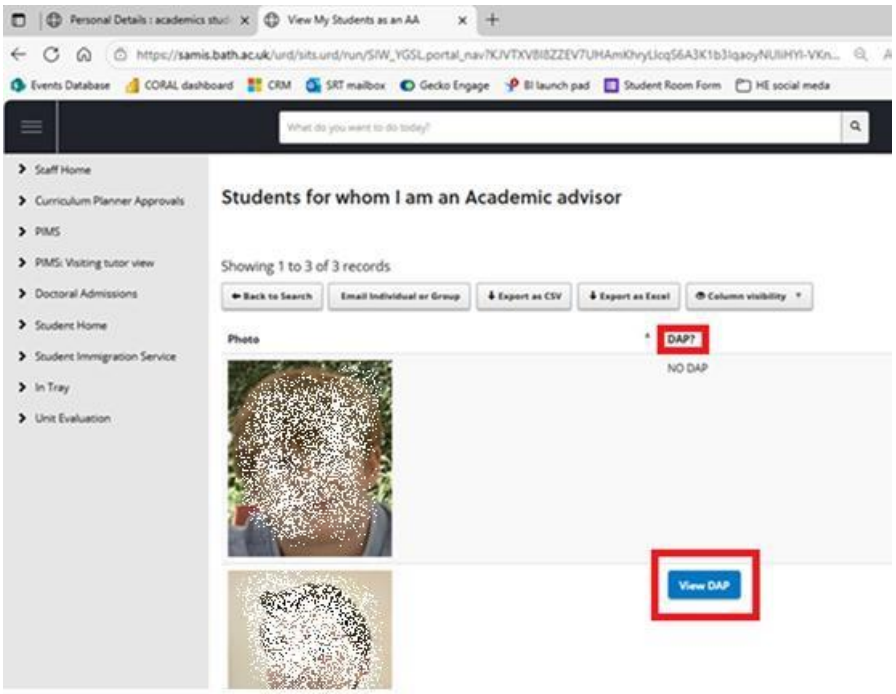
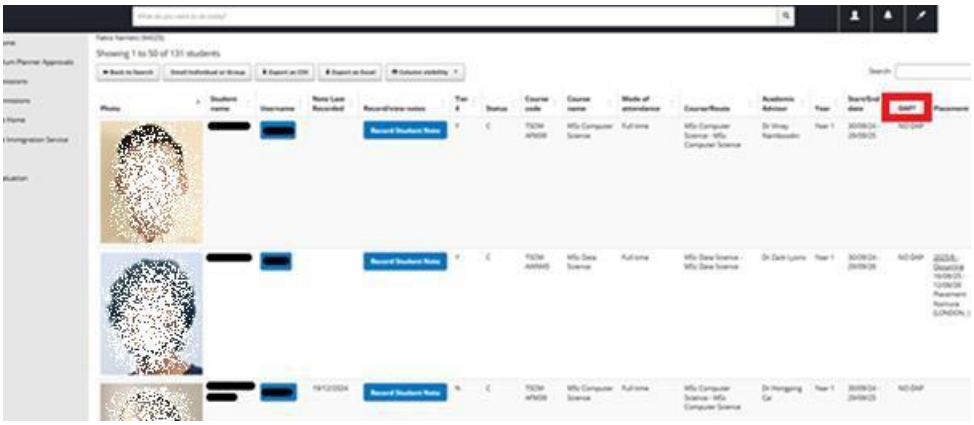


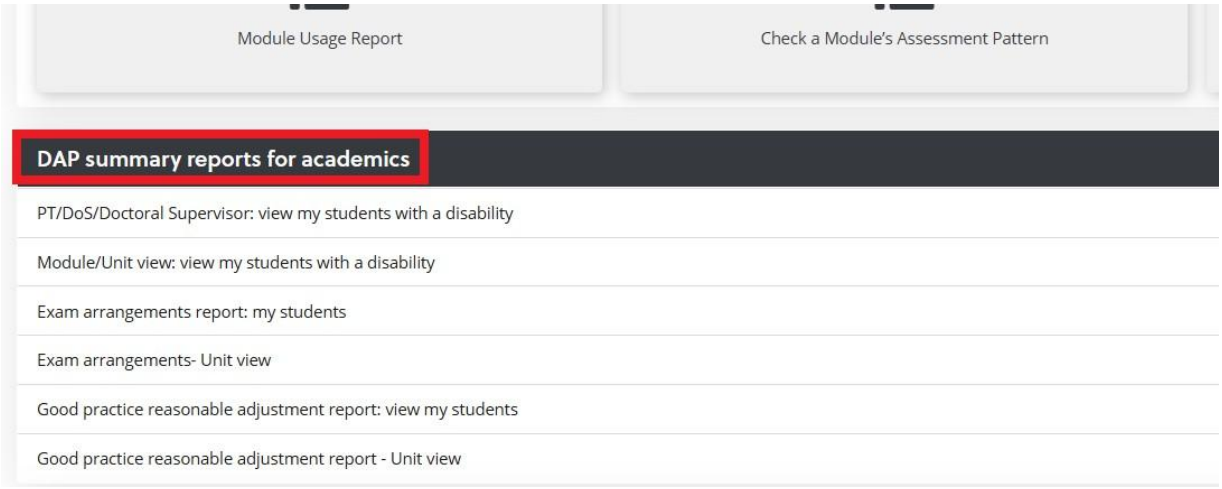
Fig 3: View my current students as a DoS report



DAP summary reports for academics

To locate these reports, you need to scroll down the SAMIS 'Staff Home Page' (Home Screen) until you see the 'DAP summary reports for academics' heading (see Fig 4).

Fig. 4: Disability access plans for teaching staff, a section on the Staff Home Page



The following reports are available:

PT/DoS/Doctoral Supervisor: view my students with a disability

Module/Unit view: view my students with a disability

Exam arrangements report: my students

Exam arrangements: Unit view

Good practice reasonable adjustment report: view my students

Good practice reasonable adjustment report: unit view

'View my students with a disability' reports

These 2 reports list all students with a DAP linked to you by your role:

- 'PT/DoS/Doctoral Supervisor: view my students with a disability'
- 'Module/Unit view: view my students with a disability'.

The 'PT/DoS/Doctoral Supervisor: view my students with a disability' report shows all students linked to your role with a DAP (see Fig 5).

As well as being able to view each DAP individually, users can access the following summary information (see Fig 6):

- UCAS Disability (broader Disability information based on UCAS categories)
- Confirmed Disability (more specific Disability information, often showing specific condition)

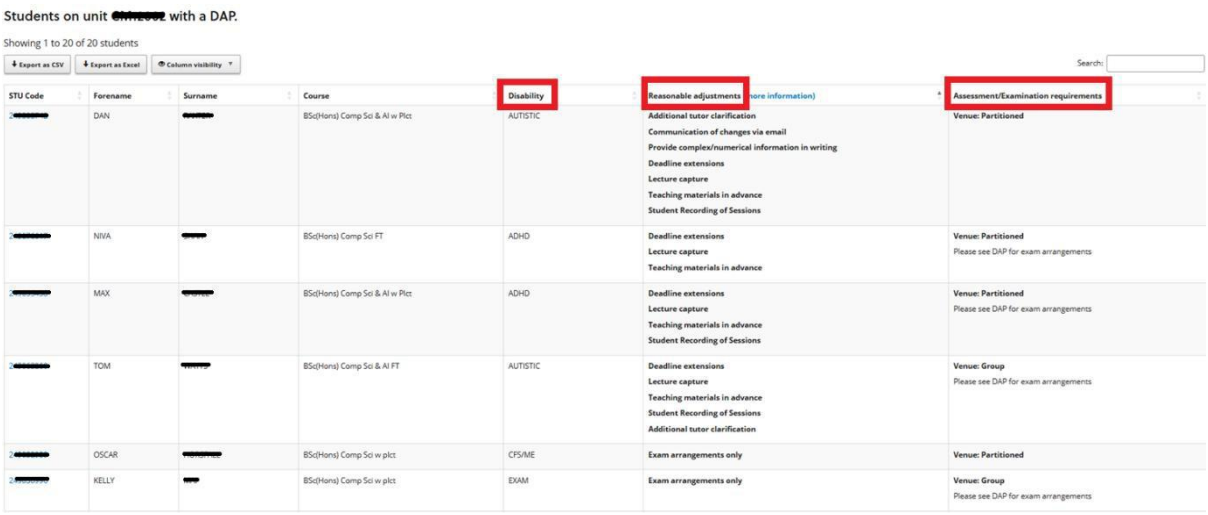
Fig 5: PT/DoS/Doctoral Supervisor: view my students with a disability report

The 'Module/Unit view: view my students with a disability' report shows all students on a given Unit with a DAP (see Fig 6).

As well as being able to view each DAP individually, users can access the following summary information:

- Disability
- Reasonable adjustments (you can find out more about these in Table 1)
- Assessment/Examination requirements (you can find out more about these in Table 2)

Fig 6: Module/Unit view: view my students with a disability report



Good practice reasonable adjustment reports

These 2 reports list all students with a DAP linked to you by your role:

- Good practice reasonable adjustment report: view my students
- Good practice reasonable adjustment report: unit view

These reports provide a summary of all students with a DAP linked to you by role ('Good practice reasonable adjustment report: view my students') or who are registered on a specific unit ('Good practice reasonable adjustment report: unit view').

You will be able to see columns (see Fig. 7) showing student code and name, disability category, department, and then groupings of reasonable adjustment recommended in each DAP (see table 1 below for an overview of each reasonable adjustment category).

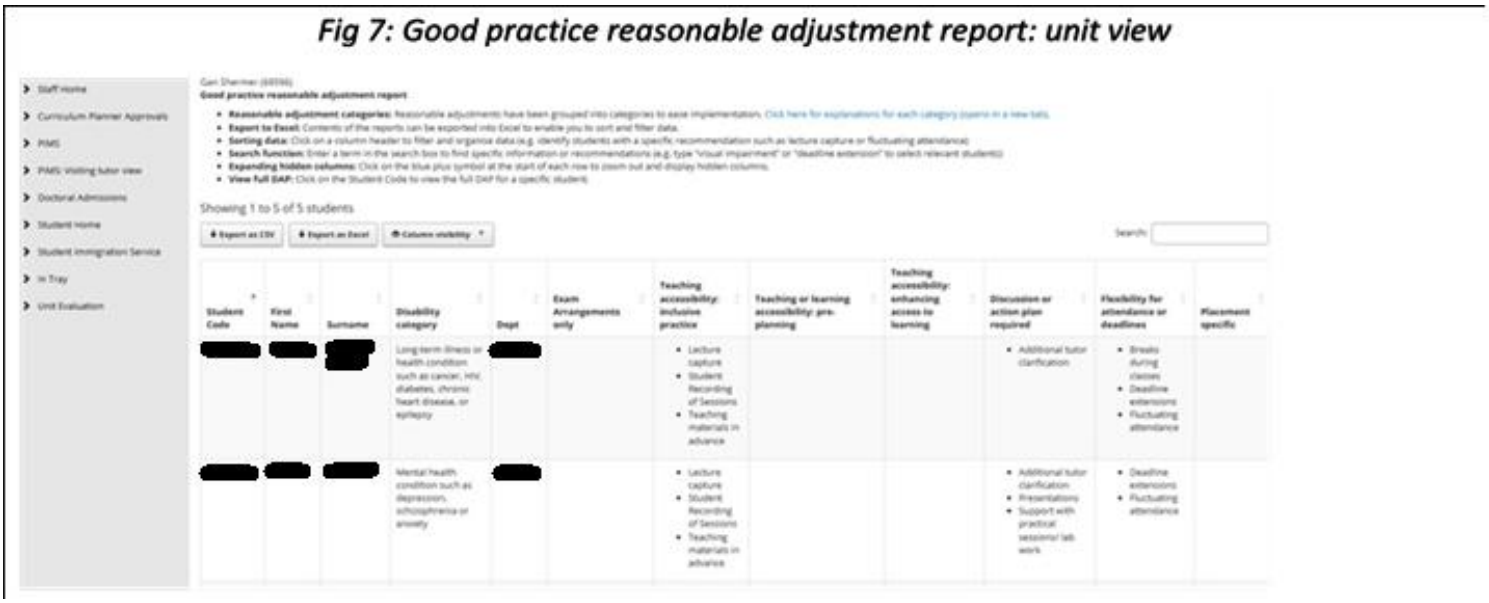


Fig 7: Good practice reasonable adjustment report: unit view

To make it easier to focus on specific groups of adjustments you can:

- Click the relevant column heading to show those adjustments at the top of the list.
- Select/deselect column visibility using the 'Colum visibility' drop down.

Each full DAP can be viewed by clicking on the relevant student number.

Table 1: Overview of reasonable adjustment categories in 'Good Practice Reasonable Adjustment' reports

Reasonable adjustment category	Description and example recommendations
Exam arrangements only	Students with a DAP with exam arrangements only i.e. no reasonable adjustments recommended in relation to teaching but there are recommendations for assessments/examinations. These could include recommendations relating to venue, time allowances (extra time/rest breaks) or scheduling of assessments. *Please note other students will also have recommendations for exam arrangements alongside teaching recommendations. To view all students with exam arrangements either look at the individual DAP or use an 'Exam arrangements' report.*
Teaching accessibility: inclusive practice	These are the most frequently made recommendations that may already be met for all students through inclusive teaching practices. These include Teaching materials in advance, Lecture capture, Student recording of sessions.
Teaching or learning accessibility: pre-planning	Information student may need to be able to effectively prepare for and engage with a session. These could include Providing complex/numerical information in writing, Prioritised reading lists, Communication of changes via email.
Teaching accessibility: enhancing access to learning	Adjustments needed in teaching sessions to enable equal access to learning. These include Lip reading awareness, Reading aloud in class, Access to notes on board, Hearing loops or BSL interpreter usage.
Discussion or action plan required	Adjustments that may need more individual discussion with students in relation to specific learning activities. These could include adjustments related to Support with practical sessions/ lab work, Layout of teaching room, Working with others in a group, Verbal presentation considerations, Additional clarification, Off campus activities. For PGR may include use of Progress Markers, and adjustments related to Doctoral supervision sessions. Visit the Learning and Teaching Hub for guidance for guidance on: • Anticipatory support and reasonable adjustments for oral assessments • Anticipatory support and reasonable adjustments for group work assessments
Flexibility for attendance or deadlines	Adjustments for students with fluctuating conditions or the need for more frequent absences (e.g. to access treatment). These could include fluctuating attendance, the need to access scheduled medical treatment, and consideration of requests for deadline extensions.
Placement specific	Considerations for students undertaking a placement to discuss with placement teams
PGR Viva for discussion	Viva related recommendations. These could include location, scheduling, information for examiners etc.

'Exam arrangements' reports

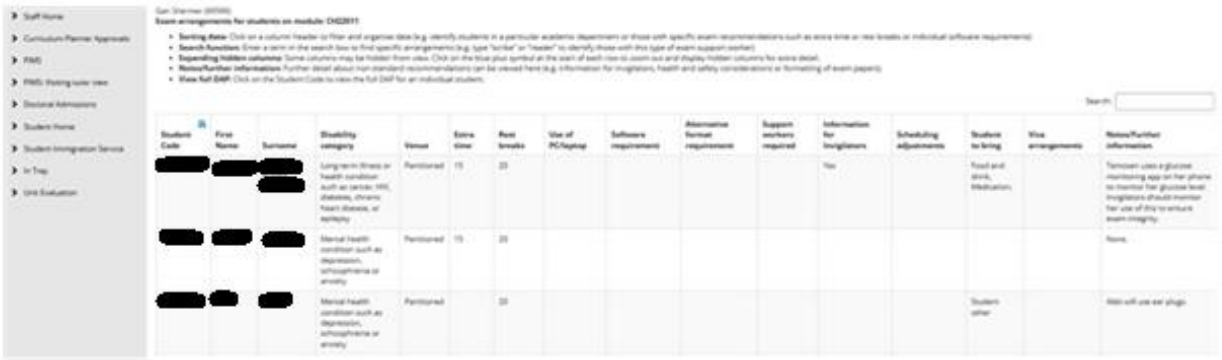
These 2 reports list all students with a DAP linked to you by your role:

- Exam arrangements report: my students
- Exam arrangements: Unit view

These reports provide a summary of all students with exam adjustment recommendations who are linked to you by role ('Exam arrangements report: view my students) or registered on a specific unit (Exam arrangements- unit view).

You will be able to see columns (see Fig. 8) showing student code and name, disability category, department, and then groupings of reasonable adjustment recommended in each DAP (see table 2 below for an overview of each reasonable adjustment category).

Fig 8: Exam arrangements- unit view



Note if you cannot see the final column ('Notes/Further information') you will need to make your window larger/zoom out until you can see this information. On some devices it may be easier to export to Excel/CSV to see all data, or you can use the 'Column visibility' feature to reduce the number of columns displayed.

Table 2: Overview of reasonable adjustment categories in 'Exam arrangements' reports

Reasonable adjustment category	Description and further details
Venue	This identifies the recommended most appropriate venue for a student to be placed in for examinations. A **group venue** places the student in an exam room with other students who also have the same recommendation (e.g. extra time and/or rest breaks). There may be one invigilator supporting a number of students. A **computer venue** is for students who require the use of a university provided PC/ laptop (e.g. to use assistive technology) to complete in-person examinations (i.e. not those completed remotely via Inspera). A **partition venue** is a smaller venue specifically for students requiring rest breaks to provide a quieter, more private space to manage their condition. Typically rooms may be limited to under 10 students. Rooms may have partition boards to provide more privacy between exam desks. **Sole venues** are required for students whose adjustments may impact on other students (e.g. if they are using dictation software or a reader/scribe) or students who require privacy (e.g. because of vocal or physical tics). *Find out more about exam venue adjustments.*
Extra time	Extra time is recommended for students who may require more time to complete exam papers. Extra time is commonly 25% (15 minutes per hour) but can differ depending on need. This requirement may be due to slower processing speeds, handwriting or manual dexterity issues, fatigue, pain or medication impairing on cognitive processing. Students will also require extra time if working with a support worker such as a scribe to enable them to dictate and check their work. Extra time is recommended to be implemented for all in-class tests and timed assessments including those under 1 hour in duration.
Rest breaks	Rest breaks enable students to manage the impact or treatment of their condition. Rest breaks are commonly 20 minutes per hour but can differ depending on need. Students are not entitled to work on their exam paper during rest breaks and therefore they differ from extra time. Students may not require allocated rest breaks if their condition fluctuates. Rest breaks may be used by students to move, stretch, use toilet facilities or use medical aids and medication to manage pain or fatigue or chronic health conditions (e.g. diabetes). The invigilator will be required to "stop the clock" to pause the exam time whilst the break is being utilised. Rest breaks are also recommended for concentration difficulties or if students experience overwhelm. Rest breaks are recommended to be implemented for all in-class tests and timed assessments including those under 1 hour in duration.
Use of a PC/laptop	A PC/laptop facilitates the use of assistive software or enables the student to type and more easily produce and amend their work.

	Students with manual dexterity difficulties, pain or fatigue may need to type all or part of their examinations. Students recommended a scribe may benefit from this being typed to enable easier editing and structuring of ideas. Students will need a computer if they require assistive technology.
Software requirement	Students may utilise assistive software to access exam papers or produce their responses. Software may include screen readers to read text aloud, magnification software to enlarge text or images, or dictation software to more fluently create responses. *Find out more about Assistive Technology support at the University.*
Alternative format requirement	Students who experience sensory impairments and specific learning difficulties may require physical/printed examination papers to be produced in an accessible format. This may include producing examination papers in a larger or alternative font, or printing on a specific coloured paper to reduce visual disturbance.
Support Worker required	The student may be assisted to complete the exam by an examination support worker, employed to carry out defined tasks to support the student. A sole venue will be required to enable the support worker to assist the student without impacting on fellow students. The support worker will not act as an invigilator during the exam but would defer to the invigilator in the same way a student being examined would. Support work roles include a **reader** (to read aloud the examination paper or students written exam response), a **scribe** (to handwrite or type the students dictated responses) or **prompt** (to facilitate time-management and motivational progression through the exam). Where both a Reader and scribe is recommended, this role would be carried out by one support worker. *The Disability Service will liaise with the Examination office to arrange Support Workers for end of semester examinations.* *With adequate notice, the Disability Service can support academic departments to arrange a support worker.* *Find out more about Using a support worker during exams.*
Information for invigilators	This may include health and safety information or communication related needs of the student that are helpful for the invigilator to be aware of. Students may have specific communication needs (e.g. a hearing impairment or social communication difficulty) or there may be health and safety actions (e.g. seizures that require medical intervention via the Security team).
Scheduling adjustment	Due to certain health conditions or medication side effects, the student may benefit from scheduling adjustments to enable them to work when most receptive or to pace themselves to manage their symptoms.

	Adjustments may include recommendations that where possible, within the constraints of the examinations timetable that examinations are scheduled in the morning or afternoon only, for only one exam to take place per day or to have 24/48 hours between examinations.
Student to bring	Students may require aids or medical equipment to help manage their condition or treatment regime. These may include aids such as cushions, TENS/ pain relief machine, ear plugs, coloured overlays or medical equipment such as a blood glucose monitor. Food, drink and medication may need to be administered during the exam especially if the exam duration is lengthy due to additional time allowances.
Viva arrangements	Students completing a Viva Voce may require more personalised adjustments to ensure that the examination is supportive and that all examiners are aware of the students needs. These may include awareness from the examiners about the student and their individual needs, or guidance regarding the presentation of information and questions from the panel. Guidance may be included about the nature of interaction and responses from the student.

PEEP and Risk Assessment reports

Some users will have access to reports showing students requiring a PEEP and/or a Risk Assessment.

These reports include students that the Disability Service have identified as requiring an academic department risk assessment or Personal Emergency Evacuation Plan (PEEP)

The report includes the date that the PEEP or Risk Assessment has been completed by the academic department. Academic Departments are advised to review the PEEP or Risk Assessment annually to ensure that the more current assessment is undertaken.

A PEEP is recommended in circumstances where evacuation from a building may require additional consideration and support (e.g. if the student has a sensory impairment or mobility difficulties). The student may be unable to evacuate a building unaided in a reasonably prompt manner during an emergency situation.

A Risk Assessment may be required for people who because of a disability/medical condition may require medical care or first aid, who because of their condition may be unable to use certain equipment or view hazards and warning signs, or who because of their condition may be more at risk in certain environments (e.g. labs).

View further guidance on Personal Emergency Evacuation Plans.

View further guidance on Risk Assessments.

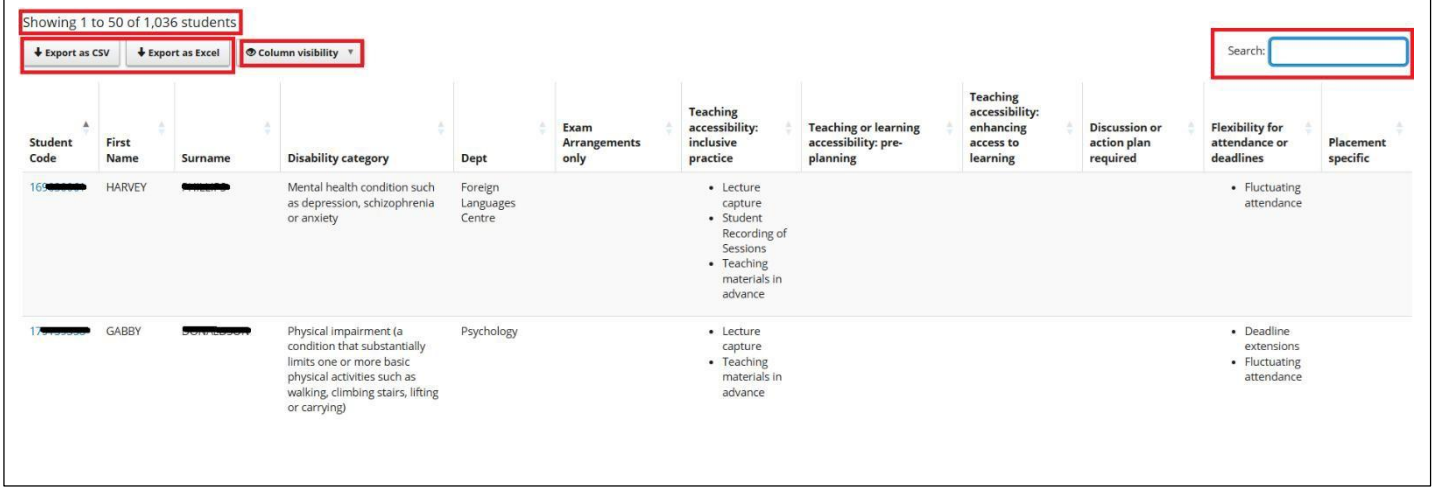
Academic departments are advised to inform the H&S dept/ Security/ Disability Service when a PEEP/ Risk Assessment has been completed, and to provide a copy to the student.

Individual DAPs can also be viewed via the PEEP and Risk Assessment reports.

Notifications are sent to the designated Faculty/ School admin contacts, to the student's Director of Study and Academic Adviser. It is the responsibility of the Head of Department to ensure that PEEP/Risk Assessments are completed, but this may be delegated to a Director of Studies or the appropriate department Health & Safety lead.

General functions available across reports

Fig 9: Features available across reports



Export as CSV/Excel feature

On most reports there are 2 buttons to export a copy of the report (i.e. all rows and columns) as a CSV or Excel file.

This allows summary DAP data to be shared with colleagues who cannot directly access the reports or to support you to filter/manipulate the data to meet your needs.

Please be mindful of the fact that this data contains sensitive personal information and should be managed in line with the University's Data Protection Policy.

Column visibility feature

Allows users to view specific columns to more easily focus on specific areas of information.

Please be aware that selecting or deselecting columns **does not** remove the student from the list and **will not** update the figure showing how many records are displayed i.e. all rows of data are still displayed.

Search feature

You can use the Search box (top right of each report) to search for data appearing in any column or a report.

This feature **will** work across all 'pages' of a report (so if you search for a name appearing on page 2, it will show that student's row of data).

This feature **will** update the figure showing how many records are displayed. Therefore if you search for ‘Harry’ and there are 2 Harry’s in a set of 100 students the data, the report will say ‘Showing 1 to 2 of 2 students (filtered from 100 students)’.